

Pupil Premium Review of expenditure 2016/ 2017

1. Review of expenditure				
Previous Academic Year	2016/2017			
i. Quality of teaching for all				
Desired outcome	Chosen actions/approaches	Impact	Lessons Learned	Cost
<p>Attainment and Progress</p> <p>Outcome 1: Attainment of PP pupils will be in line with non PP children in reading, writing and maths, at the end of key stages, and also in Y1, Y4 and Y5-cohorts at present in which PP pupils are underperforming. (SIP 4F)</p> <p>Outcome 2: PP children will achieve expected progress from their starting points in KS1 at the end of KS2. (SIP 4F)</p> <p>Success in both the above outcomes will be achieved through improved standards in Maths and English, driven</p>	<p><u>Outcome 1</u></p> <ul style="list-style-type: none"> • Quality first teaching improved through CPD and peer support from English and Maths leaders. • Maths Leader to drive improvement in Maths standards for all pupils, including PPG pupils, by: embedding No Problem maths in Years 1 and 2, and extending provision into Y3; organising Maths parent/carer workshops; promoting whole class & mastery teaching; facilitating Lesson studies. • English Leader to drive improvement in Reading and Writing standards for all pupils, including PP pupils, by: providing staff training on deduction and inference skills; promoting independent writing opportunities in EYFS in all areas of learning; raising standards in spelling through focused tasks and CPD; continuing to focus on SPaG to ensure all year groups are working to meet end of year expectations; raising standards in Handwriting through CPD and clear expectations for all age groups 	<p><u>Outcome 1</u></p> <ul style="list-style-type: none"> • High quality CPD from both the Maths and English leads supported good levels of attainment for all pupils, and particularly for PP pupils as the large majority of PP pupils across the school achieved in line or above their non-disadvantaged peers (evidenced with school data). • Maths Lesson studies were highly effective in enhancing our quality first teaching and positive feedback was received both from facilitators and from teachers involved. The Maths No Problem approach to Maths teaching is proving to be successful as we have seen pupils' reasoning skills improving, enabling pupils to meet the standards of the new curriculum- evidenced by pleasing end of year results in Y1 (PP pupils 72%; non- PP pupils 63%) and Y2 (PP pupils 73%; non- PP pupils 69%). • English CPD resulted in most year groups achieving good end of year results, with the exception of Y4 and Y6, and PP pupils performing less well than their peers in the Reception cohort. Reading was our biggest concern in Y6 and therefore will be a major focus next year. Handwriting standards have risen across the school due to clarity over expectations, but although the spelling result was in line with national at the end of KS2, there were disappointing results in other KS2 cohorts and this will need addressing next year. SPaG results throughout KS2 were also below expectation and will remain a focus for staff CPD. • Achievement of PP pupils at the end of KS2 shows that gaps fluctuated throughout the year, largely due to new arrivals, and final end of year data shows PP pupils underperformed by 6% in all 3 areas of Reading, Writing and Maths. • PP Pupils supported by the KS2 support teacher, interventions teacher and by after-school interventions did all make good progress, particularly in Writing and Maths. Some PP pupils underperformed in the end of KS2 Reading test and this will be our focus in the next academic year. 	<p><u>Outcome 1</u></p> <p>Effective approaches and support in place for PP children will continue, such as the KS2 support teacher and interventions teacher, English and Maths leader CPD, after-school tuition, TA, CT and HOS interventions, tracking of PP achievement, and the Nussy phonics program.</p> <p>Lessons to be learned are as follows:</p> <ol style="list-style-type: none"> 1. Attainment in Reading, particularly at the end of KS2 needs to improve. English leaders will look at analysis of tests and barriers PP pupils faced to plan provision that better prepares our next Y6 cohort and following cohorts and attainment at the end of KS2 is as close to national as possible in 2018. (See SIP and English SIP for further actions). 2. The lesson study approach of reflecting on and improving teaching will be extended to English. This will ensure our quality first teaching continues to develop. 3. Attainment in SPaG needs to be raised across the school. A more rigorous tracking and assessment process needs to be in place so pupils' gaps can be more easily identified and further CPD for class teachers to support them in addressing these gaps more effectively. 4. After school tuition and HOS intervention groups supported pupil progress well but they need to start earlier in the year- in September rather than February- to ensure they have greater impact. 	<p>£132,423</p> <p>See below for detailed spending breakdown for Outcomes 1 & 2.</p>

