

## **What is pupil premium?**

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

## **Rationale**

Eyres Monsell Primary School is determined to ensure that all children achieve and are given the highest standards of teaching and learning through delivering Quality First Teaching (QFT). Additionally, that focussed support and pastoral care outside of QFT is given to children that require it so that they are achieving their full potential.

We believe the benefits provided by the extra funding should be available to all our children within school who could be considered to be vulnerable irrespective of whether they receive Pupil Premium funding. It should be noted that the children identified as requiring the additional levels of support are not necessarily those who fulfil the above criteria and upon which the school receives the Pupil Premium funding.

There is no expectation that all Pupil Premium children will receive identical support; indeed the allocation of budget for each child feeds into the schools budget for pupil premium, rather being ring fenced for an individual child. Some children will need more than others and each child is individual with individual circumstances.

The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of the children within this group. The Action Plan (below) for Pupil Premium spending focuses on whole-school strategies that impact all pupils, strategies that target under-performing pupils, and specific strategies targeting pupil premium pupils. We have a clear, strategic approach to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement systems.

These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress. Strong leadership ensures that Pupil Premium funding has the necessary impact on achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium, the Head teacher, Deputy Head teacher and Assistant Head teacher, leading the development plan, and a coordinated wider disseminated leadership approach to implementing plans.

OFSTED April 2016

***"Additional government funding for disadvantaged pupils is used effectively. Gaps in attainment between disadvantaged pupils and other pupils in the school and nationally are closing quickly in most year groups."***

***"Additional funding provided through the pupil premium is used effectively to improve the achievement of disadvantaged pupils and to boost their confidence and self-esteem. The most vulnerable pupils are supported through nurturing activities and these pupils have full access to all trips and visits. Good use is made of the learning mentor's talents and support from a positive male role model has contributed to an increase in boys' self-esteem and achievements. Gaps in attainment between disadvantaged pupils and others are closing across most year groups because many disadvantaged pupils make more progress than their classmates."***

### Overview of pupil premium grant

	Number of pupils	% of school	Amount school received 2017 - 2018
eligible for Pupil premium grant (inc Ever 6)	115	41%	£151,800

## How do we monitor Pupil Premium?

Senior school leaders regularly review school information such as assessments, tests, attendance and behaviour logs, so they are informed about school, class and pupil performance. Every half term key leaders meet with each class teacher to analyse and discuss class assessment information, along with pupils' attitudes, efforts and attendance information. These conversations may lead to changes in provision, staffing and resources to ensure all pupils make progress and are successful. Through having regular and robust monitoring, this allows school leadership, to swiftly make any necessary changes to impact on pupil achievement and school provision.

Key individuals receiving personalised targeted support are also monitored by the pastoral team including the Behaviour Learning Mentors and Nurture team. This information is again used by school leaders, to ensure the provision is meeting the specific needs of the child and how best to meet any new or changing needs.

Matters relating to the Pupil Premium are reported back to the Governors, ensuring that the school is held to account for the impact of spending. Ensuring all staff takes responsibility for Pupil Premium actions enables school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for all children.

### **Key priorities 2017 - 2018**

At Eyres Monsell Primary School, we commit to use the Pupil premium Grant to **diminish the difference for our vulnerable pupils** to ensure that:

1. Every child attends school, on time, every day.
2. Pupils develop and sustain a positive attitude to learning, resilience and a growth mindset
3. All children are interested, engaged and experience a wide range of learning and life experiences.
4. Every child is a reader and experiences in a positive reading culture.
5. Every child has opportunities to become a writer.
6. Every child is able to become a mathematician.
7. Children receive personalised support for social, emotional and positive mental health needs, to enable them to succeed.

Every child attends school, on time, every day.

