



Longcause Pupil Premium Information

2020-2021

Pupil Premium Strategy Statement

1. Summary information			
School	Longcause Community Special School		
Academic Year	2020-2021	Total Pupil Premium budget	£ 59 144
NOR	110	Number of pupils eligible for PP funding	44 FSM, 3 Service, 3 PLAC, 3 CLA/CIC) 48% Pupil Premium 40% FSM

2. Most recent Pupil Premium Progress headlines and information		
End of academic year (17-18)	End of year (18-19)	End of year (19-20) Covid-19 impact- data taken at end of term 4
<ul style="list-style-type: none"> • Pupil Premium pupils on track for end of KS at least good progress: <ul style="list-style-type: none"> ○ English 58% ○ Maths 46% • Pupil Premium pupils on track for end of KS at outstanding progress: <ul style="list-style-type: none"> ○ English 18% ○ Maths 16% • Pupils on track for at least expected progress <ul style="list-style-type: none"> ○ English 90% ○ Maths 80% • All pupils in English and Maths making sustained progress 	<ul style="list-style-type: none"> • Pupil Premium pupils on track for end of KS at least good progress: <ul style="list-style-type: none"> ○ English 60% ○ Maths 63% • Pupil Premium pupils on track for end of KS at outstanding progress: <ul style="list-style-type: none"> ○ English 0% ○ Maths 4% • Pupils on track for at least expected progress <ul style="list-style-type: none"> ○ English 71% ○ Maths 85% • All pupils in English and Maths making sustained progress 	<ul style="list-style-type: none"> • Pupil Premium pupils on track for end of KS at least good progress: <ul style="list-style-type: none"> ○ English 79% ○ Maths 83% • Pupil Premium pupils on track for end of KS at outstanding progress: <ul style="list-style-type: none"> ○ English 0% ○ Maths 0% • Pupils on track for at least expected progress <ul style="list-style-type: none"> ○ English 83% ○ Maths 96% • All pupils in English and Maths making sustained progress

3. Barriers to future attainment for pupil eligible for Pupil Premium funding	
In school barriers to be a focus for allocating Pupil Premium funding:	
A	Within Science, LfL and English, it is the communication/ spoken language/ vocabulary element that is an area for development
B	Within Social Communication (an aspect of LfL), where much of the language skills are developed, the need to develop 'self-awareness and self-esteem' (SASE elements)
C	Combining and transferring core competencies across the curriculum
D	Flexibility of thought and application of skills learned to a range of different contexts and being able to problem solve at a range of levels and need

E	Attendance for pupil premium pupils, although below the national average, shows some variation when compared to non-Pupil Premium pupils (FSM in particular)
F	Total communication is a whole school focus and is a barrier to progress for all pupils. The intention is to use Pupil Premium funding to target total communication development in pupil premium pupils
External barriers (issues which also require action outside of school such as family support, attendance etc)	
G	A larger % of pupils requiring family support and intervention come from pupil premium funded pupils. Over 50% of pupils identified as disadvantaged pupils due to welfare, care and background are in receipt of pupil premium funding.

