

Use and Impact of Targeted funding update
Autumn 2018

Pupil Premium(PP)

USE

- Money put towards visits and visitors to enable access for all pupil premium children eg Windsor Castle, Sports Partnership, Go Givers.
- Training for staff to offer opportunities for PP children – eg Team Teach
- High pupil -TA ratio to enable all intervention programmes on Provision Map to be undertaken for PP Pupils (including planning, preparation and assessment). This includes small group support and challenge to give targeted work to assist pupils in making at least expected progress.
- Continued funding towards our Inclusion manager who works every Thursday morning to set up parents meetings, drop-ins and training. During this time she offers one-to-one time to parents of PP children to discuss the best ways to support them to reach their potential. She also works with professionals e.g. Family Resilience, Young Carers to ensure we provide the best support for our children with extra needs.
- Resources purchased, as appropriate, for individual children to help them access the curriculum and support/ challenge areas of need.
- Continue Parent Partnership monthly meetings.
- Home Learning Packs- games to help and support home learning in literacy, numeracy and social skills.
- Continue to offer a range of subsidised or free clubs with equipment covered from budget to benefit PP children. Eg recorder, art, eco, gym.

IMPACT

- 100% PP children **made expected progress** or more in last academic year.
- We now reap the benefits from a **much stronger relationship with all PP families** - helping them to apply for schools; get support/advice at home; provide equipment for school where appropriate and support their child's learning.
- High pupil/teacher ratio has enabled us to **give support**, both within the class and with intervention groups, **on a regular basis** leading to accelerated progress for PP children.
- **Positive feedback** from supported families has highlighted the benefits of this level of support for the individual children and the families. Families feel they are very well supported and the interventions have had a very positive impact on children, both academically and socially.
- The school has an excellent reputation for **pastoral care** and well-being.

Special Needs Funding

USE

- TA supporting in every classroom every morning and most afternoons.

- Supply hours for SENCo, and TAs, where appropriate, to complete paperwork for High Needs Block Funding and EHC Plans as well as to attend meetings for Support Plan children.
- Occupational Therapy and Speech and Language Therapy resources.
- Special Needs training for teachers and TAs to develop specialisms – e.g. Special needs Conference, Autism Course, Team Teach Training
- New SENCO trained up in school by our current SENCO and via external courses.
- Pay for other specialists as appropriate to assess children and give advice to staff and parents. Eg Educational Psychology support
- Some 1-1 support has been made available for behaviour needs.

IMPACT

- **SEN children** have adjusted to school life extremely well and 78% are making at least **expected progress**.
- **Paperwork has been dealt with promptly**. Observations and data have been kept up to date and filed for evidence for possible statements if required in the future.
- **Many children are benefitting from** Occupational Therapy and Speech and Language Therapy **resources**.
- There have been **distinct improvements in fine motor control** and pencil grip as a result of handwriting intervention groups.
- **Staff** are becoming **highly skilled in their SEN specialist areas** and can give good advice to other staff and parents on how best to provide for SEND pupils.
- External Specialists have enabled more **accurate and closely targeted support** for these children. Early diagnosis has increased the impact further.

Sports Funding

USE

- PE Coordinator continues to work as Level 1 gymnastics coach
- Weekly gym club accessed by Year 1 and year 2 - led by Gym coach and PE Coordinator.
- Paid membership into Schools Sports Partnership, which provides the school with many opportunities for festivals and competitions with other schools in the local. Membership also gives support and training to staff.
- Coach and staffing costs when attending sports festivals and competitions.
- Leotards purchased for the boys and girl in the gymnastics team.
- Sports equipment regularly updated.
- Use of Action Kids' specifically to develop fitness in early Years (training and equipment).
- I Pads purchased and training /advice taken to use to improve and record outcomes.
- Member of staff to run weekly 'Change For Life' Club- including training and resources.

- New ride on toys and purpose built shed to house these.
- Continuous training for sports specialists.
- Yoga and mindfulness training for all pupils offered in school.
- Development of outdoor area for health and wellbeing.

IMPACT

- PE Coordinator confident to teach gymnastics in PE
- Gym club has led to **impressive performances by gym club** at local competitions and festivals.
- More opportunities for children to participate in inter-school sport – competitive and non-competitive has **developed healthy attitudes to participation and competition.**
- Learning walks have seen evidence of **improved dance and gymnastics** lessons and clubs as a result of better equipment and additional training.
- Evidence of **more active play** at lunchtimes due to equipment, markings and 'Change For Life' Training.
- **Improved playtime behaviour.**
- **Increased use of the outdoor area** for learning and well-being.
- **Calmer approach to all lessons** as children have developed mindfulness and yoga techniques.
- **Improved outcomes for boys** as a result of the more focused approach to learning time.