What are we trying to achieve?	What are we going to do?	Identification measure	Who?	How much will this cost?	outcomes
Provide opportunities to encourage good attendance and morning attendance	Morning activities from 8.15am – 8.35am	<i>Pupil premium attendance is below that of peers</i>  <i>Lateness of pupil premium is above that of peers</i>	LK	£1000 (£1500 Sports Premium funded)	Improved attendance Decreased lateness  Pupil premium attendance narrows to peers
Support families experiencing difficulties with attendance	Provide targeted family support through Parent Link Worker	<i>Parent Link Worker monitoring</i>	CB	£14,500	Parents accessing PLW for support  Improved attendance as a result of PLW intervention
Swift action where pupil attendance is poor Ensure regular communication about pupil attendance levels to parents	Attendance officer time to review attendance weekly, send letters to parents with pupil attendance below 90%  Attendance officer release to meet e.g. EWO Structured conversations	<i>Persistent absence data and records</i> <i>Attendance monitoring</i> <i>Lateness monitoring</i> <i>EWO meetings</i> <i>Average 12 meetings per half term</i>	HL	£10,000	Improved attendance Decreased lateness  Pupil premium attendance narrows to peers
Raise staff awareness and involvement in tackling barriers	Staff aware of Pupil premium pupils in their care Pupil progress meetings for robust review of achievement	<i>Lesson observations</i> <i>Pupil progress meeting</i>	SLT	£1000	Staff confident in identifying pupil premium pupils and actively engaged in attendance monitoring
Positive reinforcement and rewards	Attendance rewards to encourage good attendance and reward regular attendance Attendance tree project Half termly rewards Whole school golden attendance tree display	<i>4 year decline trend in attendance</i>	HL	£8,000	Improved attendance  Reduction of PA

Pupils develop and sustain a positive attitude to learning, demonstrate resilience and growth mindset

What are we trying to achieve?	What are we going to do?	Identification measure	Who?	How much will this cost?	How will we know if we have been successful?
Assess pupils attitudes to learning, school and self to provide targeted intervention and measurable outcomes of mental health, well being and resilience	GL PASS assessment introduced to Y1 – 6 at the start and end of the academic year.  Targeted children to complete every half term	<i>Behaviour monitoring</i> <i>Exclusion rates</i> <i>Internal inclusion rates</i>	CA	£600	All pupils have completed assessment  Information being used effectively to help targeted support, inform planning and teaching and improve outcomes  Pupils who are vulnerable of potential mental health identified at an early stage  Advise of teaching programmes and interventions provided to staff  PASS shows measurable positive impact across the year
Provide greater opportunities for thinking, explaining and answering to develop language and linguistic skills.	Embed B.A.D questioning to allow children greater thinking and reflecting opportunities.  Quality first teaching encompasses Talk 4 writing and Talk 4 maths  Embed guided group maths	<i>Lesson observations</i> <i>planning</i>	SJ/JT/SAL	£2000	Improvements in speaking and listening skills  Improved attainment in speaking and listening  Improved questioning evident in teaching  Children more confident in speaking in lessons.  Greater ability observed for children to answer more challenging questions.  Good and outstanding T4w teaching observed throughout the year.
To develop critical thinking and growth mind set skills	I am Worth It programme in PSHCE and Life Skills  Jigsaw PSCHE scheme includes growth mindset and mindfulness	<i>Behaviour monitoring</i> <i>SO2s</i> <i>Physical restraint logs</i> <i>Behaviour slip logs</i>	RP/CA	£2900	Children are more emotionally aware and use language more specifically. Children can articulate the school values and core emotional language Staff model positive language and positive characteristics in school. All pupil premium pupils access character building and resilience programme

What are we trying to achieve?	What are we going to do?	Identification measure	Who?	How much will this cost?	How will we know if we have been successful?
Positive reinforcement for learning	<p>Rewards and recognition for pupils (star writers, mathematician of week, star of week)</p> <p>Annual celebration evening</p> <p>Greater celebration of children's achievements on website</p> <p>Meta cognitive marking opportunities e.g. peer marking, reflective and self-assessment</p>	<p><i>Reward logs and monitoring</i></p> <p><i>Positive rewards</i></p>	<p>JT, SJ, AR</p> <p>DW</p> <p>MLT</p>	£2000	<p>Children receive positive recognition for effort, hard work and achievement</p> <p>Children's effort recognised and acknowledged widely across the school</p> <p>Children recognise when they have achieved.</p>
Increase % of pupils regularly completing home learning	<p>Pencils, ruler and pencil crayons sent home for home learning</p> <p>Maths packs sent home for maths learning</p> <p>Summer holiday learning packs</p> <p>Home learning club available after school and lunchtime</p>	<p><i>Homework reviews</i></p> <p><i>Mymaths completion information</i></p>	<p>SLT</p> <p>SJ</p> <p>SLT</p>	<p>£400</p> <p>£400</p> <p>£400</p> <p>£2500</p>	Greater % of pupil premium pupils regularly completing homework

All children are interested, engaged and experience a wide range of learning and life experiences.