<p>by our Standards' leaders, to ensure the raised expectations of the new curriculum are met for all pupils, including PP pupils. (SIP 2A & 2B)</p>	<ul style="list-style-type: none"> • Additional KS2 CT to provide smaller class groupings and provide targeted interventions including eligible pupils. • Additional interventions CT to focus on accelerating the progress of underperforming and lower ability PP pupils. • Personalised interventions 1-1 or in small groups after school. • Parent/carer workshops to support home learning. • RM Maths club targeting Y6 PP pupils for extra support. • HOS Maths intervention for 4 Y6 pupils • HOS Guided Reading intervention for 6 Y6 pupils. • 1-1 tuition for 1 eligible Y5 pupil from 1-2-1 Home Tutors • KS1 TA providing additional after school phonics support for SEN/ low attaining PP pupils using the Nessy program. • 1:1 & small group support from TAs, including PP pupils. • Inclusion manager supporting CTs with IEPs to ensure tasks and targets are relevant and support good progress for all SEND pupils, including PP pupils, and reviewing plans. • Phase leaders reviewing pupil progress of all pupils, including focused discussion on PP pupils' progress, with all CTs in their phase. • HOS tracking progress of PP pupils within the academic year and from the previous key stage using prior attainment data. PLS using PP data to 	<ul style="list-style-type: none"> • Interventions carried out by the HOS both succeeded in supporting 50% of the PP pupils to achieve expected results in the end of year test, with all pupils making good progress from their starting points. • From the RM Maths group, 70% of the pupils achieved the expected level in the Maths SATs test. However, these pupils were also supported in other interventions and the teacher leading RM maths thought that the program was not as effective as others due to the outdated content. • Most of our PP pupils were supported in at least 3 interventions, and therefore it is a combination of all of these opportunities that have supported them in making progress. We have data linked to each one which shows accelerated pupil progress but it is unclear as to which one was most effective due to the fact staff worked closely on agreed gaps. • At the end of KS1, attainment was in line with non-PP pupils in Reading and Maths and only slightly below (by 5%) in Writing. • At the end of the EYFS, attainment of PP pupils had increased significantly and the gap had diminished in English to 6% in Reading (from 17%) and 9% in Writing (also from 17%), and closed completely in Maths (from 4%). Support from EY2P had proven successful in developing provision and supporting the rise in standards for all pupils, including PP pupils. • In-school attainment data for the remaining year groups shows that PP pupils in Nursery, years 1, 3 and 5 out-performed their non- PP peers. However, in Y4, PP pupils underperformed in all areas- in Reading by 19%, in Writing by 16% and in Maths by 23%. This cohort will be monitored closely next year when they are in Y5. • The Y5 pupil supported by 1-2-1 Home Tutors succeeded in meeting the end of year expected standards in Reading, Writing and Maths. • The Nessy phonics intervention was successful in supporting PP pupils to make progress with gaps in phonic knowledge. Intervention data shows that 2 out of the 8 PP pupils met the expected standard, and 1 pupil missed it by 1 mark. However, all pupils involved made progress- some from very low starting points- and again this intervention was only one aspect of their phonics provision in school. TAs were also involved in leading interventions, but more provision is needed next year to ensure standards are improved upon and attainment is in line with national. • The HOS, Inclusion Manager and Phase leaders all carried out rigorous tracking and monitoring of PP pupils and ensured 	<p>5.The additional interventions CT had a significant impact on progress, particularly with PP pupils in Writing. This approach needs to be introduced earlier than February (if funding is available) and also extended to support lower attaining cohorts such as next year's Y5 to ensure this historically underperforming cohort makes as much progress as possible.</p> <p>6. RM Maths needs to be discontinued, as there are now more effective up to date electronic programs and staff who can provide more effective individualised interventions.</p> <p>7. The Nessy phonics program and the phonics interventions carried out by TAs did have some success in supporting PP pupils' progress. However, end of year results were disappointing and therefore a much more comprehensive intervention strategy is needed, starting early in September and delivered by an experienced phonics practitioner. This will be a priority when recruiting a KS1 TA for September.</p> <p>8. The Y4 cohort with underperforming PP pupils (Y5 next year) will need significant support and a high level of quality first teaching to accelerate the progress of all pupils, including PP pupils. Additional intervention teacher time needs to be allocated to this year group, and the PL and HOS will ensure rigorous monitoring of PP pupils' progress takes place to diminish attainment gaps.</p> <p>9. Maths No Problem will be extended into Y4. Staff will require additional CPD and support from the Maths Leader to ensure its implementation is as effective as possible. The strategy will continue to be monitored by the Maths Leader in Years 1 to 3 to ensure impact on all pupils, including PP pupils, is maintained.</p> <p><u>Outcome 2</u></p> <p>10. Through analysis of PP pupils' progress, it was identified that some higher performing PP pupils at KS1 had not maintained this level of achievement at the end of KS2. In addition, when comparing</p>	
--	--	---	---	--