4. Desired outcomes (linked specifically to overcoming barriers)		
	Desired outcomes	Success criteria
A and F	Improve language skills for pupils in receipt of pupil Premium funding	<p>Pupils are making at least similar progress in points in areas of the communication involved with communication and spoken language – <u>*English, LLfL (Social Communication and Talkabout), working scientifically.</u></p> <p>Academic year (17/18): Pupil Premium pupils had a higher average progress point score in English when compared to non-Pupil Premium pupils. In LLfL, average progress is lower than non-Pupil Premium pupils but their average point score is higher.</p> <p><i>Working Scientifically – Pupil Premium pupils are making better progress than non-Pupil Premium pupils.</i></p> <p>Academic year 18/19 and 19/20: Pupil premium pupils are achieving a greater % of the curriculum outcomes in the areas involved with communication and spoken language as listed above*</p>
B	Develop and extend the personal development of pupils in receipt of Pupil Premium funding focusing on their understanding of ‘self’	<p>Increased progress in point scores for pupils in Talkabout (Social Communication) and pupils working successfully towards achieving PDP targets</p> <p>-Academic year 2017/18 through to end of 2019/2020: Pupil premium pupils are making progress at each assessment point and working successfully towards measurable, relevant and individualised PDP targets</p>
C	Provide a range of experiences and rich curriculum offer to support the application of core competencies in a range of contexts within and beyond the classroom	<p>All pupil premium pupils access regular visits outside of the classroom environment building on their abilities to transfer skills to a range of contexts, with and without support. More pupils achieving 3 or above on their scaled curriculum documents. Seesaw reflects learning taking place in a range of environments to develop resilience, problem solving, transferring skills and ability to adapt to difference environments.</p>
D	Provide pupils in receipt of Pupil Premium funding with a range of educational experiences beyond the classroom to support engagement with learning, resilience and problem solving as well as developing their personal development	

E and G	Engage families in pupil learning and education and help to develop their understanding of their role in their child's education and achievement both academically and personally. Family team involvement to support families in this.	More families of pupils in receipt of pupil premium funding engaging in school through visits to school, home visits, family hub meetings. All families of PP pupils signed up and accessing Seesaw.
Across all areas	Provide access to a range of physical and OT options to support pupil development across all areas. Physical and OT development impacts on core strength, muscle tone, mental health and wellbeing, engagement, coping strategies all of which will impact on child development.	All pupils are accessing physical activity on a daily basis. Class timetables reflect time dedicated to this. Referrals made for pupils in need of OT support and OT offering advice for pupils in receipt of Pupil Premium funding when needs arise. OT intervention in over two thirds of our pupil premium pupils. Physical intervention (with a current focus on Rebound Therapy) - 53% of pupils receiving this are in receipt of pupil premium funding.

Background – What is Pupil Premium funding?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Free School Meals (FSM)

In the 2020 to 2021 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Children Looked After (CLA)/ Child in care (cic), Post CLA

Schools have to prepare a Personal Education Plan (PEP) to bid for a funding up to a maximum of £2300 allocated to pupils in care (CLA)

Schools will also receive £2300 for each pupil identified in the spring school census as having left local-authority care because of one of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

Service families

In addition, the Service Pupil Premium is provided by the Department for Education to schools who have children of Regular Armed Forces personnel among their pupil population to provide additional (mainly pastoral) support. The Premium is currently £300 per Service pupil and is paid directly to schools. *Our individual pupil support plans show the support in place for these pupils and families. Much of the support in place in other settings does not meet the complex social needs of our pupils and so a very individualised support is put in place.*

Principles – How should Pupil Premium funding be used?

As a school we are held accountable for how we use our Pupil Premium funding allocation. Ofsted's school inspections report on the attainment and progress of disadvantaged pupils who attract the pupil premium. From the 1 September 2016, schools maintained by the local authority must publish their strategy for the school's use of the pupil premium on their websites.

As a school community we are committed to meeting the needs of all of our pupils and strive towards closing the attainment gap regardless of whether they are eligible for Pupil Premium funding or not. This is why our Pupil Premium provision, detailed below, shows the pupil premium allocation in addition to the school contribution to the opportunities we provide for our pupils. However, the funding enables the school to enhance its provision and provide focused support for more disadvantaged pupils.

The ethos of developing the 'whole child' at Longcause can be seen through the range of provisions we offer so that we meet the needs of each pupil academically, socially, physically and pastorally. It includes family support as well as 1:1 pupil support and intervention.

We recognise at Longcause that Pupil Premium funding is not just about narrowing the attainment gap; it's also about enabling eligible pupils who are already achieving highly to do even better. **This year it will be supported by Covid Catch Up funding to which all pupils are entitled.**

Impact – How do we know how effective Pupil Premium funding allocation is?

