

A Primary Academy Pupil Premium Strategy Statement

| 1. Summary information | | | | | |
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| School | Lady Modifords | | | Total PPG Budget | £21,080 (including service child premium) |
| Academic Year | 2018/19 | Pupils eligible for PPG | 11 | Date of most recent PP Review | Jan 2019 |
| Total number of pupils | 50 | Pupils eligible for SP | 3 | Date for next internal review of this strategy | Oct 2019 |

| 2. Review of expenditure 2017/18 | | | | |
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| 2.1 Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Cost | Impact | Lessons learned |
| Improve outcomes for PP pupils across the school in maths | <p>Additional and Flexible in-class support enabling staff to address children at point of need from day to day.</p> <p>Embed new initiatives such as Fast Maths</p> <p>Develop TA subject knowledge to enable them to challenge and support children with problem solving and maths reasoning.</p> <p>Provide pupils with effective feedback (trial of new feedback marking policy)</p> | <p>TA training</p> <p>in-class support</p> <p>staff inset £480 per lead x2</p> <p>DP release time 3x half day</p> <p>= £315</p> | <p>By the end of the last academic year 73% of PP pupils (11 out of 15 PP pupils) were working at expected in maths and 87% of PP pupils (13 out of 15 PP pupils) had made expected progress.</p> | <p>A more rigorous approach to monitoring progress and attainment has ensured PP children can be tracked more accurately and targeted support can be provided as soon as it is needed.</p> |
| 2.1 Quality of teaching for all | | | | |

| Desired outcome | Chosen action/approach | Cost | Impact | Lessons learned |
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| Improve outcomes for PP pupils across the school in writing (particularly SPaG) | <p>Develop teacher and TA subject knowledge of SPaG.</p> <p>Embed and develop extended writing opportunities (including the development of SPaG) for all pupils.</p> <p>More opportunities to write across the curriculum</p> <p>Provide pupils with effective feedback (trial of new feedback marking policy)</p> | <p>TA training in-class support</p> <p>staff inset £480 per lead</p> <p>SLs release time 3x days for 3 leads £1440</p> | By the end of the academic year 47% of PP pupils (7 out of 15 PP pupils) were working at expected in writing and 87% of PP pupils (13 out of 15 PP pupils) had made expected progress. | Although more accurate tracking has identified PP children working below expected levels, interventions in writing need to be more closely monitored to ensure appropriate provision is being made. Consideration needs to be given as to who is best equipped to run a writing intervention. If TAs continue to run writing interventions, a more systematic approach to specific training needs to be considered. |
| Children are able to manage their emotions, develop resilience and self-esteem, and as a result are able to engage with their learning, sustain focus and make progress. | <p>Embed learning behaviours (Growth Mindset) through a whole school approach.</p> <p>Use SDQs to identify levels of need.</p> | <p>staff meeting/ training time</p> <p>Senior management to carry out drop –ins and monitoring</p> <p>6x half days = £630</p> | <p>Lesson visits, book scrutinies and pupil conferencing show children are more confident and positive about their learning.</p> <p>Strengths and Difficulties Questionnaires (SDQs) show lower levels of need and less negative impact on classroom learning following in-school support strategies.</p> | <p>Staff are aware of the importance of regularly re-visiting Growth Mindset to ensure learning behaviours are embedded.</p> <p>SDQs to be used 2 x times a year so staff are able to respond to any changes in SEMH needs.</p> |
| Increased participation in educational visits, clubs, and enrichment activities. | <p>To continue to review curriculum content to ensure pupils have access to a broad, balanced and engaging curriculum.</p> <p>Promote clubs and enrichment opportunities to encourage those who might not usually attend</p> | <p>SAF team to monitor</p> <p>3 x days= £480</p> | review levels of pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement. | we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. |