	inform interventions and additional support.	appropriate support and intervention was provided, where possible, according to need. These procedures will continue in the next academic year, and start much earlier in the year. <u>Outcome 2:</u> <ul style="list-style-type: none"> Progress of PP pupils from KS1 to the end of KS2 was almost in line in Reading and Maths, and above non-PP pupils in writing. We are aware that in the following year we need to monitor progress in Reading and Maths, and focus on Y6 PP pupils who achieved exceeding levels at the end of KS1 and ensure these levels are achieved at the end of KS2. 	attainment at the higher standard for PP pupils and non-PP pupils, it was found that from Y1 to Y6 (with the exception of Y5 English), that PP pupils were underperforming in Reading, Writing and Maths. Therefore, our focus in the next academic year needs to be on accelerating the progress of PP pupils at the expected level to ensure the gaps at the higher standard begin to close.
--	--	---	--

ii. Targeted support

Desired outcome	Chosen actions/approaches	Estimated impact	Lessons Learned	Cost
<p>Well-being and pastoral support. <u>Outcome 3:</u> PP children will receive a range of services to support their well-being and pastoral needs.</p>	<p>Support for PP pupils with identified barriers to learning through a range of strategies such as:</p> <ul style="list-style-type: none"> Providing additional staffing to support pupils 1-1. Ensuring support is available at key points in the day such as playtimes, lunchtimes and at the end of the day. Funding additional EMAS staff to support PP pupils with language barriers <p>To meet the well-being and pastoral needs of children with challenging behaviour needs we will:</p> <ul style="list-style-type: none"> Review pastoral programme in the afternoon and provide structured tasks Provide 1:1 SEMH interventions for children awaiting an EHCP to prevent exclusions and ensure all children are able to access learning. Ensure there is a comprehensive and well managed system for supporting these children at lunch times, e.g. ICT club. Ensure staffing levels are higher in the playground 	<ul style="list-style-type: none"> Additional staffing was successful in supporting more PP pupils with their SEMH needs: ensuring individuals were able to access learning at their pace and attention span whilst giving peers, including PP pupils, greater opportunity to focus on their learning due to less disruption in classes. This is a strategy that needs to be continued, if funding allows, to ensure learning opportunities are maximised. Staffing, organised to support PP pupils at playtimes- by supervising breaks, sometimes at alternative times to peers, has been successful in reducing inappropriate playground issues and has supported pupils' readiness to learn. At lunchtime, Inclusion staff have supervised pupils in the ICT suite, again to reduce incidents in the playground. This provision has also been successful, and is evidenced with less incidences of inappropriate behaviour recorded in the Playtime Record and on our CPOMS electronic system. Additional EMAS staff provided high quality support to new to English pupils, enabling them to settle into school quickly and pick up basic language skills. The additional EYFS TA supported with translation, reading stories in different languages and was invaluable in helping our youngest pupils and their parents/carers with the transition to school, as well as accelerating their acquisition of English. Our EMAS provision changed through the year as one member of the team went on MAT leave and another left Rolls for a new position. A TA was recruited to support in KS1-mornings only. Pastoral programmes/ interventions, e.g. Lego therapy and bespoke structured activities were effective in developing PP pupils' emotional well-being and self-esteem, as were opportunities to reflect on and discuss effective ways of dealing with their emotions. This provision allowed for more settled afternoons both for the pupils involved and peers in classes and 	<ul style="list-style-type: none"> Continue with funding additional 1-1 support staff to maximise learning opportunities for all pupils, including specific 1-1 PP pupils. Provision of supervision and support at playtimes, lunchtimes and at the end of the school day needs to remain in place. However, the beginning of the day is still a cause for concern: a small minority of pupils, including PP pupils, arrive at school unsettled and disrupt classes, leading to an unsettled start for many pupils. Inclusion staffing needs to be reorganised so they are able to support vulnerable pupils at the start of the day, settle them