



Pupil premium strategy overview

1. Summary information					
School	Milton Court Primary Academy				
Academic Year	2015/16	Total PP budget	£142,000	Date of most recent PP Review	N/A
Total number of pupils	202	Number of pupils eligible for PP	92	Date for next internal review of this strategy	Feb 2017

2. Attainment at end of 2015/16 academic year		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33%	47% (53%)
% achieving expected standard or above in reading	33%	60% (71%)
Progress score in reading	-4.70	-3.07 all pupils
Progress score in reading by prior attainment group	Low -7.43, Mid -3.38, High -1.72	Low -6.73, Mid -1.17, High -1.06
% achieving expected standard or above in writing	60%	80% (79%)
Progress score in writing	-3.53	-2.17 (all pupils)
Progress score in writing by prior attainment group	Low -7.35, Mid -1.61, High 2.47	Low -10.79, Mid 2.49, High 1.93
% achieving expected standard or above in maths	33%	60% (70%)
Progress score in maths	-4.47	-2.94 (all)
Progress score in maths by prior attainment group	Low -7.01, Mid -2.66, High -3.54	Low -7.16, Mid -0.48, High -1.66

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor communication skills on entry to the school delaying reading and writing development
B.	Low level of aspiration / expectation of what can be achieved (particularly with reference to prior lower attainers)
C.	Strategies to cope with emotionally challenging situations enabling refocus on class work

External barriers			
D.	Poor approach to the need for regular attendance (with links to: Lack of aspiration / expectation from home) Caution with regards to approaching the school / knowledge of how to support from home		
4. Desired outcomes			
	<i>Desired outcomes</i>	<i>Actions</i>	<i>Measures</i>
A.	Communication and early reading skills will be rapidly improved throughout Early Years / KS1 provision and continually enhanced through the school enabling children to access the curriculum and express themselves effectively (both verbally and written)	<ul style="list-style-type: none"> Implementation of Helicopter technique throughout Early Years 	<ul style="list-style-type: none"> The percentage of children leaving the Early Years with age expected communication skills will increase. Steps progress within communication will be good or better for all children
		<ul style="list-style-type: none"> Development of robust phonics strategy that links with cued articulation ensuring disadvantaged children are able to succeed 	<ul style="list-style-type: none"> The percentage of disadvantaged children attaining the expected level in the year 1 (and year 2 retake) phonics screen increases
		<ul style="list-style-type: none"> Increased experiences inside and outside of the school environment enabling children to have a focus for communication 	<ul style="list-style-type: none"> Increased number of experiences are organised for the children The percentage of children able to attend external trips (subsidised where needed) will increase
		<ul style="list-style-type: none"> Exposure to high quality texts developing vocabulary 	<ul style="list-style-type: none"> A programme for ensuring exposure to a wide range of high quality texts will be in place and will form part of baseline curriculum teaching The percentage of children making accelerated progress in reading will increase due to increased exposure / availability of texts that challenge
		<ul style="list-style-type: none"> Building a love of reading 	<ul style="list-style-type: none"> The number of books read and understood by children will increase over time (as measured by the Accelerated Reader system)
B.	Children will recognise their own potential and how a successful education can enable them to achieve this regardless of background or prior attainment levels (focus on lower attainers)	<ul style="list-style-type: none"> Children will be supported to achieve the very best that they can and challenged effectively regardless of prior attainment 	<ul style="list-style-type: none"> Expectations set through planning / challenge within books
		<ul style="list-style-type: none"> Children will recognise when they are making progress and be able to critically reflect on the next steps for their own, and others learning 	<ul style="list-style-type: none"> Evidence from peer and self assessment in curriculum books / maths books. Effective use of the weekly review sheets (January 2017 onwards)
		<ul style="list-style-type: none"> Exposure to a variety of career opportunities 	<ul style="list-style-type: none"> Qualitative. Children have a clear understanding of a wide variety of career opportunities through a programme of visits and visitors
		<ul style="list-style-type: none"> The expectation will be that all children can achieve well and make excellent progress regardless of prior attainment 	<ul style="list-style-type: none"> Progress levels of all disadvantaged children across the year groups (with specific focus on lower attaining)
C.	Children will feel highly supported within the school environment and able to develop their own strategies to cope with challenging	<ul style="list-style-type: none"> Mindfulness techniques to be utilised / in place within curriculum time 	<ul style="list-style-type: none"> Programme of mindfulness. Reports back from staff on how settled children are following the techniques (qualitative)
		<ul style="list-style-type: none"> Clear framework for seeking and provision of 	<ul style="list-style-type: none"> Analysis of number of children accessing the 'worry box'

