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| Boskenwyn Primary School  Pupil Premium 2017-2018 | | | | |  |
| Total number of pupils and pupil premium grant received July 2017 | | | Year end July  2018 | Impact/outcomes | |
| Total number of pupils on roll | |  |  | FSM + SEN (incl OA) = 11  FSM + No SEN = 9  PP+ + SEN = 2  **Impact:**  Growth mindset training for staff has had a positive impact on the well being and general attitudes to learning of all children.This along with inquiry based learning has empowered our children to take control of their own learning and to move it forward using their peers and staff as facilitators.  An increased number of children have accessed after school clubs, breakfast clubs and school camp due the subsidies offered.  Some children have made better than expected progress after intervention with a LSA or their class teacher (see individual impact).  Staff have had the opportunity to observe each other and observe good practice in Finland to enhance their teaching and children’s learning. This multi-disciplinary approach has benefited all children but particularly those who have limited concentration and lacked in enthusiasm. Forest School has given children the opportunity to learn how to take risks safely and to think about the risks around them and their personal health, safety and wellbeing.  High quality intervention programmes have allowed children to make timely progress against their targets. | |
| Total number of FSM and pupils eligible for PPG (£1320) | | 20 | 29,040 |
| Total number of looked after children eligible for PPG (£1900) | | 2 | 3,800 |
| Total number of service children eligible for PPG (£300) | | 0 | 0 |
| Total Funding received | |  | £32,840 |
| Summary of spending 2017-18 | | | |
| Item | £ | | July 2018 |
| SEND support | 5000 | |  | 1:1 and small group working  TA support in classrooms  Part of SENCo salary  Nurture Provisions  Trauma and Mental Health Informed School (TIS) top-up training  Development of work spaces for independence eg ‘zones of trust’, ambient lighting and features that meet sensory need  All of the above have enabled children to develop their love of learning and boost self confidence. The SeNco has supported both small groups and individuals in therapies, interventions and nurture thus building their emotional resilience and equipping them with skills to tackle their fears, develop their academic and social needs. | |
| School residential support, after school care, educational visits, breakfast club | 2500 | |  | Skiing trip to Italy  Y456 Autumn camp for team building with Germoe School at Bishop Forum Adventure  Y3/4 Summer camp to Coverack  Y5/6 Summer camp to Eden  Surfing lessons  Sailing lessons  An increased number of children have accessed after school clubs, breakfast clubs and school camp due the subsidies offered. School camp numbers were at an all time high and all children who access pupil premium attended the school camps at Eden and Coverack. Children were able to access trips such as skiing and participate in activities such as surfing and sailing which they would not otherwise have been able to access. As a result, self esteem is higher than before | |
| Educational Psychologist | 1500 | |  | Assessment visits and reports when required (1 day = £500)  Observations and reports  Cognitive assessments  Advice regarding on-ward referral  Educational Psychology support has been invaluable in offereing staff ideas and support on a termly basis to help them to understand the needs of their children and help them to overcome any barriers. Intervention programmes have been recommended and implemented. | |
| Boosters and interventions | 7000 | |  | 1:1 and small group interventions  “Speed up” handwriting  Cluster maths groups  Go Noodle  Forest School  Mathletics  SEMH provision – talking & drawing, coaching, social story, play-based interventions etc  Reading boosters  Pre-teach and post-teach  Misconception interventions  Speech and language interventions  Set up cost/resourcing for Lego Therapy for 2018/19  Family Group Conference time – referral and meeting time  See individual impact assessments for individual progress | |
| ICT resources | 2000 | |  | Android Tablets (supply and fitting of 10 units)  Reluctant writers have had particular benefit as have children with dyslexia, supported learning | |
| Emotional, Social, Mental Health | 3840 | |  | Emotional resilience and support of mental health difficulties  On-going development of SEMH provision including transition from Thrive to Trauma and Mental Health Informed Schools (TIS)    Autism referrals and casework application  Bereavement work  Preparation for Lego Therapy intervetions  All of the above have allowed staff to become competent in delivering social and emotional intervention programmes to build self esteem, prevent bullying, pastoral support. | |
| Minibus | 3000 | |  | New contractual minibus in July 2018  Facilitating trips, camp, visits, sports and sailing, for enhanced and enriched learning and social/emotional development. Children have been able to access activities which would otherwise have been a strain on the small school budget. | |
| Staff training | 2000 | |  | Team teach  SEMH training - Trauma and Mental Health Informed Schools, Ages and Stages of Emotional Health and Well Being (AL)  Operation Encompass (PQ, AL)  First Aid (teaching and non-teaching staff)  Understanding on-line behaviour (AL)  CiC network meetings (AL)  EYFS SENCo network meetings (AL)  SENCo network meetings (AL)  Ages and Stages of Emotional Health and Well-being (AL)  Finland Educational Research (grant supported – independence in learning, child-led enquiry, technology (teaching staff)  Deep level learning and Growth Mindset  Inquiry based learning | |
| Resources | 6000 | |  | Dyslexia resources – overlays, rulers etc – having access to these resources has allowed children to  Sensory Processing difficulties – weighted toys, light resources, oral sensitivity resources, allowing children to feel safe, secure and comforted, particularly those with an attachment issue.  SEMH resources – Time to Talk and Socially Speaking have been valuable when delivering therapy to individuals and self esteem has heightened through the sessions.  Development of learning spaces – zones of trust, ambient lighting, development of dark and light areas for sensory needs and de-escalation  Development of garden and out-door areas  Twinkl subscriptions for teachers  Development of Anti-Bullying awareness, initial development of Toot Toot for Y2 - 6 | |