into school and work towards their readiness to learn. EMAS staff are an invaluable resource for our many new to English pupils and a provision we need to continue to ensure pupils are settled and able to acquire English at an accelerated rate, therefore supporting them to make good progress from their starting points. Pastoral programmes are essential in supporting our vulnerable PP pupils and need to be continued and developed to support pupils even more effectively. We need to provide further training (in-house from our Inclusion Lead or external CPD) for more of our Inclusion TAs to enable us to improve the quality of our pastoral support. Team Teach training has proven to be highly effective in de-escalating situations in which vulnerable pupils are in crisis or unable to 	See below for detailed spending breakdown for Outcome 3.

	<p>before school to minimise issues arising and ensure readiness for learning.</p> <ul style="list-style-type: none"> • TAs supporting pupils with SEMH through targeted emotional/mental health interventions, e.g. Lego therapy, restorative strategies, provision of ‘worry boxes’. • Ensure more teachers receive Team Teach training to enable them to de-escalate challenging situations more effectively • Provide play therapy if funding is available <p>To ensure staff are supported in meeting vulnerable PP pupils’ pastoral/ well-being needs school will:</p> <ul style="list-style-type: none"> • Organise training from Bridgelea staff on de-escalation strategies, and fund additional time to support with individual cases. • Provide additional time from the Educational Psychology service. • Fund additional time from the school nurse • Provide additional Speech and Language support 	<p>also enabled greater access to learning for all pupils. Pupils involved in the programmes were seen to make progress over the year in managing their emotions and this was monitored by Inclusion staff. Some pupils made more progress than others and this may have been partly due to the quality of support they received and the expertise of the staff involved.</p> <ul style="list-style-type: none"> • Team Teach training has been highly effective in supporting staff to deescalate issues arising in classrooms or in the playground. Training has enabled pupils to be effectively restrained where necessary and has increased the safety of others. Most importantly, it has supported staff in how and what to say to vulnerable pupils in crisis and with appropriate body language. • Play therapy had been working well for some of our most vulnerable PP pupils in the previous academic year, and was an approach which we wished to continue. However, play therapy had to be put on hold for a term due to lack of funding available in the school budget. Once funds were available, we restarted our provision and again it proved to be a highly successful strategy and supported many vulnerable PP pupils with managing their emotions and exploring challenging issues. Pupils’ emotional well-being was monitored by the therapist and positive outcomes were evidenced in all cases. • Additional support from external agencies, such as Bridgelea, the school nurse and the Educational Psychologist has been essential in providing advice and support for some of our most vulnerable pupils, including PP pupils, and particularly those at risk from exclusion. Additional time from the Educational Psychology service and Speech and Language Support enabled EHCP referrals to be processed more quickly and thus speed up the provision required for individual pupils. 	<p>manage their emotions. It is also invaluable training for all staff as strategies for de-escalation are crucial in all classrooms and can support the pastoral needs of all our pupils. This training needs to be extended to more members of staff in the next academic year and be revisited for some staff whose training was 2 years’ ago.</p> <ul style="list-style-type: none"> • Play therapy has been very successful in supporting our most vulnerable pupils and we will continue this provision from September and extend provision if possible to support more pupils manage their emotions and issues and increase their readiness to focus on learning. • Additional time from external agencies is crucial in enabling the many vulnerable pupils we have in school access the support they need in a more timely manner, therefore supporting their ability to access learning more effectively and much sooner than otherwise would be the case. We have evidence of pupils responding well when appropriate provision is in place and therefore will continue to fund additional support and extend this support if funding is available. 	
--	--	---	--	--