	situations enabling them to refocus on class work	help and support with issues beyond school work	and regularity of visits
		<ul style="list-style-type: none"> Developed sense of own key drivers and how to best respond to others 	<ul style="list-style-type: none"> Pupil voice / evidence of the use of the Mr Men approach for self awareness in classrooms (January 2017)
		<ul style="list-style-type: none"> Knowledge of how to self-help within the classroom environment and build ability to work independently 	<ul style="list-style-type: none"> Progress levels of all children (focus on prior lower attainers)
D.	Poor approach to the need for regular attendance	<ul style="list-style-type: none"> Increase awareness of the importance of regular attendance 	<ul style="list-style-type: none"> Attendance levels (by group analysis)
		<ul style="list-style-type: none"> Clear support and challenge where attendance is not improving or shows sign of decline 	<ul style="list-style-type: none"> Tracking of actions and resulting impacts for those identified to be persistent absentees or, at risk of being persistent absentees
	Caution with regards to approaching the school / knowledge of how to support from home	<ul style="list-style-type: none"> Open and varied methods of communication to ensure that parents are as well informed as possible 	<ul style="list-style-type: none"> Use of Marvellous Me (as a means of gaining statistical information for communication. Percentage of pupil premium children with a parent who engages with MM.
		<ul style="list-style-type: none"> Widened opportunities to visit the school and work alongside children 	<ul style="list-style-type: none"> Qualitative. Number of opportunities available / feedback from parental questionnaires regarding information about the school
		<ul style="list-style-type: none"> Positive and encouraging messages from the school on a regular basis 	<ul style="list-style-type: none"> Use of Marvellous Me (see above)

5. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & costings	When will you review implementation?
Communication and reading skills will be rapidly improved	Implementation of the Helicopter approach for story telling in the Early Years	Developing and valuing early storytelling within children has been shown to have significant impact upon children's ability to develop early communication and literacy skills	The Head of Early Years is a national Helicopter champion. Full training (and modelling of the technique) will be provided by her to Early Years staff. Monitoring of the delivery of the technique will be undertaken	Vicky Franks £300 (release)	February 2017
	Introduction of cued articulation and links to the phonics strategy	Cued articulation is utilised by the speech and language therapist and teaching assistant within the school to support children who have difficulty developing clear speech / communication skills. Clearly linking this to phonics will enable children to develop phonic skills more readily	Selected staff members will attend specific training. Training on a basic level will be provided to all members of staff through inset CPD by the SENCo and the Speech and Language Assistant. The use of cued articulation in line with phonics sessions will be checked	Sue Steele £500	February 2017
	Increased experiential learning inside and outside the school environment	Research shows that children are shaped by experiences and use their experiences as a baseline for developing their own creative thoughts and storytelling. Opportunities for wide choice at break times develops children's ability to choose how to spend their free time and reduces potential disruptive behaviour ensuring children are ready to learn	All teaching staff will be asked to plan in experiences for children as part of the long term planning of the curriculum. Associated budgets will also be finalised (subsidised attendance will be factored in for disadvantaged children) The development of free flow playtimes around the site, and the installation of play equipment as a basis for imaginative play will be undertaken	Cathryn Andrews / Richard Minton £38,000	February 2017
	Increased exposure to high quality texts	Exposure to high quality texts throughout the primary curriculum will build children's love of reading and knowledge of authors alongside the introduction of increasingly wide and complex vocabulary introduced within contextual environments	High quality texts will be attached to all planned curriculum projects. Key expectations around the sharing of these texts and their integration within guided reading will be in place.	Cathryn Andrews £1000	February 2017

