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| Boskenwyn Primary SchoolPupil Premium 2016-2017 |  |
| Total number of pupils and pupil premium grant received July 2017 | Year end July2017 | Impact/outcomes |
| Total number of pupils on roll | 47 |  | FSM + SEN = 9/19 (47%)FSM + No SEN = 10/19 (53%)PP+ + SEN = 3/3 (100%)Funding has been used to support academic achievement and progress. Most children are working toward age related expectation, if not at age related expectation. Many have made good progress, and many have exceeded expected progress across the year. The children’s well-being has been well supported and funds have been used to ensure rich and broad learning environments and activities. Trips and visits remain important learning opportunities for us. We have continued to build our provision for social, emotional and mental health support, and many of our children in receipt of the Pupil Premium funding have benefitted directly through small group and individual input. This has in turn ensured happier learners, making more progress, and for us, has addressed the need to nurture the whole child. |
| Total number of FSM pupils eligible for PPG (£1300) | 19 | 24700 |
| Total number of looked after children eligible for PPG (£1900) | 3 | 5700 |
| Total number of service children eligible for PPG (£300) | 0 | 0 |
| Total Funding received |  | £30400 |
| Summary of spending 2016-17 |
| Item | £ | July 2017 |
| SEND support | 9200 | 9200 | 1:1 and small group workingTA in classroomsSENCo salaryNurture Group Leader salaryThrive Approach trainingFunding has been successfully used to support good progress in children’s learning, and often progress than exceeding expectation. We have been able to provide more fully for the children’s needs with the SENCo able to provide social, emotional and mental health support across the school. We have also funded two nurture afternoons, which we then expanded to two full days, in order to meeting the needs of the children concerned |
| School residential support | 480 | 480 | Skiing trip to ItalyIsles of Scilly campFunding has enabled support and development of children’s independent learning, building on the growth mindset and building learning power ethos embedded in school, to further challenge and engage them. The funding has allowed work on social and emotional needs and have involved the children in valuable team-building and problem solving activities, widening their experiences and fostering a good sense of wellbeing as learners and individuals. |
| Educational Psychologist | 1500 | 1500 | Assessment visits and reports when required (1 day = £500)The Educational Psychology service has supported us in meeting the varying needs of children in school, to ensure their learning and well-being potential is supported to the maximum. It has also helped us with our work with parents and with further referral to achieve the best out-comes for the children in our care. |
| Boosters and interventions | 8000 | 8000 | 1:1 and small group interventions “Speed up” handwriting Cluster maths groups Go Noodle Forest SchoolFun FitMathleticsSEMH provision – talking & drawing, coaching, social story etcMassageNurture groupReading boostersPre-teach and post-teachMisconception interventionsWith the funding we are able to meet children’s needs at individual as well as group level, out of class, in class, physically, cognitively, emotionally and socially – the Pupil Premium is helping us to ensure our pupils have the best we can provide, within an exciting and engaging learning environment. |
| ICT resources | 3000 | 3000 | Android Tablets (supply and fitting of 10 units in)  |
| Emotional, Social, Mental Health | 2000 | 2000 |  Emotional resilience and support of mental health difficultiesOn-going development of SEMH provision including Thrive for this academic year Many of our children have social and emotional difficulties, and we have sought to continue to develop this area of our SEND/Pastoral provision this year, in order to fully meet the needs of our children prior to seeking further help where necessary, within the familiarity of school and staff. We foresee this area of need to be an area where on-going provision will be necessary and it enables us to be access help at time of need. |
| Minibus | 3000 | 3000 |  Transport to and from competitions, booster groups and trips and visits has enhanced the children’s access to wider learning opportunities and experiences, both complementary to their learning and providing additional, enrichment. The minibus has also enabled staff development eg trip to Worthing for Reggio |
| Staff training | 2000 | 2000 | Team teachPREVENTSEMH training – attachment, anxiety, massage, Emotional First Aid, ThriveAutismBoxall ProfileDeep Level LearningReggio at WorthingAs a staff we have invested in various training to support our children’s and class needs, as well as our school development plan, which encompasses the development of well-being as an important factor with regard to the attainment and progress a learner achieves. Training is cascaded at staff meetings and good practice is shared by all which is effective in terms of cost and dissemination, benefitting children in receipt of pupil premium and the whole school. |
| Resources | 1220 | 1220 | Resources to support:Dyslexia resourcesADHDSensory Processing difficulties – weighted toys, light resources, oral sensitivity resourcesDyscalculia reference bookWe have used funds for individuals and for groups/classes. We try to ‘broaden normal’, by giving all a chance to use different resources, in order to ‘normalise’ their use. This often helps those who have to use them, feel less awkward about being, what they would otherwise perceive, as ‘different’. |