iii. Further targeted support

Desired outcome	Chosen actions/approaches	Estimated impact	Lessons Learned	Cost
<p>Attendance / Family Support / Wider opportunities</p> <p>Outcome 4: The attendance and punctuality of PP children will increase</p>	<p>Outcome 4:</p> <ul style="list-style-type: none"> • Daily attendance monitoring by attendance officer and contact made with parents/carers of vulnerable pupils, including PP pupils, and collection of children and follow up visits/ meetings by Family Support worker/ PIP Team worker when necessary. • Dedicated time for Family 	<p>Outcome 4:</p> <ul style="list-style-type: none"> • Daily attendance monitoring had a positive impact on improving the attendance of particular PP pupils: support given to families enabled pupils to access our breakfast club, and phone calls, visits and meetings, and in special circumstances, collection of pupils, helped parents/carers and attendance of targeted PP pupils improved. • Incentives motivated pupils to attend more regularly. 	<p>Outcome 4:</p> <ul style="list-style-type: none"> • Daily attendance monitoring and contact with parents/carers has been an effective procedure and needs to be maintained consistently throughout the next academic year. • Incentives and attendance rewards need to continue but with new incentives and rewards to maintain pupils’ motivation. 	<p>See below for detailed spending breakdown for Outcomes 4 and 5.</p>