What are we trying to achieve?	What are we going to do?	Identification measure	Who?	cost?	How will we know if we have been successful?
Ensure children access a rich and varied amount of life and learning experiences which provides social mobility opportunities	<p>Provide range of curriculum themed experiences across the academic year.</p> <p>support costs for year grp curriculum links and trips and /or visitors linked to curriculum for inspiration and stimuli to make trips accessible</p> <p>Links with University and High Schools for aspiration</p>	<p><i>Pupil interviews</i></p> <p><i>Writing standards produced following theme weeks and events</i></p> <p><i>Review of 2016-17 social mobility and life experience opportunities</i></p>	<p>LN</p> <p>DW</p> <p>AR</p>	<p>£700 per half term x 6 half terms. £4200</p> <p>£1000</p>	<p>Children can articulate experiences that they have had.</p> <p>Writing levels increase and show links to curriculum stimuli</p> <p>Meaningful experiences to support language development in oral and written forms.</p>
Provide opportunities for pupils to develop leadership skills	<p>Leadership roles in school which have pupil premium representation: Pupil Leadership team Digital Leaders Sports Leaders</p>	<p><i>Leadership groups reviewed</i></p>	<p>Leadership team</p>	<p>£500</p>	<p>Pupil premium representation in pupil leadership roles</p> <p>Pupils develop leadership and decision making skills</p>
Develop outdoor learning curriculum	<p>Outdoor curriculum with clear activities and learning opportunities identified for each year group.</p> <p>Forest School Sessions</p> <p>Purchase equipment for use for Forest Schools</p>	<p><i>OAA activities and opportunities</i></p> <p><i>Impact on self-esteem and behaviour</i></p> <p><i>Impact on pupil learning indoors</i></p>	<p>SB</p>	<p>£1000</p>	<p>Children accessing outdoor learning which is positively impacting on SEMH, attainment and achievement.</p> <p>Varied learning experiences available at EMPS which engage children in learning.</p> <p>Outdoor experiences a regular feature of EMPS curriculum.</p>
Ensure children have access to specialist tutors to develop key skills	<p>Computing tutor leading after school clubs for more able computing pupils and more able literacy with a school magazine</p> <p>Forest School sessions</p> <p>Music tutoring for more able musicians</p> <p>Musical instrument tuition expanding across KS2 for pupils to learn instruments</p>	<p><i>2016-17 provision to support more able pupil premium pupils review</i></p> <p><i>2016-17 no small group music tuition – only whole school ensemble</i></p>	<p>AR/RK</p>	<p>£4000</p>	<p>Specialist areas are taught by experts.</p> <p>Greater range of specialist provision provided at EMPS.</p>
Provide financial support for key life experiences	<p>Residential support costs for parents for Y2 Y4 Y6</p> <p>Individual music opportunities, tuition, theatre etc</p>	<p><i>Pupil premium children requiring financial support to attend trips beyond a day</i></p>	<p>SLT</p>	<p>£3000</p>	<p>Children have access and experience to additional experiences</p> <p>More able musicians access additional group tuition</p>

Every child is a reader and experiences in a positive reading culture.