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| | to do so. | | | |
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2.2 Targeted support

| Desired outcome | Chosen action/approach | Cost | Impact | Lessons learned |
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| Improve outcomes for PP pupils across the school in maths | Short term targeted interventions for underachieving pupils. | cost of TA support to lead interventions £960 SENCo time to co- ordinate £800 | Use of baseline and end point data for intervention groups indicates that the majority of pupils make good progress from their starting points. However there is still a need for more quantifiable data rather than anecdotal evidence. | There is a need to tighten up on the data collected to measure impact – staff training on the use of the record sheets needs to be ongoing. |
| Improve outcomes for PP pupils across the school in writing (particularly SPaG) | Use of spelling intervention programme 'Sound Discovery' | cost of TA support to lead interventions £960 SENCo time to train TAs to use Sound Discovery and co- ordinate interventions £640 | Sound Discovery has shown to have a positive impact on spelling progress for all groups of pupils when it is used at least twice a week. Children in Y3 and 4 did not make as much progress as it was only used once a week due to staffing issues. | More creative use of TAs working across year groups has been implemented to ensure the pupils would benefit from the Sound Discovery spelling programme receive the level of support they need. |
| Children are able to manage their emotions, develop resilience and self-esteem, and as a result are able to engage with their learning, sustain focus and make progress. | 'Emotional Logic' approach to managing difficult situations and promoting emotional well-being. | SENCo training (£200) SENCo to work 1-1 and with small groups £1200 Emotional Logic resources £200 | 'Emotional Logic' has been used in Y5 and 6 to good effect – the session was well received by the children and staff and the approach is being actively promoted in class. This approach has not been used by other year groups as a new programme "We Eat Elephants' will be introduced to staff in coming months. (This approach has been adopted by schools in the MAT) | Follow up work by the SENCo would be beneficial to monitor how the children are using the approach to managing difficult situations. |

2.3 Other approaches

| Desired outcome | Chosen action/approach | Cost Impact | Impact | Lessons learned |
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| Improve outcomes for PP pupils across the school in maths | prepare calculation support leaflets for parents and carers curriculum evenings to | release time for SL 3 days a year = £1420 | Curriculum evenings have received positive feedback from parents. A school calculation support leaflet has not be distributed but this is under review | Despite low numbers attending, the school still aims to engage as many parent/carers as possible and offer different times and ways to access the information |

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| | inform parents about maths curriculum | | | provide a list of suitable websites for children to practise key skills – to be put on school website |
| Improve outcomes for PP pupils across the school in writing (particularly SPaG) | use curriculum evenings to inform parents about spelling and grammar so they are able to help their children | release time for SLs 3 days a year = £1420 | Curriculum evenings have received positive feedback from parents. | <p>Despite low numbers attending, the school still aims to engage as many parent/carers as possible and offer different times and ways to access the information</p> <p>A leaflet on supporting your child with SPaG is being considered</p> <p>provide a list of suitable websites for children to practise key skills – to be put on school website</p> |
| Increased participation in educational visits, clubs, and enrichment activities. | Funding for PP pupils to enable them to fully participate in all educational visits and extra- curricular clubs. 'Heroes Club' for all children of forces families. | £1500 coaches, entry etc... | review levels of pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement. | we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. |
| Improve leadership of PPG | SENDCo to lead PP | SENDCo release £2000 | <p>Over the last 12 months SENDCo has kept a comprehensive record of all PP children (including service children) and updated this regularly. This has been distributed to all class teachers.</p> <p>Since February 2018 PP trackers have been compiled by the SENDCo so all teachers can monitor the progress of PP children.</p> | This record needs to be maintained – it would also be helpful to include information on interventions/additional support PP children are receiving. |

3. KS2 attainment 2017/18

| Pupils eligible for PPG | 4 | <i>Pupils eligible for PP (school)</i> | <i>All pupils (school)</i> | <i>Diminishing difference?</i> | <i>Pupils not eligible for PP (national)</i> | <i>Diminishing Difference?</i> |
|--|------|--|----------------------------|--------------------------------|--|--------------------------------|
| % achieving expected or above in reading, writing and maths | 0% | 54% | | 64% | | |
| % achieving expected or above in reading | 25% | 62% | | 75% | | |
| % achieving expected or above in writing | 25% | 62% | | 78% | | |
| % achieving expected or above in maths | 50% | 77% | | 75% | | |
| Average scaled progress score in reading | -5.6 | -3.5 | | 0.3 | | |
| Average scaled progress score in writing | -5.8 | -4.4 | | 0.2 | | |
| Average scaled progress score in maths | -3.9 | -1.9 | | 0.3 | | |

