

## Record of PPG Spending by item / project

Item / Project	Projected Cost 2015 - 2016	Objective	Cost	Impact
<b>Behaviour team Learning Mentors, SENCO/SEN Admin</b>	72519 (49.7% of total)	Ensuring a high level of staffing to support individual children and class interventions as a means of raising achievement.	<b>77,769</b> (49.7% of total cost)	Enabled vulnerable pupils with emotional difficulties to access mainstream education within their classroom without impacting on the education of others. Improvements in Year 1 phonics test and also number of PP Pupils at GLD in EYFS
<b>Teaching Assistants – Classroom support/interventions</b>	75635	To deliver a range of interventions to support pupils with basic skills.	<b>64,063</b>  Half day interventions charged at 49.7% of total	Narrowing the gap -Improvement in % of pupil premium pupils passing Year 1 phonics test. 2016 – 68% of pupil premium pupils passed In Y2 tests for Maths and Phonics the performance of disadvantaged pupils was not statistically different to that of 'all' pupils. In Reception the % Teaching Assistant delivering OT to enable pupils
<b>Additional teacher and TA supporting inclusion small group and individual work</b>	25107	To raise attainment in lower ability children and children with specific needs.	<b>27,641</b>	ALL pupils achieved objectives outlined at the beginning of intervention period. Pupils identified dual existing SEN and PP. Small steps programs devised and delivered on a daily basis.
<b>Mathletics &amp; Bug Club</b>	1900	To improve outcomes for maths and reading. To increase pupils' motivation to consolidate basic skills.	Mathletics 1 year – 1,102 Bug Club – 960 annual Bug Club Training 900 Purple Mash – 633  Total = <b>3,595</b>	

<b>Ed Psychologist support</b>	6000 80% and all 4 SEN 50/50 budget	Establishing a suitable baseline and measure to support children with the appropriate interventions and agencies.	<b>6,600</b>	Facilitated 2 EHCP being put in place to ensure needs of children are met. Supported access to alternative provision, (currently being reintegrated successfully back into mainstream education with additional staff support. funded via EHCP) Strategy identification to ensure pupils can best access learning. Able to bring about pupil centred meetings improving outcomes for the pupil with due consideration of parent and pupil view.
<b>Behaviour Support Team</b>	100%	To identify needs of children displaying SEMH, and to provide strategies to support them to learn effectively	<b>1,010</b>	Strategy advice in place. Pupils accessing learning more effectively in class. (Less time is spent out of class for all these pupils)
<b>Therapeutic Play</b>	3990	To support children with emotional well- being to talk about their feelings through play.	<b>2,590</b>	Significant contributor in enabling these pupils to make at least expected progress. Pupils accessing this are working within, or near to year group across all subjects.
<b>Gardening Intervention</b>		To support children with emotional well- being to talk about their feelings through play.	<b>1,960</b>	1 term: September-December 2015. Pupils enabled to access aspects of an alternative curriculum to build self-esteem and engagement. Discontinued in December.
<b>Act Fast</b>		To support specific learning needs, emotional and behavioural support through specialist provision centre	<b>340</b>	Supporting personal achievement and self-esteem. Pupil/s have been able to re-engage with mainstream education, and are accessing class full time on other days in school. 1 pupil: 2yrs+ progress within 18 months.
<b>Education City</b>	1752	To improve pupil motivation. Providing a tool for teachers to support implementation of an engaging curriculum.	<b>2,102</b>	
<b>Resources for Nurture Room</b>	1000	Promote a caring ethos and provide social and emotional support for vulnerable pupils.	<b>1,000</b>	Provision of a space in which therapeutic interventions now take place and 1-1 nurture work for EHCP pupils. Pupils able to access this space before reaching crisis points, this supports their emotional well-being, enables them to better access learning within the classroom. There are reduced interruptions to learning around school.

<b>Subsidising Educational Visits and in school events</b>	13417	To ensure all children have the opportunity to experience a variety of learning activities beyond the classroom and to support the creative curriculum.	Expenditure - £17,297 Income - £9,986  Total =	All pupils access a wide range of educational visits. Pupils across school engaged and motivated by cross curricular learning. No pupil is unable to attend as a result of cost.
<b>Rewards for good progress and behaviour</b>	1000	To support the behaviour for learning policy and encourage good learning behaviours as part of the new merit card system.	<b>1,825</b>	Learning Behaviour within classes improved. (Evidenced in Learning Walks) Good to be Green figures
<b>Counsellor - Fluent Coaching 2 sessions per week until July (49.82% of overall charge {6480})</b>	4180	To give opportunities for children to improve coping mechanisms and develop a support network for improving learning.	<b>4,248</b>	Impact statements evidenced improved wellbeing across all 4 pupils. 2 of these are accessing learning within classroom now.
<b>Breakfast Club-Food</b>	6000	To ensure that all pupils have access to breakfast to order that they are ready to learn.	<b>4,472</b>	All pupils access a free breakfast. Pupils' basic needs are met enabling pupils to be ready to learn.
<b>Lunch Payments – Hardship payments</b>		Two families	<b>88</b>	Pupils in school for a short period.
<b>Access to agency provision</b>		To support specific learning needs through specialist provision centre	<b>357</b>	Strategy advice and TA side by side training. Pupil able to access mainstream class full time effectively.
<b>EMTAS</b>		Teaching Assistant Training Programme	<b>950</b>	Able to provide training for EAL TA appointed within school. Reading/Phonics interventions for Year 1 EAL pupils led to greater progress in reading / writing for EAL pupils compared to non-EAL pupils. Writing support for Year 4 pupils led to greater progress in writing for EAL pupils compared to non-EAL pupils.
<b>Behaviour Placement</b>		To support specific learning needs in relation to emotional and behavioural support	<b>11,809</b>	Pupil accessed full time alternative provision off site. Able to remain in education within a mainstream school. Exclusion avoided.

<b>Localities Provision</b>		To support specific learning needs in relation to emotional and behavioural support	<b>4,887</b>	Pupil able to work in a small group setting to develop key skills to allow them to effectively access education within a mainstream class. Reintegration back into class is in place and early indications are positive. EHCP put in place.
<b>Total</b>	<b>212,500</b>		<b>224,577</b>	
<b>Total PPG Received</b>	<b>224,400</b>	PPG Allocation	<b>224,400</b>	
		PPG Received September to August 2016	<b>203,523</b>	
<b>Total PPG Expenditure</b>	212,500		224,577	
<b>PPG Remaining</b>	11,900		-177	