We celebrate pupil achievement and success at Longcause in a range of different ways to ensure we capture even the smallest of steps. We know from pupil progress information that academically there is no 'attainment gap' between pupils who are entitled to pupil premium funding and those who are not. Information to show this is published on our school website.

We also know that all pupils have access to the same opportunities to develop personally, building character and resilience and again there is no 'gap' in pupil achievement. This is evident through the successful learning we capture using Seesaw, celebration assemblies, Learning Mentor learning talks, formal reporting procedures and also the information within our Pupil Premium statement detailing the impact so far.

Provision – How do we use our allocated Pupil Premium funding?

The table below details how we allocate the funding we receive for pupils entitled to Pupil Premium funding.

The Use of Pupil Premium Income 2020-2021

44 FSM, 3 service family pupils, 3 CLA, 3 adopted (PLAC) pupils – 53 pupils in receipt of Pupil premium as of Oct 2020

PROVISION AND DESIRED OUTCOMES MET	SUMMARY OF PROVISION	COST	Pupil Premium Contribution	IMPACT SOUGHT	Actual Impact so far...
<p>Positive Relationships Team</p> <p>Desired outcomes met: A, B, C, D, E, F, G</p>	<p>Various members of team work to ensure pupils are well supported socially and emotionally and ready to learn once in the classroom- AH,LTH,VP,TBL, NF, FJ, CT, HM, SC, RW, LW</p> <p>Intervention includes regular 'check ins' with pupils who have experienced adverse childhood experiences or trauma</p> <p>1:1 adult to support pupil behaviour and emotional wellbeing.</p> <p>Individualised timetables for some where needed.</p> <p>Reporting using CPOMS and monitoring trends</p> <p>Staff reporting pupil concerns in Phase meetings and also to Positive Behaviour team</p> <p>Creation of a Positive Behaviour team to support assistant heads in monitoring and impacting on pupil support across the school</p> <p>Staff training to support roles in Positive Relationships Team – PACE, SWALSS, Story telling</p>	<p>£58 500</p>	<p>£24 538</p>	<p>To enable staff to respond to the varying needs of pupils and try to ensure they are regulated and able to fully focus on their learning in order that they can make maximum progress and make least disruptive impact on other pupils learning.</p> <p>Key 'hard to reach' older pupils supported through alternative provisions, developing life skills and preparing for life after Longcause both in education and socially.</p>	<p>Very small number of temporary pupil exclusions- no permanent exclusions in last 4 years.</p> <p>Pupils successfully taught within school when previous placements have broken down.</p> <p>Reduction of number of incidents for individuals and shorter incidents meaning more time in class learning.</p> <p>Fewer incidents happening within learning time- pupils better regulated in lessons- ready to learn.</p> <p>Small number of physical intervention situations- pupils are better regulated as a result of quality, rapid response of emotional team and proactive work of the team including therapy interventions and a focus on positive relationships and mental wellbeing.</p>

	<p>Donkey – animal assisted therapy</p> <p>Comic strip conversations</p> <p>Social Stories</p> <p>TAC PAC- Lower and Middle School teams. FJ overseeing (sensory integration to provide opportunity to self -regulate and calm).</p> <p>ELSA training- emotional literacy- DS</p> <p>Playworx – training and practice – JB, ML</p> <p>School Counsellor and THRIVE program</p> <p>Travel training to support pupils with leisure and social activities as well as preparing for post 16</p> <p>Talkabout intervention groups – training, planning and delivery</p>			<p>Specific pupils receiving emotional literacy programme</p> <p>All KS4 pupils receiving some element of travel training working towards becoming fully independent where possible.</p> <p>Pupils are increasing in their self awareness and self esteem through Talkabout intervention groups (specifically targeting Middle School pupils)</p>	<p>Focus pupils following individualised timetables with key adults which meet their needs and reduces risk incidents.</p> <p>CPOMS reflects this and reports to Governors</p>
PROVISION AND DESIRED OUTCOMES MET	SUMMARY OF PROVISION	COST	Pupil Premium Contribution	IMPACT SOUGHT	Actual Impact so far...
<p>Family Support Team</p> <p>Desired outcomes met: E, G</p>	<p>We are able to provide support and inform families about services that are available, including home visits. Also responsible for attendance.</p> <p>Running CAFs, PEPs, core group meetings and other support groups. Head teacher and family team members attending CAMHS and medical appointments to provide a full picture of a child. Supporting families at external</p>	£23 500	£5700	<p>To create better links with families, especially those who require support. To ensure families attend multi-agency professional appointments and that the best all round care and education is provided for the child. Enabling joined up working. To actively monitor and foster good attendance in order to reach our target.</p>	<p>Family attendance at professionals meetings is high.</p> <p>Attendance at annual reviews and Education Health Care Plan meetings (EHCs) and other professional meetings in school is high. (currently a virtual provision)</p> <p>More CAMHS appointments are followed through with clear impact due to school jointly attending with family –</p>