	Developing a love of reading	Children who read widely and challenge themselves with the texts they read develop varied vocabularies and a wider range of reading 'experience' to build their own creative and formal writing from	The Accelerated Reader programme will be implemented for all children in KS2 and those that are able to access the system in KS1. Individual targets will be set for children and reviewed regularly to ensure that they are enabled to use the system effectively. Training for teaching staff will be given through in-house inset	Jenny Whitnell £2000	February 2017
Children will recognise their own potential	A clear knowledge of what good behaviour for learning looks like	Knowing and recognising the difference between compliant and embedded behaviour for learning will enable children to recognise the need to engage effectively with their learning.	The behaviour for learning continuum will be further developed and shared with all staff. Children will be conferenced on a half termly basis and, with the support of an adult, be enabled to identify a key target for behaviour for learning. This will be reviewed every half term. Ongoing analysis of overall data will be undertaken and fed back to staff as needed	Richard Minton £2500 (TA costs for individual conference)	End T2, 4 and 6
	High expectations will be embedded across the school with the notion of aspiration and resilience (along with other core values) being prominent	All children will believe that they can achieve and will be set aspirational goals that are achievable with challenge. Prior attainment will not provide any 'reason' for lowered expectation and children's progress from their own start points will be celebrated	Pupil progress meetings will actively challenge any suggestion of children not making appropriate progress from their own starting points. Progression questionnaires will be implemented to challenge limited progress and identify routes forward.	Richard Minton	End T2, 4 and 6
	Children will recognise when they are making progress and are able to critically reflect on the next steps for their own, and others learning Exposure to a variety of	Where children are able to actively self assess and reflect on their work, they are able to identify their own next steps and celebrate when they achieve. They know what progress they are making, what age related expectations are and how their learning links to possible career aspirations	Provision for lower attainers within the classroom through effective differentiation, inclusion and quality first teaching will be a key focus for monitoring. Communicate in print will be purchased to ensure that there is a whole school approach to enabling access to the curriculum. Training will be given on communicate in print and expectations that it will be seen used to strong effect in books and in classrooms will be given.	Richard Minton / Sue Steele £400	End T2, 4 and 6
			Expectations for children to assess their own learning, and that of others, will be made clear with a progressive approach outlined through the school (including the use of learnosaurs in the Early Years). Weekly review sheets (incorporated in curriculum		

	career opportunities	giving real purpose to learning.	books) will record children's own thoughts and feelings on how to improve.		
Children will feel highly supported within the school environment and able to develop their own strategies to cope with challenging situations	Mindfulness techniques to be utilised / in place within curriculum time	Evidence from mindfulness approach research indicates that individuals practising mindfulness are able to focus their concentration and rationalise problems that arise	Differing mindfulness approaches will be trialled in various year groups through the early part of the academic year (yoga, colouring etc). Reviews of impact will be considered before defining a clear way forward	Richard Minton £1500 (materials)	End T2, 4 and 6
	Knowledge of how to self-help within the classroom environment and build ability to work through any problems	Independent learners are able to access resources to support their learning and enable more rapid development. Use of resources of choice can embed learning.	Clear information and training will be given regarding the availability of manipulatives within the classroom (for maths based activities). Clear expectation will be set regarding the nature of supportive information around classrooms for children to use	Vicki Hall & Jen Whitnell	End T2, 4 and 6

Total budgeted cost £46,200

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & costings	When will you review implementation?
Communication and early reading skills will be rapidly improved throughout Early Years / KS1	Speech and language therapist visits (on regular basis through the year) and a permanent speech and language teaching assistant Junior language link will be purchased to enable effective checking of children as they grow and develop	Developing early communication skills to enable children to engage with others and access the curriculum is a key element to rapid development and learning. Poorly developed communication skills are a significant challenge for all recent EY cohorts and this provides an early barrier to learning Checking of children's development is crucial to ensure that communication / vocabulary / language barriers that may develop as children grow are not ignored.	The speech and language assistant will be guided by the speech and language therapist with regard to programmes to be run. The S&L assistant will report into the SENCo.	Sue Steele £16,000	At least half termly (or more regularly as required) End T2, 4 and 6 fully
	Individual reading sessions for identified children	Building a love of reading and ability to access a wide range of texts requires regular exposure to books and shared reading. Where children are not routinely sharing books at home, they are likely to be disadvantaged in reading progress. Identified disadvantaged children are invited to read (on a 1:1 basis with TAs in morning sessions before the start of the school day	Highly skilled TAs will work with the identified children on a 1:1 basis. Children will be selected via the pupil progress reviews ensuring that provision is appropriate and agreed by class teachers / Head of School	Richard Minton £5,000	Half termly (in line with pupil progress reviews)