What are we trying to achieve?	What are we going to do?	Identification measure	Who?	cost?	How will we know if we have been successful?
Raise GLD attainment by ensuring pupils leave FS2 school ready in reading.	Provide Better Reading Partner Support Additional targeted reading with L3 TA Nov-June	<i>Foundation Stage 2 data GLD measures</i>	JT LT/DT	£7332 £1140	Increase in GLD and pupils at expected for reading. More able readers accessing additional support
Increase pupils experiences and opportunities to read at home with a focus on the Early years.	Establish a home library scheme within FS2/Y1. Children receive a book a month to keep at home. Parental workshops to encourage daily home reading and raise profile of bedtime stories	<i>Reading sessions parental questionnaires WIT survey</i>	JT	£2000	Increase in early readers in EYFS  GLD improvement for pupil premium children by end of FS2 and phonics at end of Y1
Develop a positive reading culture within EMPS	Reading corners in each class invite children to read for pleasure Reading parent workshops, cafes Wide range of reading materials available for Free Range/ Dynamic Reading, Golden books etc	<i>Questionnaires and reading diaries</i>	JT JT, SJ, SAL	£1400 £200 £750	Questionnaires show improved attitude and enjoyment of reading  Improved reading outcomes by end of KS1 & KS2
Raise reading attainment by end of KS1 and KS2	Increase opportunities for individual reading across the week. TA support for Y1 readers  Peer observations of shared and guided reading to share 'good practice' and improve teaching	<i>Pupil premium achievement in reading</i>	SJ	£500	Improved reading outcomes by end of KS1 & KS2 All children a reader by age 6 Improve quality first teaching of reading across Y1 - 6
Ensure reading culture permeates through whole school day	Dynamic Reading Session resources Book club after school club Regular opportunities for teachers and staff to model a love of reading e.g. evening reading sessions, end of day, storytelling week KS1 pupil premium pupils have access to library services through half termly visits	<i>Pupil premium reading below that of peers in FS and KS1  Research shows love of reading required by age of 7 to impact on life-long reading culture</i>	JT	£1000	Children have access to wider range of reading materials Children talk about their enjoyment of reading. More children engaging at reading for choice. Improved reading outcomes by end of KS2 Adults across the school model an infectious love of reading. The learning environment both indoors and out supports reading development and language acquisition.
Targeted intervention to accelerate reading attainment	RWI (KS1 and Y3) x4 45mins p/w (KS1-Y4) Additional after school boosters Y2 / 6 for more able to achieve GDS SEND L3 TA intervention a.ms for SEND pupils (KS1-2)	<i>Y1 phonics results SATs end of Y2,6</i>	MLT	£2400	To accelerate attainment of vulnerable pupils. To provide wave 2 provision to support quality first teaching to secure outcomes. To improve achievement by end of FS2, Y2 and Y6

Every child has opportunities to become a writer.

What are we trying to achieve?	What are we going to do?	Identification measure	Who?	Cost?	How will we know if we have been successful?
Ensure quality first teaching of writing to improve pupil outcomes in writing	All teachers trained in Talk 4 Writing (August 2017) Regular and rigorous monitoring of the teaching of writing CPD in apply the teaching of grammar and punctuation in to writing	<i>Book scrutinies and observations</i>	JT	£1000	Quality first teaching of writing evident in lessons and books. Writing attainment increasing across the school. Increased % of pupils achieve expected writing levels at GLD, Y2 and Y6
Provide additional opportunities and enrichment activities to develop writing skills	Teachers CPD in cross curricular writing links (AR and SJ t4W conference) Whole school theme links to stimulate writing interest and ensure rich language and vocabulary development	<i>Review of 2016-17 pupil premium expenditure showed need for increased more able opportunities</i>	JT	£1500	Children articulate an interest and excitement for writing. More able writers have opportunities to be challenged.
Improve rates of children writing at Greater Depth	Teacher intervention  Guided writing groups integral part of literacy  Gap analysis CPD ensures teachers aware of gaps to improve outcomes  More able writers opportunities KS2	<i>School data</i>	JT  SAL  MW	£1000	Improve rates of GDS within low year groups (2016-2017 – Y3, Y4, Y5)  Teachers regularly using gap analysis to improve pupil outcomes
Celebrate children's writing to provide a purpose	Weekly writing awards. Writing on website to share and celebrate Writing on display around the school	<i>Pupil attitudes Pupil reviews</i>	JT  -	£400	A positive ethos and learning culture exists around writing. Children exhibit a 'can do' attitude towards writing.
1:1 academic coaching	Y6 academic coaching support for 6 pupils over 20 weeks Middle ability to reach EXS More able to reach GDS	<i>School data</i>	TS	£2400	Improved outcomes in writing at end of KS2
Small group writing intervention sessions	Write Away (L3 TA led) After school intervention for Y2 writers middle to reach EXS and middle to reach GDS	<i>School data</i>	DH	£1520 £1400	Improved outcomes in writing at end of KS1
1:1 support to secure learning and understanding	SEND L3 TA to support SEND/SEMH & PP pupils during class literacy and phonics learning	<i>School data</i>	DH	£1500	Improved SEND / Pupil premium outcomes

Every child is able to become a mathematician.