	<p>professional appointments, including those further afield.</p> <p>Transporting families to appointments to ensure attendance.</p> <p>School phobia work.</p> <p>Organising and supporting coffee mornings and families in school events.</p> <p>Availability during Parent consultation evenings.</p> <p>Supporting placements to residential and other educational establishments locally and nationally</p> <p>Maintaining virtual communication that was a result of lockdown and using this to support and develop better connections with families</p>				<p>medication wisely reviewed, other services received. Families speak positively of the joint meetings as being much better than when they have to attend on their own- they feel heard and supported.</p> <p>Impacting on more positive home life for the child. Communication is improved between all professionals and all professionals have clearer picture of the child and needs and therefore better provision and actions are put in place- resulting in better outcomes for the child and family.</p> <p>Few pupil exclusions.</p> <p>School phobic pupils are proactively worked with together with the family-</p> <p>Families supported- averted breakdown of several family situations- Case studies are available</p> <p>Connections and relationships with our families are secure and informative</p>
PROVISION AND DESIRED OUTCOMES MET	SUMMARY OF PROVISION	COST	Pupil Premium Contribution	IMPACT SOUGHT	Actual Impact so far...
KS4 and Post 16 team – KS4 curriculum offer and provision and preparation for life after Longcause	<p>Work experience and employer encounters for Year 10 and 11 pupils.</p> <p>Staff trained to support work experience and work based placements</p>	£5000	£2426	To ensure that pupils are clear about future options and how to access further opportunities.	All school leavers in June 2019 are in full time education. Reports from providers and families are positive.