4. Needs, Barriers and Outcomes

| | Evidence of Need | In-school barriers | External barriers | Desired outcomes | Success criteria |
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| A. | <p>Improve outcomes for PP pupils across the school in maths. KS2 data shows there is a gap between PP pupils and other pupils in the school and nationally.</p> <p>Over the last 3 years 33% of PP pupils (4 out of 12 PP pupils) across the Federation achieved expected+ in maths at KS2.</p> <p>Currently 82% of PP pupils (9 out of 11 PP pupils) at Lady Modiford's are on track to achieve ARE and 18% (2 PP pupils) need additional support in maths)</p> | <p>Need to further embed Fast Maths.</p> <p>Pupils not always able to talk about their maths and demonstrate they have depth of understanding of maths concepts.</p> <p>Pupils not always identifying efficient solutions to problems which is impacting on reasoning tests.</p> <p>Pre-teaching not being used consistently throughout the school.</p> <p>Improvement needed to monitoring systems – a</p> | <p>Parental understanding of curriculum changes.</p> <p>generational experiences of learning maths in school</p> | <p>Improve competence in basics in maths.</p> <p>Pupils develop a depth of understanding for maths concepts and can talk intelligently about their maths and apply skills and knowledge to reasoning tests</p> | <p>All PP pupils make typical progress relative to their starting points, in maths with the majority achieving 'expected' and some making better progress to 'exceeding'</p> |

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| | | coherent approach to ensure monitoring of outcomes is clear and effective. | | | |
| B. | <p>Improving the outcomes in reading across the school - KS2 data shows there is a gap between PP pupils and other pupils in the school and nationally.</p> <p>Over the last 3 years 42% of PP pupils (5 out of 12 PP pupils) across the Federation achieved expected+ in reading at KS2.</p> <p>Currently 82% of PP pupils (9 out of 11 PP pupils) at Lady Modiford's are on track to achieve ARE in reading and 18% (2 out of 11 PP pupils) need additional support in reading)</p> | <p>TA expertise in supporting children prepare for KS2 reading SATs</p> <p>Insufficient range of banded book for lower ability and insufficient number of non-fiction books for classrooms</p> <p>Library/classrooms need to be more conducive to encouraging reading for pleasure.</p> <p>Lack of confidence in reading for some lower ability pupils.</p> | <p>Some children not willing to engage in reading practice at home.</p> <p>Some parents unable/unwilling to support children with reading at home – discussion of text and answering inferential questions</p> | Improve outcomes for PP pupils across the school in reading (progress and attainment). | All PP pupils make typical progress relative to their starting points, in reading with the majority achieving 'expected' and some making better progress to 'exceeding' |
| C. | <p>Improving outcomes in writing across the school – KS2 data shows there is a gap between PP pupils and other pupils in the school and nationally.</p> <p>Over the last 3 years 50% of PP children (6 out of 12 PP pupils) across the Federation achieved expected+ in writing at KS2. 67% (8 out of 12 PP pupils) achieved expected + in SPaG.</p> <p>Currently 73% of PP pupils (8 out of 11 PP pupils) at Lady Modiford's are on track to achieve ARE and 27% (3 out of 11 PP pupils) need additional support in writing.</p> | <p>Spelling ability – children not building on their phonics teaching and developing spelling skills at sufficient pace to meet the standard.</p> <p>Resources to support SPaG teaching</p> <p>TA expertise in supporting SPaG</p> <p>Systematic teaching of handwriting. High expectation from all staff with regard to presentation of all children's written work.</p> | <p>Assessment at KS1 did not have such an emphasis on spelling and grammar whereas this is now included in the KS2 assessments.</p> <p>Parental understanding of curriculum changes.</p> | Increase progress and attainment in Writing for all PP pupils across the school. | All PP pupils make typical progress relative to their starting points, in writing with the majority achieving 'expected' and some making better progress to 'exceeding' |