Children will recognise their own potential and how a successful education can enable them to achieve this	Use of Accelerated Learning to target small gaps in children's knowledge and understanding enabling them to make accelerated progress.	For children working just below age related expectations, it is often small gaps in knowledge and understanding that block or slow progress. Identification and filling of these gaps enables children to move on more rapidly. This in turn promotes high levels of self esteem and an increased recognition of potential. Small, manageable targets are set and children receive 5-10 minutes focused input from TAs on these area/s at least 4 times per week.	Children eligible for accelerated learning will be identified through pupil progress meetings. Regular (at least 2 per half term) reviews will take place with phase leaders to review children's progress / ensure evidence is in place documenting the input that children receive and any impact on daily work.	Richard Minton £25,000	At least twice per half term (in addition to pupil progress meeting overview reviews)
Children will feel highly supported within the school environment and able to develop their own strategies to cope with challenging situations enabling them to refocus on class work	Pastoral support team to support children (families) with low self esteem / difficulties in coping with emotive situations Where children have had severe / specific incidents requiring specialist support, play therapy can offer a potential route for support	Defining a team / specific people for children to liaise with when they need help for issues outside baseline classroom events gives a proactive approach for dealing with difficult situations. With detailed and specific frameworks for children to access support, their wellbeing and sense of 'feeling supported' improves ensuring increased likelihood of being able to access learning Play therapy provides a safe, secure environment in which young children can explore their feelings and work through emotionally concerning issues.	The 'use' of the pastoral team by individual children will be monitored and reported to SLT who will look for trends. Key support mechanisms and interventions will be in place and tracked by the Pastoral team. The school employs a qualified play therapist one day per week (post holder of pastoral support manager at Kemsley primary academy). Referrals are agreed between the play therapist, the SENCo and the pastoral support manager	Sue Steele £14,000 Sue Steele £6000	Half termly
Total budgeted cost					£71,500

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & costings	When will you review implementation?
Children will recognise their own potential and how a successful education can enable them to achieve this	Development of aspiration through learning about different career choices and commitment to ensuring all children visit University to see life as an undergraduate	Exposure to a range of careers – and the skills needed to access such careers will ensure that children have a choice regarding their future and will be aware of what their academic learning contributes towards the achievement of such goals	A programme will be built to expose children to varying career opportunities including a visit to Kidzania for all year 5 children	Richard Minton £1200 (trip)	Annually

Children will feel highly supported within the school environment and able to develop their own strategies to cope with challenging situations enabling them to refocus on class work	The introduction of Covey's 7 habits work to build self leadership skills. In addition, work on self awareness will take place so children (and adults) can build a framework in which to build / develop the habits	Building the 7 habits will enable children (and other stakeholders) to develop key skills of independence and self-leadership. In time, skills of interdependence will also be developed enabling children to benefit fully from working with others	The 7 habits approach (and associated self awareness work) will be built by staff and children at the same time ensuring that it is a joint journey. Momentum will be maintained through the half termly change to consideration of a new habit	Cathryn Andrews £1000 (materials)	Half termly
Total budgeted cost					£3200
Addressing external barriers					
Current barrier	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & costings	When will you review implementation?
Poor approach to the need for regular attendance	Allocation of Pastoral Support lead time to proactively liaising with parents alongside positive initiatives within the school for attendance (on an individual reward basis)	Rewarding good attendance is critical for children to celebrate positive approaches to attending school. However, ultimately attendance needs to be tackled within the home environment if it is to be addressed on a longer term scale. Disadvantaged children will be tracked as a group to ensure that as a group they are not further disadvantaged by poor attendance	Weekly reporting of attendance will be carried out and tracked by the Pastoral support leader and the Hos / Exec Head. Specific tracking and monitoring of all children who are, or are close to being, persistent absentees will be scrutinised and any additional possible actions put in place. Close liaison with the local authority's Educational welfare officer will continue.	Richard Minton (Amanda Parker) £200 attendance rewards £10,000 pastoral support time	Weekly (tracking), half termly (impact)
Caution with regards to approaching the school / knowledge of how to support from home	Widen the availability of information through a variety of communication channels (eg website, twitter, facebook). Use a specific parent facing app to distribute positive messages	While having parents in school is the optimum way of keeping them informed of children's learning (and this is a key element of the school's strategic approach) widening communication channels will increase the percentage of the population that is aware of what is taking place within the school / their children's learning	Marvellous Me (parental app) will be launched to all classrooms, training will be given and use will be tracked in terms of use through the online administration portal. Blog and twitter use will be monitored for use by each class.	Richard Minton £400	Half termly
Total budgeted cost					£10,600