<p>Outcome 5: Families, including those with pupils eligible for PP, are well supported with seeking help they need both from within school and from linked external agencies, and parents/carers are more confident about supporting their children through courses run by the school.</p>	<p>Support Worker to work with families of PP pupils to increase attendance percentages and improve punctuality.</p> <ul style="list-style-type: none"> Weekly, termly and yearly attendance rewards to motivate PP pupils. <p>Outcome 5:</p> <ul style="list-style-type: none"> Support for vulnerable PP families through our Family Support Worker including: parent/carer drop-ins, home visits, meetings and referrals to the Specialist resource Team. 1:1 support for PP pupils who are in the Looked After Children's service to ensure they continue to access learning full time in school. Bereavement support for PP pupils and their family. Courses run in partnership with family learning and further and higher education Free places at breakfast club for 6 PP pupils to ensure readiness for learning Trips for parents/carers, organised by the Family Support worker, to widen their experience and provide ideas for wider educational opportunities they can give their children out of school hours, e.g. Whitworth Art Gallery, picnic in the park and the provision of leaflets advertising free or low cost holiday opportunities in the locality (Z-Arts, Alexandra Park) and in the city centre museums and galleries. 	<ul style="list-style-type: none"> Overall, attendance of PP pupils has improved: the proportion of PP pupils with persistent absence has improved from 5.8% in 2015/2016 to 5% during 2016/2017. <p>Outcome 5:</p> <ul style="list-style-type: none"> Drop-ins, meetings and home visits have been successful in supporting many families with pupils eligible for PP. Parents/carers have been supported in a variety of ways such as advice on completing DVA forms and applications for high school as well as with advice on how to manage their child's behaviour or special/ additional need more effectively. We have seen families supported becoming more confident in managing challenges in their lives and children in school being more settled and, over time, ready to focus on their learning. Courses provided for parents/carers by Manchester Adult Education Service included a 10 week science course, English and Maths courses and 'Confident parent, confident child'. The Family Support worker delivered courses, using resources from, 'Care from the Family' and covered topics such as: Mental Health and Healthy Eating. Drop-in sessions involved visitors, e.g. Macmillan nurse and teachers to discuss curriculum, and facilitated discussions on transition to high school, cultural concerns following terrorist attacks and social care issues. In addition, a 7 week course for targeted parents/carers, the majority being of PP pupils, called, 'Time Out for Children with SEND and Additional Needs' was provided. Parents/carers were also referred to Webster Stratton courses via the Early Help Team. All courses were beneficial in supporting and/or educating parents/carers and helping to strengthen home/school links. All additional support provided by the Family Support worker has improved the lives of many of our vulnerable families: referrals to specialist services, e.g. mentoring support, have provided specific help and advice, and success with DLA applications has impacted on finances and the home lives of pupils/ families. PP Pupils who were provided with free breakfast benefited from this and were able to settle much better in their morning lessons and focus more on their learning. We heard from parents and pupils about fun, educational trips they had had as a result of the ideas given by school. 	<p>Outcome 5:</p> <ul style="list-style-type: none"> The Family Support worker role is invaluable in our school due to the impact support, advice, courses and direction to specialist services can have on improving the lives of PP pupils. It is essential that this provision is maintained and developed. Next year we need to improve attendance of parents/carers, the variety of courses and the range of support we can offer. We can survey their interests/training needs and aim to offer incentives to encourage them to participate in the courses and training we provide, e.g. free books and resources to support their child. We will continue to provide free breakfasts for vulnerable PP pupils. The Family Support Worker will continue to source new ideas for trips and information for parents/carers and target more parents/ carers to increase involvement- ideas are to travel further afield to places easily accessible by public transport. 	
<p>Outcome 6: The aspirations and opportunities of</p>	<p>Outcome 6:</p> <ul style="list-style-type: none"> Subsidise school trips/ visits linked to half termly topics, e.g. Stockley Farm, 	<p>Outcome 6:</p> <ul style="list-style-type: none"> Trips, visits, guest visitors and school events subsidised by school have enabled many PP pupils to access opportunities and 	<p>Outcome 6:</p> <ul style="list-style-type: none"> Continue to subsidise a wide range of trips and experiences that will inspire, educate, challenge 	<p>See below for detailed spending</p>

families, including those with children eligible for PP, will be increased through wider opportunities provided by the school.	Roman Chester, Liverpool Slave Trade museum, Styal Mill, Stockport Air Raid shelters and castle visits. Exotic reptiles and theatre companies have been invited into school, as well as visitors such as an Anglo Saxon and the Wordsmith poets-who led the Y5 poetry slam. <ul style="list-style-type: none"> • Extra-curricular activities, such as: guitar club, code club, steel band, skateboarding, yoga, violin tuition, football, KS2 homework club and science club have been provided. • In-school events, e.g. Magic Science show and Google 3D visualisation. 	experiences that they may otherwise not have had. We feel these opportunities have been invaluable in increasing their knowledge, skills and aspirations. <ul style="list-style-type: none"> • The range of extra-curricular activities has enabled PP pupils to participate in a wide range of activities which have been successful in widening their experience. • Many of our PP pupils have become skilled musicians and have grown in confidence in performing at our school concerts. A few of our violinists achieved Grade 1. 	and interest the pupils and increase their knowledge, skills and aspirations. <ul style="list-style-type: none"> • Provide a wider range of extra-curricular activities that will continue to broaden our PP pupils' experiences and open their minds to new interests that they may wish to take up. 	breakdown for Outcome 6.
--	--	---	---	--------------------------