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| | Children need support with spelling, grammar, punctuation and handwriting | | | | |
| D. | <p>Continuing work on pupil learning behaviours across the school.</p> <p>Some PP pupils have social and emotional issues that are impacting on their readiness to access the curriculum and learn.</p> | Some PP pupils have a range of emotional difficulties which impacts on their relationships with peers, their ability to concentrate, self-regulate and cope with change. Some PP pupils have low self-esteem a negative mind set about their own ability and level of achievement. | Family circumstances (including instability and attachment issues) impacts on some children's ability to cope in school. | Children are able to manage their emotions, develop resilience and self-esteem, and as a result are able to engage with their learning, sustain focus and make progress. | <p>Lesson visits, book scrutinies and pupil conferencing show children are more confident and positive about their learning.</p> <p>Strengths and Difficulties Questionnaires (SDQs) show lower levels of need and less negative impact on classroom learning following in-school support strategies.</p> |
| E. | Some PP pupils would be unable to attend trips/take part in curriculum enrichment without subsidy from PP funding. | Ensure effective communication with parents/carers to clarify what support is available. | Less opportunities to engage in activities outside school. | Increased participation in educational visits, clubs, and enrichment activities. | No child misses out on trips/clubs/other enrichment activities because of lack of funding |

5. Planned expenditure 2018/19

5.1 Quality of teaching for all

| Desired outcomes from Section 4 | Chosen action / approach | What is the evidence and rationale for this choice? | Monitoring questions you will ask during implementation | Staff lead | Cost |
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| <p>Improve outcomes for PP pupils across the school in maths</p> | <p>Regular pre-teaching and additional and flexible in-class support enabling staff to address children at point of need from day to day.</p> <p>Further embed Fast Maths and ensure all classes have hand-out practice packs for home/school use.</p> <p>Increased investigative work – expect conversations and writing around maths understanding to occur frequently. Further develop TA subject knowledge to enable them to challenge and support children with problem solving and maths reasoning.</p> <p>Provide pupils with effective feedback</p> | <p>Education Endowment Foundation (EEF) research has shown that quality of TA/Teacher talk can improve pupils' independence and quality feedback improves pupils' learning.</p> | <p>Is learning being adapted at point of need? Are pupils making better progress with the support they have received? Following the gaps analysis, what is being done to support learning and teaching? Can children explain their reasoning behind an answer to a problem? Are TAs using questioning to move learning forward or are they just explaining what children need to do? Are pupils more or less independent as a result of TA support? Book scrutiny, pupil conferencing and analysis of test results.</p> | <p>DP (maths SL)</p> <p>SB (SENCo) to monitor TAs</p> <p>KG (feedback marking policy)</p> | <p>TA training</p> <p>in-class support</p> <p>staff inset £480 x 2= £960</p> <p>DP release time 3 x 1 day = £480</p> |
| <p>Improve outcomes for PP pupils across the school in reading</p> | <p>Additional guided reading sessions and reading comprehension activities with focus on SATs style questions.</p> <p>Develop TA expertise and confidence to enable them to lead guided reading sessions.</p> <p>Trained volunteers to support children who don't read at home.</p> | <p>Education Endowment Foundation (EEF) research has shown that quality of TAs talk can improve pupils' independence and quality feedback improves pupils' learning.</p> | <p>Is learning being adapted at point of need? Are pupils making better progress with the support they have received? Following the gaps analysis, what is being done to support learning and teaching? Can children explain their reasoning behind an answer to a question? Are TAs using questioning to</p> | <p>CM and A-M C (English SL)</p> <p>SB (SENCo) to monitor TAs</p> <p>KG (feedback marking policy)</p> | <p>TA training SB: 3 x ½ day= £315</p> <p>in-class support</p> <p>staff inset = £480 x 3= £1440</p> <p>CM, A-M C release time 3 x 1 day = £960</p> |