6. Review of expenditure				
Previous Academic Year		2015/16		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children at risk of underachievement (in terms of progress) due to small gaps in knowledge and skills are rapidly identified, supported on a short term basis and enabled to 'catch up'	Assertive mentoring for those at risk of under achievement (accelerated learning / assertive mentoring	<p>Assertive mentoring / accelerated learning is embedded within all classrooms (from years 1 to 6). Children are highlighted for this provision through pupil progress meetings. Accelerated learning review meetings are held every 2-3 weeks which ensures that children's progress and the impact of the intervention are carefully tracked and monitored.</p> <p>The nature of the programmes means that parents are informed when their children are involved and are able to strengthen the intervention by encouraging the children to continue their focused learning at home. This has built a stronger bond between home and school learning</p>	<p>Accelerated learning is the main intervention used within the school to enable gaps to be rapidly filled. Children are supported in a highly focused manner at least 4 times a week by the classroom teaching assistant. Work carried out is linked to that being done in class and therefore contextualised appropriately.</p> <p>As the interventions are short and sharp, children do not lose learning time of any significance.</p> <p>The intervention will be continued. Further, more direct focus will be placed on disadvantaged children (as a priority). Prior lower attainers will also be considered as a priority where it is deemed that accelerated learning is an appropriate support strategy.</p>	£25,000

Measures of 'in year' expected progress (2015/16) and greater than expected progress

ALL CHILDREN

	Reading		Writing		Maths	
	Expected progress	Greater than expected progress	Expected progress	Greater than expected progress	Expected progress	Greater than expected progress
Year 1	78%	0%	96%	11%	93%	17%
Year 2	85%	30%	85%	41%	81%	30%
Year 3	100%	79%	97%	59%	97%	76%
Year 4	100%	63%	100%	89%	100%	48%
Year 5	93%	69%	90%	52%	97%	65%
Year 6	90%	77%	93%	80%	90%	60%

DISADVANTAGED CHILDREN

	Reading		Writing		Maths	
	Expected progress	Greater than expected progress	Expected progress	Greater than expected progress	Expected progress	Greater than expected progress
Year 1	84%	0%	92%	17%	92%	33%
Year 2	92%	33%	75%	58%	66%	33%
Year 3	83%	42%	100%	58%	92%	75%
Year 4	100%	63%	100%	88%	100%	75%
Year 5	100%	44%	89%	33%	100%	78%
Year 6	88%	88%	100%	88%	88%	88%

Green shading indicates figures higher than 'all' children. Orange shading indicates figures in line with 'all' children (within -5 to +5%)

<p>Children feel supported and enabled to settle to learning as a function of additional support with issues affecting them outside of the classroom</p> <p>Attendance will improve due to the focused monitoring, and subsequent actions, of the pastoral support leader</p>	<p>Allocation of Pastoral support lead time to support families at risk of low attendance / low self esteem</p>	<p>The presence of the pastoral support leader on site enables us to have a more focused approach to improving attendance and supporting families in doing so. In addition, we are able to provide early intervention programmes such as 'drawing and talking' and one to one time to build confidence. The pastoral support / inclusion room is somewhere where more vulnerable children are able to spend time to calm down or talk through problems. A significant part of the Inclusion Manager's role is to monitor the impact of such intervention and support to ensure that all children have the best possible opportunities within the school</p> <p><i>Attendance for the whole year was 94.3%. This was slightly lower than 2014/15 where attendance was 94.7%.</i></p>	<p>The majority of the focus during 2015/16 was upon supporting children emotionally within the school day – rather than a specific focus upon attendance and attendance management.</p> <p>The emotional support needs to continue as this is a highly effective way of ensuring that children are able to access their learning, however, a greater focus will be turned to the strategic management of attendance, the tracking and analysis of trends and clear monitoring of actions taken to address individual attendance issues (and resulting outcomes)</p>	<p>£29,000</p>
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<p>Early communication and language development is supported and any concerns rapidly identified</p>	<p>Employment of a speech and language therapist and specified TA</p>	<p>Speech and language has been identified as one of the key areas for immediate attention based on the 'on entry' data that we gather for Nursery and Reception. Children are identified through the Nursery pupil progress meeting with the SENCo. Children in Reception are identified through discussion but also through the Speechlink screen that we carry out with all children.</p> <p>A qualified speech therapist allows us to have specific programmes diagnosed for children which can then be followed up by our speech and language TA. Speech and language /communication levels increase rapidly in early years and the majority of the children are moved off the programmes quickly as improvements are quickly noted. Parents, again, are heavily involved and equipped with exercises to carry out with their children at home.</p> <p><i>Steps progress within Reception children in communication and language were outstanding during 2015-16: Listening and attention: 6.04 Understanding: 6.21 Speaking: 6.58</i></p>	<p>The impact of the speech and language provision is significant and should be continued.</p> <p>However, analysis of the impact (and associated costings) indicates that less time may be required from the speech and language therapist due to the highly skilled nature of the speech and language assistant at running identified programmes and highlighting steps forward.</p> <p>In addition, focus needs to be added to the older children. Analysis of oracy for older children indicates that speech and language provision may not have been appropriate when they entered the school, or issues may have developed over time. The use of Junior Language Link will ensure that this is identified and addressed appropriately.</p>	<p>£21,500</p>
<p>Children experiencing emotional and well being challenges are effectively supported by an external service (separate from the school staff)</p>	<p>SPARKS emotional health and well being service</p>	<p>Sparks is an external service provided through Project Salus. Our dedicated support worker works with individual children on a weekly basis. Children are identified for the programme through the SEN and pastoral support meetings held with the Headteacher. Parents are fully informed of the programme. Results regarding increased confidence, relationship development in families etc are noted.</p>	<p>The impact of SPARKS was not clear given that effective provision for social / emotional support and counselling was available through the pastoral support team and the play therapy provision. This will be discontinued.</p>	<p>£4,500</p>