2. Additional detail		
PPG Spending Breakdown 2016-2017 (for 243 eligible pupils)	Brief Details	Amount
Outcomes 1 & 2 (Attainment and Progress & Raised standards in Maths and English)		
Teachers	Teaching Staff <ul style="list-style-type: none"> • Additional Y5/6 support teacher to allow for significantly lower class sizes and targeted interventions including eligible pupils. • Additional Y6 intervention teacher to support with underperforming PP pupils. • TA providing after-school Nessy Phonics support. • CTs providing after school 1-1 tuition. • CTs Pupil Progress meetings to discuss PP pupils' achievement. • Maths No Problem training to raise standards in Maths teaching and learning. • Staff training in core subjects to improve quality first teaching. • Staff training to meet pupils' pastoral needs more effectively so vulnerable pupils are more able to focus on their learning. • Peer support from Maths Leader. • Peer support from 2 English Leaders. Management staff <ul style="list-style-type: none"> • HOS– management of PPG, data analysis, planning support with PLs 0.5 hours per week. • Inclusion Manager – intervention planning, supervision and training for intervention staff and reviewing outcomes – 5 hrs a week. • HOS Guided Reading Intervention 0.5 hours per week. 	£132,423

	<ul style="list-style-type: none"> • HOS Maths Intervention 1 hour per week. • Phase Leaders release time for leading lesson study to enhance teaching and learning across the school. <p>Other</p> <ul style="list-style-type: none"> • Funding for EY2P consultant to support with provision and raising standards. • Additional spending on the EYFS outdoor provision to improve outdoor learning opportunities. • 1-1 tuition for 1 eligible pupil from 1-2-1 Home Tutors. 	
Outcomes 3 & 4 (Well-being and pastoral support)		
Additional Education Support Staff	<ul style="list-style-type: none"> • EMAS team (AM, SL) • Additional EAL support TA in EYFS • 4 Additional 1-1 Inclusion TAs 	£82,297
Additional SEND support for PP pupils	<ul style="list-style-type: none"> • Additional support from the Educational Psychologist and school nurse • Additional Speech and Language support • Team Teach Training • Bridgelea Pupil Referral Unit support • Play Therapy 	£9,917
Outcomes 4, 5 & 6 (Attendance, family Support and access to wider opportunities)		£63,099
Family and Pupil Support Team & Attendance officer and Admin staff supporting with attendance.	<ul style="list-style-type: none"> • Family Support worker • Attendance officer • Parents in Partnership (PIP) team • Admin staff- 5 hours per week 	£37,793
	<ul style="list-style-type: none"> • Parental Engagement Network meetings to support family support worker in engaging parents and providing courses and information • Care for the Family course for Family Support worker 	£965
	<ul style="list-style-type: none"> • Breakfast Club Payment for 6 vulnerable PP pupils 	£1,170
	<ul style="list-style-type: none"> • Attendance Reward Scheme and cinema night incentives to motivate PP pupils. 	£290
	<ul style="list-style-type: none"> • Incentives/ awards to recognise achievement and good citizenship and badges for roles and responsibilities, school council, librarian, environmental, star of the week stickers, headteacher awards, gold star awards 	£575
	<ul style="list-style-type: none"> • Residential Trip Subsidies 	£3,348
	<ul style="list-style-type: none"> • Class Trip subsidies 	£5,182
	<ul style="list-style-type: none"> • Theatre visits (Z-Arts) and Royal Exchange and productions from Bitesize Theatre company 	£2,129
	<ul style="list-style-type: none"> • Wordsmith Y5 public speaking competition to inspire interest in literature, poetry writing and develop confidence in performing 	£1,800
	<ul style="list-style-type: none"> • Additional extra-curricular Music Tuition in Steel band, guitar, African drumming and violin 	£8,774
	<ul style="list-style-type: none"> • Weekly children's newspapers from First News Ltd 	£261

	<ul style="list-style-type: none">• Subsidised study guides• Xmas present Books	£812
Total (£287, 736 PP Grant)		£287, 745