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| | <p>Opportunities for less able readers to read to younger children – ‘buddy’ system.</p> <p>Promote reading in class/home with incentive schemes e.g. library challenge. Staff training on ‘classroom strategies to promote reading for pleasure’. All classrooms to enhance reading corners by providing a better range of appealing books (fiction and non-fiction). Improve school library environment to encourage reading and enable children to make an informed choice of books.</p> | <p>‘Reading for pleasure pedagogy’ research (Open University) shows these practices positively influence children’s attitude and attainment</p> | <p>move learning forward or are they just explaining what children need to do? Are pupils more or less independent as a result of TA support? Has there been an improvement in children reading for pleasure? Book scrutiny, pupil conferencing and analysis of test results.</p> | | |
| <p>Improve outcomes for PP pupils across the school in writing (including SPaG and handwriting)</p> | <p>Develop teacher and TA subject knowledge of SPaG.</p> <p>Embed and develop extended writing opportunities (including the development of SPaG) for all pupils.</p> <p>More opportunities to write across the curriculum and ensure children maintain high standards in all cross curricular writing.</p> <p>Provide pupils with effective feedback (trial of new feedback marking policy)</p> | <p>To equip staff to meet the requirement of KS2 writing assessment. Provide training for TAs as appropriate</p> <p>Marking/Feedback taking place at time of learning means that teacher can assess learning and next steps can be given in a meaningful context.</p> | <p>Is progress in writing evident in children’s books? Is there a focus on feedback so that the children are clear about what they have done well and what they need to action to improve? Is handwriting monitored across the curriculum?</p> | <p>A-M C CB (English SLs)</p> | <p>TA training in-class support staff inset SLs release time 3 x 1 day = £960</p> |
| <p>Children are able to manage their emotions, develop resilience and self-esteem, and as a result are able to engage</p> | <p>Embed learning behaviours (Growth Mindset) through a whole school approach.</p> | <p>Growth mindset have been successfully used in schools to promote positive learning behaviours and attitudes.</p> | <p>Are children showing positive learning behaviours in class? What does the soft data show about children’s attitudes to</p> | <p>Senior Management Team</p> | <p>staff meeting/ training time SMT to carry out</p> |

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| with their learning, sustain focus and make progress. | Use SDQs to identify levels of need. | EEF evidence study shows that meta-cognition and self-regulation approaches have consistently high levels of impact. | learning and their readiness to learn? Are children able to talk about the characteristics of a successful learner? | | drop –ins and monitoring 6 x ½ day = £630 |
| Increased participation in educational visits, clubs, and enrichment activities. | To continue to review curriculum content to ensure pupils have access to a broad, balanced and engaging curriculum. Promote clubs and enrichment opportunities to encourage those who might not usually attend to do so. To make sure all clubs and enrichment activities are accessible for all PP pupils regardless of gender, race, disability. | Children will be more engaged in school and it will broaden their horizons. | Does the curriculum appeal to the range of interests of pupils? Are there opportunities for educational enrichment (e.g. outdoor learning) within topics? Do teachers enable children to pursue their own learning interests? Monitor uptake of visits/clubs/enrichment activities by PP pupils | SAF team | SAF team to monitor 3 x ½ day x 2 = £630 |

Total budgeted cost £ 6,375

5.2 Targeted support

| Desired outcomes from Section 4 | Chosen action / approach | What is the evidence and rationale for this choice? | Monitoring questions you will ask during implementation | Staff lead | Cost |
|---|--|--|--|--------------------------------|---|
| Improve outcomes for PP pupils across the school in maths | Short term targeted interventions for underachieving pupils (pre-teaching as appropriate led by class teacher) | Small group and 1:1 tuition is effective (EEF evidence). Use of baseline and end point data for intervention groups | What evidence do you have to show the impact of additional support? Are PP children progressing at the same or better rate to the other pupils? Do ATM discussions show that fewer PP pupils are requiring additional support? | SENCo to monitor interventions | cost of TA support to lead interventions = £1,800 SENCo time to co-ordinate = £600 |
| Improve outcomes for PP pupils across the school in reading | Short term targeted interventions for underachieving pupils. | Small group and 1:1 tuition is effective (EEF evidence). Use of baseline and end point | What evidence do you have to show the impact of additional support? Are PP children progressing at | SENCo to monitor interventions | cost of TA support to lead interventions = £1,800 |