<p>Pupil premium children are enabled to have a wider experience outside of the classroom enabling them to have a bank of memories to stimulate work / writing within class</p>	<p>Subsidising trips for those in receipt of pupil premium</p>	<p>As a school we have made a concerted effort to increase the number of outings that children are on. Where families find it difficult to contribute to these costs we ensure that no child is disadvantaged. Trips have had a significant impact upon children's ability to engage with the curriculum as they have a 'real life experience' to draw upon.</p> <p><i>11 trips off site took place during 2015/16 (compared to 6 in the previous year) in addition to the annual trip to PGL. £4,020 was used to subsidise these trips to make up for shortfall of contributions (approximately 80% of shortfall from disadvantaged children)</i></p> <p><i>Subsidised rates for pupil premium children to attend PGL were offered. 6 pupil premium children (16.2% of the total) attended</i></p>	<p>While the financial impact of subsidising trips was higher than anticipated (and therefore covered by contribution from the curriculum budget), the experiences for the children undoubtedly impacted follow up learning.</p> <p>Further financial provision needs to be made to ensure that all children are able to attend trips. Focus to be placed on increasing the number of pupil premium children attending the PGL residential</p>	<p>£3,000</p>
<p>Children with specific and severe difficulties are enabled to access appropriate therapy through referral from the inclusion team</p>	<p>Employment of a regular play therapist to work with some of our more vulnerable children</p>	<p>Sessions with the play therapist are recommended through the inclusion team who are trained to recognise when play therapy may be of benefit. This intervention is carried out on site and, again, with the full input of parents. Play therapy lasts for a period of up to 10 weeks dependent upon the needs of the children. A full review of the impact is assessed through discussion with the child and with the parents thus identifying whether children have benefitted. The majority of children are referred due to difficulties they have experienced outside school. Filial therapy is also provided for parents when identified to be needed. The feedback from these sessions is extremely positive and the increased quality of parent/child time at home is noted through the child's wellbeing within the school.</p>	<p>Clear impacts seen for children in terms of their ability to manage situations and focus on work. Evidence is generally qualitative but hugely beneficial. This will be continued</p>	<p>£5,000</p>

<p>Pre-school age children are able to access Early Years provision giving them the very best possible start to their schooling and engaging parents within the school community when their children are very young</p>	<p>Reinstatement of maintained Nursery provision within the school</p>	<p>The school's on site maintained Nursery provision closed at the end of 2014 due to poor attendance. The current leadership team firmly believe that for children to get the best possible start to their education they need to have the ability to integrate within the school community as early as possible. As a result the Nursery provision will be reinstated from September 2016. This has required the complete redevelopment of the Nursery provision space within the school and the recruitment of new staff. The EY outside area will also be fully redeveloped (with the aid of Lottery funding) to ensure the very best provision for our youngest children.</p>	<p>The impact of the reinstatement of the Nursery will not be known until children are within the provision.</p>	<p>£35,000</p>
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7. Additional detail

In year review documents of 2016/17 actions and impacts are appended when completed.