<p>Desired outcomes met: A, B, C, D, E, F, G</p>	<p>Enterprise Advisor in place and working with Head of Upper School/ Careers lead</p> <p>Senior Enterprise coordinator working with careers leader</p> <p>Links built with high profile city employers – Babcock, Coach Station, NMA, Plymouth Argyle</p> <p>Bespoke transition package created with CCP</p> <p>Pupils and families signposted re post 16 options and suitable destination pathways.</p> <p>Visits arranged for families and pupils.</p> <p>Supported visits with families to providers without child to enable families to make a short list of possible options.</p> <p>Meetings with families to discuss options.</p> <p>Moving forward meetings with pupils and families.</p> <p>Careers South West worker works in conjunction with our Head of Upper School and Careers lead</p> <p>Taster days at colleges arranged and pupils supported on visits.</p> <p>Ex pupil ongoing support available.</p> <p>Babcock mentoring programme in place through Enterprise Hub and EA</p>			<p>To keep in touch and help our ex-pupils have successful transitions to post 16.</p> <p>Prevent pupils becoming NEET.</p> <p>Enable suitable destination pathways that utilise our pupils' strengths.</p> <p>All KS4 to have experienced multiple successful encounters with employers</p> <p>Meeting all eight Gatsby Benchmarks</p>	<p>EHC plan meetings and moving forward meetings for Year 11 pupils.</p> <p>All year 11 are actively engaged in a program to support decision making with regards to post 16 placement with families. All are on track to having places secured for Sept 2019.</p> <p>Progression pathway mapped out for Year 9, 10 and 11 pupils to prepare for accreditation pathway, post 16 transition and work experience.</p> <p>Working alongside CSW to develop business partnerships and secure a partnership to develop careers education of our KS3 and KS4 pupils – this will include experience of work as well as developing awareness of options available to them as young people in the world of work.</p> <p>Working as part of Enterprise Advisor Network.</p> <p>Successful initial year of Babcock mentoring programme which is now extended to all Year 11 pupils at Longcause in its second year</p>
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	Use of Skills Builder to develop essential, employability skills and preparation for adulthood				
PROVISION AND DESIRED OUTCOMES MET	SUMMARY OF PROVISION	COST	Pupil Premium Contribution	IMPACT SOUGHT	Actual Impact so far...
<p>OT, sensory integration and support for sensory processing</p> <p>Desired outcomes met: A, C, D, F</p> <p>Specialist sensory integration Occupational therapist x 2 - 1 day a week and additional staff training.</p>	<p>Sensory equipment purchased and spaces equipped to meet needs for range of sensory diets.</p> <p>TEACCH resourcing</p>	<p>£1000</p> <p>£260 and £170 a day weekly session 20 weeks =</p>	<p>£500</p> <p>£5000</p>	<p>To enable better sensory integration work and sensory diets for our pupils- especially those with complex needs. Aiming for developing self-regulation and a good state for learning. Reduction in anxiety and consequential 'acting out' behaviours- improved regulation.</p> <p>Specific specialised assessments and profiling of very complex pupils to establish best sensory integration work for individuals.</p>	<p>Complex needs pupils are better provided for and sensory diets in place.</p> <p>Safe space for TACPAC interventions and this is directly impacting on individuals receiving it as part of their diet- improved self-regulation evident when having TAC PAC. Staff and families report noticeable difference when sensory needs met. Some families using same sensory input at home as consequence. Model of good practice for the city with practitioners from across the city seeking to observe the outstanding practice.</p> <p>'Acting out' behaviours reduced , reduced anxiety of pupils and more learning taking place in better regulated states.</p> <p>Individual pupils with specific sensory diets and OT input showing improved self regulation. Staff better equipped and knowledge and expertise improved to meet the SI needs.</p> <p>Case study examples: (names removed for website). Sensory Intergration Training given to staff in other schools</p>

		£8600			
Physical development (also links with Primary PE Funding) Desired outcomes met: A, C, D, F	Staff member to deliver high quality physical development and quality interventions Swimming Bikes purchase and maintenance Storage Trampolines	£10 000	£2500	Pupils are active and lead healthy active lifestyles Pupils' have strong understanding of the importance of physical development and the links with all areas of their development. Links with OT work and impact	Pupils have daily physical activity Pupils experience a wide range of ways they can be physically active
PROVISION AND DESIRED OUTCOMES MET	SUMMARY OF PROVISION	COST	Pupil Premium Contribution	IMPACT SOUGHT	Actual Impact so far...
Develop and maintain a total communication environment for all pupils Desired outcomes met: A, D	Total communication training support: SALT input PECS Makaton and developing the Makaton team Purchasing vocabulary tests	£3000	£1500	Increase pupil voice Improve pupil vocabulary Enhance visual learning opportunities. Enhance independence opportunities for pupils- utilises their strength and specialist interest areas. Improve total communication in all pupils Develop understanding of communication needs in most complex pupils	Pupil engagement is high when using efficient and appropriate methods of communication Learning more accessible for all. Communication is a whole school priority and evidence of progress and focus within this can be seen across subjects on Seesaw