What are we trying to achieve?	What are we going to do?	Identification measure	Who?	Cost	How will we know if we have been successful?
Provide maths enrichment opportunities through the curriculum and in addition to it (enrichment).	Whole school maths day Lunchtime maths / games club x1 per week High quality maths displays Lunchtime computer club includes mymaths opportunities & sumdog Outdoor maths learning / active maths	<i>Club and extra curricular review of 2016-17 provision</i>  <i>Pupil premium attendee monitoring</i>  <i>Outdoor maths activities</i>	SJ  SB / TK	£700  lunchtime £250 resources  £380 30 mins TA costs  £1000	Increase in % of pupils working at mastery / greater depth Increase in pupils ability to apply skills and knowledge Pupils accessing maths across the school day School celebrates maths through high quality displays and learning opportunities Children engaged in maths learning
To ensure opportunities for pupils talking about their maths work to secure their understanding	Establish Guided Maths sessions inc training and development for staff  SEND L3 TA in class support	<i>School improvement review</i>  <i>Lesson observations</i>	SJ and LE  SAL	£500  £2500	Teachers and TAs leading guided maths groups effectively Children show security in basic maths concepts.
Ensure children have wide range of opportunities to deepen understanding to move to mastery level.	Embed greater problem solving and application activities, considering the cognitive level  External consultant support for quality of teaching (CPA and mastery)  Mymaths subscription (homework and after school club)	<i>Lesson observations</i> <i>Planning and book scrutinies</i> <i>External consultant support</i> <i>MyMaths</i>	SJ	£500  £1000  £350	Increase in % of pupils working at mastery / greater depth Increase in % of pupils working within ARE Greater challenge evident in teaching
Raise attainment at greater depth in maths ay key points: Y2 and Y6	Additional before and after school boosters for more able pupils to achieve Greater depth  Afternoon business enterprise sessions for KS2 targeting higher attainers (teacher led) in money, profit, loss etc to apply knowledge	<i>School data</i> <i>Club and extra curricular review of 2016-17 provision</i>	SJ  MW	£800  £6,300	Increase in % of pupils working at mastery / greater depth by end of Y2 and Y6  Increase in % of pupils working within ARE
Managing money to be part of the curriculum provision	Values, money and me programme to be taught as part of life skills <a href="https://www.moneysmart.gov.au/teaching/teaching-resources/teaching-resources-for-primary-schools">https://www.moneysmart.gov.au/teaching/teaching-resources/teaching-resources-for-primary-schools</a>	<i>Exposure to life skills and financial planning</i>	SJ & EH  SJ	£200	Curriculum includes educating pupils on managing money. Pupils show an understanding of how to be responsible and make choices about money Children to be involved in the life of the school and make collaborative choices

Improve pupil outcomes in maths	Pre and post teaching to support mathematical understanding (L3 and 2 TA led)	<i>Internal data</i> <i>National testing</i>	SAL, SJ	£1200	Increase % at pupils at ARE
Improving speed and efficiency of mental arithmetic	Purchase Nonsense arithmetic facts programme and cascade across school to improve daily practice and recall of mental arithmetic	<i>Observations of quality teaching</i> <i>School data</i>	SJ	£780	Improve % of children achieving more than 50% pass mark in arithmetic tests Increase % at ARE in maths

**Children received personalised support for social, emotional and positive mental health needs (SEMH), to enable them to succeed.**

What are we trying to achieve?	What are we going to do?	Indicator measure	Who	Cost	outcome
Provide targeted support for children with additional needs in social, personal, emotional and mental health.	Employment of behaviour learning mentors to support pastoral development across the school	<i>Reduction in exclusions</i> <i>Internal behaviour and incident data</i> <i>Improvement in behaviour and conduct across the school</i>	CA RP	£46,247	School is a calm and purposeful learning setting  Children are engaged in learning  Children access support to enable them to be learning and school ready
Embed Mindfulness, Resilience toolkit and Resilience Champion work through PSHCE as consistent part of curriculum learning	Children access consistent and progressive PSHCE scheme to develop knowledge, skills and strategies to support positive mental and emotional well-being  Review PSHCE scheme – ensure clear curriculum map of topics and learning  Purchase PSHCE scheme which addresses mindfulness and positive mental health  Resilience champion to lead 'I am Worth it' sessions in Life Skills	<i>Planning review</i>  <i>Monitoring of subject</i>  <i>Monitoring of behaviour incidents, exclusions, SO2s</i>	EH/ CA	£2945	Every class accessing and teaching weekly PSHCE lessons.  Mindfulness developed as part of regular PSHCE lessons  Consistent teaching of PSHCE across FS1 – Y6  FS2 – Y6 developing resilience and character building through Worth it Project
School promotes well-being, resilience and positive mental health  Children can regulate emotions and responses when exposed to negative factors	Regular assemblies and learning opportunities to discuss and develop awareness linked to values and well being  PSHCE programme includes topics on positive mental health, character developing and resilience (such as Resilience toolkit, Worth It etc)  Children have opportunities to be resilient learners through	<i>Assembly reviews</i> <i>Behaviour monitoring and logs</i>	staff	£3695	Displays on well-being in the school environment Our curriculum include skills for wellbeing, such as skills for resilience and positive behaviours including social and emotional skills. Jigsaw 'calm me' sessions evident across the school

