

## 2017-2018

### The main barriers to educational achievement faced by eligible pupils here

- Lack of money in the home to buy a computer for children to use for homework/projects/learning at home
- No money to go on visits/holidays to events/places of interest to broaden children's life experiences
- Too many children in the family/too many demands so parents have little time to talk to children/read with them/support homework
- Lack of aspiration

(At present we have one pupil who has left care)

### How we measure the impact of our spending

Every half term the governors select a specific area/s the deputy head then uses data to assess impact. In response to this changes are made to improve provision for eligible pupils.

Review talks take place every term at governor meetings, the next is June 29<sup>th</sup> 2017

51.7% = 107 pupils			
Use of funding 17-18	Cost	Why/Impact	Research to support decisions made(EEF)
Learning Mentor salary		This pastoral role addresses pupil's barriers to learning. This may be in the	+4 months (Social and Emotional learning)

		<p>form of 1-1 for specific difficulties or group/whole class support. The majority of the pupils supported are FSM (%).</p> <p>The LM also works with parents and families who are experiencing difficulties by filling in CAFs and attending subsequent TAC meetings.</p> <p><b>Impact</b> Rise in pupil and parent self-esteem and aspiration, improvement in family circumstances etc. FSM pupil's attainment data Raise online.</p>	
IT cover lunchtime (extra LS)		<p>We have a well-equipped IT suite this is staffed at lunchtime <b>Impact</b> -pupils have access to the internet and use technology that may not be available at home, this enhances learning. It also allows us to separate pupils (indoor/outdoor) who may have relationship issues</p>	+4 months (developing computer confidence and skills)
Year 1/2/3 focused support 0.9 (teacher)		<p>Full time teacher to work within the classrooms supporting under achieving pupils <b>Impact:</b> vulnerable group attainment in line with other pupils</p>	+ 2 months (Targeted interventions)
Speech and language and nurture in FS KS1		<p>Trained TA to work in early years and KS1 focusing on CLLD and PSHE</p> <p><b>Impact</b> – English attainment improves as does social interaction and self-</p>	+4 (improve attainment by developing social and emotional aspects of learning)

		esteem leading to more confident learners	
Year 4/5 focused support (.6) TA Summer term only – contract ends 31/8/17		Part time TA to work with under achieving pupils <b>Impact:</b> vulnerable group attainment in line with other pupils	+ 2 months (Targeted intervention)
Subsidise FSM breakfast club plus free places for needy pupils or those with poor attendance/punctuality issues		<b>Impact:</b> A good start to the day – pupils ready to learn and exhibit appropriate behaviour. Develops personal/social skills Attendance and punctuality	+2 months (Behaviour)
2 x TA salary – this is an amount to cover the cost of all TAs to support specific intervention		<b>Impact:</b> Rise in pupil levels – accelerated progress!	+2 months (Targeted intervention)
Purchase 'spare' PE kit			
Purchase spare clothes			
Forest School Leader  Equipment for Forest Schools		A registered leader to run 'forest' and work with all pupils and staff <b>Impact:</b> wonderful outdoor learning opportunities to increase team work and participation of all pupils leading to improved attainment plus staff up skilled to ensure sustainability of work	+3 months (Collaborative learning experiences with physical and emotional challenge, practical problem solving and reflection)
My Mate Fancies You – theatre production year 6 summer 17		Relationship education for year 6 – follows sex education in year 5, delicate subject delivered in a fun	+4 (improve attainment by developing social and emotional aspects of learning)

		way! <b>Impact</b> – all secondary ready (and life ready!)	
Crossbar Coaching		We purchase high quality experienced sports coaches for 1 x day a week and an after school club. <b>Impact</b> allows talent (self- esteem) to be developed in pupils who cannot afford to attend out of school clubs. Raises self-esteem and confidence which impacts on academic levels. Positive enticement to undertake other activities	+2 months (Sport’s participation)
Condover (year 2 residential) Transport		All pupils have the opportunity to go ‘on holiday’ and experience new, exciting, high quality activities. <b>Impact</b> – rise in levels due to increased vocabulary, ideas and confidence	+3 months (Collaborative learning experiences with physical and emotional challenge, practical problem solving and reflection)
Larches Wood (year 4 residential) PP pupils cost Coach transport		All pupils have the opportunity to go ‘on holiday’ and experience new, exciting, high quality activities. <b>Impact</b> – rise in levels due to increased vocabulary, ideas and confidence	+3 months (Collaborative learning experiences with physical and emotional challenge, practical problem solving and reflection)
Lunchtime play supervisor		A lead person to support constructive play <b>Impact:</b> Lunchtime play is beneficial for all (staff and pupils) and there are less behavior problems	
1-1 reading support (9 hours per week)			+ 2 months (Targeted interventions)

Total Income	£137,860		
Total expenditure	£114,855		