

Number of pupils and pupil premium grant (PPG) received			
Number of pupils on role	612		
Total number of pupils eligible for PPG	Pupils - 66		
	FSM ever 6 - 50	Adopted from care - 4	LAC - 9
Total amount of PPG received	£87120		
Date of last pupil premium review			
	In school, termly	Planned date of next review	December - week 6
Pupil Premium Governor			
		Pupil Premium Lead	Clare Cairns
Barriers			
<ol style="list-style-type: none"> 1. In each year group there is a very small number of pupils eligible for the pupil premium grant, there are some common barriers (see below) but in the main each pupils unique circumstances are identified and addressed through pupil progress meetings, with appropriate provision put in place 2. As a number of our PP children are also LAC it is worth noting that this particular group often join outside the usual entry points (FS or year 3) and some join at the higher end of key stage 2. A clear understanding of prior learning needs to be understood on entry. 3. Attendance for this group of children is often lower than the expected 95% 4. Poor oral language/literacy skills and lack of reading opportunities outside of school 5. The number of children with social and emotional and mental health issues 6. Quality of teaching to ensure challenge and accelerated progress for PP children 			
Strategy			
Success criteria	Actions	Who	By when

<p>All disadvantaged children</p> <p>To close the vocabulary gap. The gap in vocabulary both in oral use and knowledge and understanding between disadvantage pupils and non-disadvantage children will be narrowed. All PP children will be speech and language linked. All PP children (non SEN) will reach the expected standard in reading at the end of EYFS, KS1 and KS2. Those</p>	<ul style="list-style-type: none"> • All PP children will be language and speech linked by our trained TA. • Closely monitor evidence in pupils' work that indicates good or better progress. Balance and Pixl will be used to track children's progress and to intervene quickly should the need arise. 	<p>Deputy Head, assistant Heads, Lead Practitioners, language TA, SENCO</p>	<p>Termly assessments</p>
<p>with SEND will make more than the expected progress. Those with expected starting points will make more than the expected progress and will be working at greater depth</p>	<ul style="list-style-type: none"> □ Observations, work scrutiny and pupil interviews. Embed □ Destination reader into our teaching of reading and ensure PP children are exposed to the vocabulary through vocab mats and logs □ Build capacity of staff through development of subject knowledge that will allow them to deliver a clearly sequenced language curriculum 		

<p>Social interaction and communications</p> <p>Outcomes for PP pupils will be raised through improvements in social interactions opportunities</p> <p>All PP children will be have access to the pastoral side of Hive and be assessed for self-esteem and social interaction skills. PP children will be given priority when joining sports clubs and other clubs PP children will be encouraged to learn a musical instrument and will be given opportunities to join choir and be part of productions</p>	<ul style="list-style-type: none"> ☐ All PP children will have an adult 'champion' from our school staff or volunteers ☐ Teachers will monitor PP children's access to clubs and extra-curricular activities ☐ The Hive will assess all PP children for self-esteem and will prioritise support depending on the outcome. <i>See Appendix 1</i> ☐ Teachers will talent spot pp children and direct them to the most appropriate club. Funding will be made available for kit or equipment if required 	<p>Deputy Head, Hive pastoral staff, teachers</p>	<p>Termly assessments</p>
<p>No PP child will be excluded from school trips because of cost.</p>			

<p>Behavioural and emotional needs</p> <p>PP children with the above needs will be identified and their needs met through a variety of different approaches. Individual provision maps will be used to target specific needs and progress will be discussed at weekly Hive meetings. Information will be fed back to class teachers.</p> <p>Identified pupils will take part in Hive craft afternoons and Nurture programmes run by CC and CP. Desired outcomes will be planned in advance and assessed regularly</p>	<ul style="list-style-type: none"> • Access to mentoring and specialist external support including Emotional First Aid and counselling. • Hive team will make links with families • Staff CPD including trauma and attachment training • Base line for emotional literacy to take place using Boxall assessment tool. Outcomes will be linked to class PSHE and whole school planning 	<p>Hive team, DHT, class teachers, parents</p>	<p>Termly assessments</p>
<p>Planned spending allocation</p>			
<p>Item/project</p>	<p>Estimated cost</p>	<p>Objectives</p>	
<p>All pupils - Curriculum, whole school priority</p>	<p>Within whole school budgeting</p>	<p>The gap in reading and the use of vocabulary both in use and knowledge and understanding between disadvantaged pupils and non-disadvantaged pupils will be narrowed.</p> <p>All disadvantaged pupils (non SEN) will read at least the expected standard in reading at the end of EYFS, KS 1 and KS2. Those with SEND will make more than expected progress</p> <p>Those with expected starting points will make more than expected progress and will be working at greater depth</p>	
<p>Language link/speech link</p>	<p>TA time to assess each child Where required PP children will receive appropriate intervention</p>	<p>The language gap between non PP children and PP children will be narrowed allowing children to access the curriculum without support</p>	

	Assessments - £1514.08 Interventions - £6280 (based on 16 children receiving 10 weeks of intervention)	
Hive pastoral team – Boxall assessments. Self-esteem assessments, SEBM interventions	Assessments - £14610.6 Interventions - £ 6960 (based on 25 children supported over 8 weeks)	PP children, where required, to be able to regulate their emotional response, will be able to describe their emotions, have strategies to respond in difficult situations. Self-esteem will improve and PP children will be willing to take on leadership roles, parts in productions and of celebrations
Counselling and emotional first aid	Counselling session £3990 (based on 6 children receiving 10 weeks of support EFA session £4550 (based on 10 children receiving 10 weeks of support)	The counsellor helps to address children’s problems in a positive way by helping them to clarify the issues, explore options, develop strategies and increase self-awareness.
Pupil premium champion training	Staff training - £4500	PP champions will provide support and guidance to children who are experiencing difficulties in learning due to social, emotional or behavioural problems or other issues. The champions will help pupils overcome behavioural, social or emotional problems that are affecting their learning.
Inclusion and welfare officer	£15654	To provide pastoral support to parents/carers; help with any issues that parents may have in relation to supporting the children, both at home and in school. To encourage parental involvement within school, signpost to agencies (where appropriate) and support children in school
Breakfast club	£11673.60	To provide a healthy balanced meal and to give opportunities for social interaction in a safe environment
Wave 2 maths intervention	£6650	Identified children will make at least the same progress as other pupils Identified children to reach age related expectations Increased participation in maths lessons

Wave 2 reading intervention	£6650	Identified children will make at least the same progress as other pupils Identified children to reach age related expectations Increased participation in reading lessons