	<p>challenge within the curriculum and enrichment e.g. residential</p> <p>Children to learn mindful strategies to improve their behaviour and learn self-regulation: yoga, meditation</p>				<p>These opportunities exist in PSHCE and the wider curriculum. Through implicit and explicit teaching and learning.</p> <p>Our curriculum promotes positive behaviours and successful relationships</p>
<p>Environment promotes opportunities for positive mental health and regulation strategies</p>	<p>Areas to talk to friends</p> <p>Lunchtime 'chatter matters' safe space</p> <p>Class 'shout out' boards, question and worry boxes</p>	<p><i>Pupil questionnaires</i></p> <p><i>Pupil interviews</i></p> <p><i>Behaviour logs, reports, slips</i></p> <p><i>Exclusions</i></p> <p><i>SO2 forms</i></p>	<p>KH</p> <p>CA</p> <p>EH</p>	<p>£500</p>	<p>Our school environment promotes well-being and resilience.</p> <p>Our school creates conditions that support positive behaviours for learning.</p> <p>Our school is an emotionally secure and safe environment</p>
<p>Pastoral team (behaviour learning mentors) to support children with SEMH needs which are not met through quality first teaching.</p>	<p>Designated lead person for high level pupils</p> <p>Robust tracking of incidents and pupils to analyse and improve provision</p> <p>KS1 nurture group (afternoons) led by BLM and L3 SEND TA</p>	<p><i>Behaviour logs, reports, slips</i></p> <p><i>Exclusions</i></p> <p><i>SO2 forms</i></p>	<p>SAL / CA</p> <p>RP</p> <p>DH/RP</p>	<p>£250</p> <p>£4000</p>	<p>Reduction in behaviour and high level incidents.</p> <p>Pupils integrating and engaging in learning activities.</p> <p>No disruption to school and learning.</p>
<p>To reduce high level incidents with pupils with mental health issues.</p> <p>To provide support for pupils with mental health needs.</p>	<p>Provide RELATE pupil counselling to support mental health</p> <p>Annual well-being week to raise awareness of mental health and well being</p> <p>Staff can access higher level training on mental health e.g. <a href="http://www.minded.org.uk">www.minded.org.uk</a></p> <p>Online courses / CPD</p>	<p><i>RELATE annual report</i></p>	<p>SAL</p> <p>CB</p> <p>CA</p>	<p>£2800</p>	<p>Reduction in incidents of targeted pupils.</p> <p>RELATE counselling shows positive results in improving pupils mental health.</p> <p>Staff become more aware and more confident to address mental health needs through their day to day practices.</p> <p>Specific staff have additional training to provide personalised support</p>
<p>Ensure a range of learning and support provision to support individuals and allow all pupils to learn in distraction and disruption free environments.</p>	<p>Provide nurture support for pupils with SEMH needs</p> <p>p.m. KS1</p>	<p><i>Behaviour incidents</i></p> <p><i>Boxhall profiles</i></p> <p><i>Outcomes of those accessing 2016-17</i></p>	<p>SAL</p> <p>CA</p>	<p>£3000</p>	<p>Reduction in class behavioural incidents.</p> <p>Targeted high need children accessing appropriate provision to succeed.</p> <p>All pupils making progress.</p>

*Note: expenditure exceeds overall school pupil premium allowance as costs may be in more than one section and therefore are represented twice.*

Total expenditure: £158, 554

School funded support: £6,754