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| | | data for intervention groups | the same or better rate to the other pupils? Do ATM discussions show that fewer PP pupils are requiring additional support? | | SENCo time to co-ordinate = £600 |
| Improve outcomes for PP pupils across the school in writing (including handwriting and SPaG) | <p>Use of spelling intervention programme 'Sound Discovery'</p> <p>Use flexible groupings across year groups to enable all children needing support to access intervention groups</p> <p>Teachers/TAs to lead intervention groups to support children up-level sentences – practise writing complex sentences.</p> <p>Handwriting to be taught across the school and children given frequent opportunities to practise during the week. Incentives to be used to promote excellent presentation.</p> | <p>research evidence from various sources e.g. http://www.interventionsforliteracy.org.uk/home/interventions/list-view/sound-discovery/ relating to the effectiveness of this phonic programme</p> | <p>What evidence do you have to show the impact of additional support? Are PP children progressing at the same or better rate to the other pupils? Do ATM discussions show that fewer PP pupils are requiring additional support?</p> | SENCo to monitor interventions | <p>cost of TA support to lead interventions = £1,800</p> <p>SENCo time to train TAs to use Sound Discovery and to support children writing complex sentences. SENCo time to co-ordinate interventions = £600</p> |
| Children are able to manage their emotions, develop resilience and self-esteem, and as a result are able to engage with their learning, sustain focus and make progress. | <p>'We Eat Elephants' approach to managing difficult situations and promoting emotional well-being.</p> <p>Deliver Parent workshops (to be led by EH4MH lead in authority) to familiarise parents with this approach.</p> | Testimonials from schools using Secondary version of We Eat Elephants (Living Life to the Full) | Do formal and informal observations of children's behaviour reflect input of We Eat Elephants Pupil conferencing – what has helped? | SR (SAF lead) and SENCo | SENCo and SR training = £320 SENCo to work 1-1 and with small groups =£500 We Eat Elephants resources =£500 |
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Total budgeted cost £8,520

5.3 Other approaches

| Desired outcomes from Section 4 | Chosen action / approach | What is the evidence and rationale for this choice? | Monitoring questions you will ask during implementation | Staff lead | Cost |
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| Improve outcomes for PP pupils across the school in maths | <p>prepare calculation support leaflets for parents and carers</p> <p>Curriculum evenings to inform parents about maths curriculum – to include information about suitable websites</p> <p>Prepare hand-out practice packs for home</p> | some evidence from EEF on parental engagement | <p>feedback to be gathered from parents</p> <p>How are families engaged with learning within school? Are they able to support the learning within school?</p> | DP | release time for SL = £480 |
| Improve outcomes for PP pupils across the school in reading | <p>prepare ‘how to support your child with reading’ leaflets for parents and carers</p> <p>curriculum evenings to inform parents about reading assessments at KS2 – to include information about suitable websites</p> | some evidence from EEF on parental engagement | <p>feedback to be gathered from parents</p> <p>How are families engaged with learning within school? Are they able to support the learning within school?</p> | A-M C, CM | release time for SL = £480 |
| Improve outcomes for PP pupils across the school in writing (<i>including handwriting and SPaG</i>) | use curriculum evenings to inform parents/carers about spelling and grammar and handwriting so they are able to support their children— to include information about suitable websites | some evidence from EEF on parental engagement | <p>feedback to be gathered from parents</p> <p>How are families engaged with learning within school? Are they able to support the learning within school?</p> | A-M C, CM | release time for SLs = £960 |
| Increased participation in educational visits, clubs, and enrichment activities. | <p>Funding for PP pupils to enable them to fully participate in all educational visits and extra-curricular clubs.</p> <p>‘Heroes Club’ for all children of forces families.</p> | Successfully implemented last year – improved access to enrichment using PP budget. | <p>How many PP children are accessing enrichment and extra-curricular provision? Is this having an impact on attendance? What does pupil feedback tell you about attitudes to school and enjoyment? What impact has there been on pupils’ wellbeing / confidence/ self-esteem?</p> | SAF team | <p>£1700 for coaches etc.</p> <p>Heroes club =£300</p> |

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| Improve leadership of PPG | SENCo to lead | Improved distribution of leadership SLT include PPG lead Oversight of PPG and SEN improves | | SENCo release | SENCo release = £2000 |
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Some of the costs are also cross monitoring as much will be an integral part of all SL monitoring when they do drop ins, book looks, planning and pupil conferencing

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| Total budgeted cost | | | | £5,920 (overall budget= £20,815) |
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7. Additional information supporting this strategy

There will always be a disconnect between the projection and what is spent. Generally the spend in actual terms surpasses the grant. In this case the shortfall is taken up through the main school budget. Likewise if the spend falls below the prediction and therefore there is slightly more grant left than expected, this will be used for the benefit of PP children.