PROVISION AND DESIRED OUTCOMES MET	SUMMARY OF PROVISION	COST	Pupil Premium Contribution	IMPACT SOUGHT	Actual Impact so far...
<p>Training for teachers and Teaching assistants in understanding of neuroscience and the brain, ACEs, Curriculum development and provision</p> <p>Desired outcomes met: A, B, C, D, E, F, G</p>	<p>High quality CPD for all staff to ensure quality first teaching in classrooms.</p> <p>TA working groups</p> <p>TA peer training</p>	£3000	£1000	<p>Quality first teaching in classrooms with teachers and TA's up skilled to ensure accelerated progress for pupils within class. Aim is to ensure that quality differentiation is taking place for individuals and that programmes of work are specifically targeted to meet individual need at the correct point of development- and especially in the areas of writing.</p> <p>Aiming for pupils to meet appropriate challenging progression guidance targets.</p>	<p>Pupil Premium pupils are exceeding the progress of non pupil premium pupils in the majority of core subject areas. This was measured by progress towards Upper Quartile Progression Guidance targets and is now measured in progress point scores, percentage of curriculum achieved and progress towards becoming less supported and more independent</p>
PROVISION AND DESIRED OUTCOMES MET	SUMMARY OF PROVISION	COST	Pupil Premium Contribution	IMPACT SOUGHT	Actual Impact so far...
<p>Individual pupil packages</p> <p>Desired outcomes met: B, C, D, E</p>	<p>Provision for pupils who are at high risk of exclusion and not coping well within the Longcause environment.</p> <p>Other education providers sourced to provide education and structure an individual learning timetable.</p> <p>Enrichment opportunities specifically targeted at high risk pupils</p>	<p>£43600</p> <p>BEES – 2/3 PP</p> <p>CCP 2/3 PP</p> <p>Support Ed – AM,</p>	£5500	<p>To reduce risk of exclusion and provide an educational package so learning continues</p> <p>Reduce number of incidents requiring intervention both preventative and physical as a last resort.</p> <p>Improve engagement in learning opportunities and</p>	<p>All pupils remain in education supported by school and agencies working with them and their families.</p> <p>Reduced number of behaviour incidents recorded with school and the other provisions the pupils' access.</p> <p>When at Longcause, pupils are more settled and able to access the</p>

	<p>Offer includes working with: City College, CTSW, BEEs, ARC, Jubilee Challenge, Gardening, Residential opportunities, Outdoor Ed, D of E, animal assisted therapy – TW, JW, DM, AM, HTH, MS, JC, DM</p> <p>SupportEd - Independent organisation supporting some of our most 'hard to reach' individuals in school and in the home environment.</p> <p>Liaison with class staff to support pupils</p> <p>Staff training and support</p> <p>Support with tailoring individual packages to meet pupil needs</p> <p>Attendance at relevant professional meetings concerning pupils they work with.</p>	<p>HTH are PP</p> <p>4hrs per week @£35 for 38 weeks = £5320</p>		<p>prepare for life after Longcause – Post 16.</p> <p>To support pupils with barriers to learning, appropriate, relevant and engaging education packages and social integration. Support families with helping the pupils with this and understanding their needs.</p> <p>Work alongside school staff upskilling their awareness of the needs of these 'hard to reach' pupils.</p>	<p>curriculum and timetable provided for them</p> <p>Successful impact for individual pupils who received this support so far- some at high risk of exclusion- now no longer needed. Staff better equipped and knowledgeable about strategies to use to support pupils to develop own strategies.</p> <p>Family and school links and work to support pupils is now much stronger.</p> <p>Case studies. (names removed for website)</p>
PROVISION AND DESIRED OUTCOMES MET	SUMMARY OF PROVISION	COST	Pupil Premium Contribution	IMPACT SOUGHT	Actual Impact so far...
<p>Developing outside space</p> <p>Desired outcomes met: A, B, C, D, E, F, G</p>		£3000	£1500	<p>Reduce impact of behaviours on other pupils</p> <p>Reduce anxieties and therefore the number of behavioural incidents for individual pupils.</p> <p>Extend learning beyond the classroom</p>	<p>All pupils more settled. School Council report on feeling safe and secure in school and this is much improved and much more positive.</p> <p>Reduced number of temporary exclusions as pupils are now safe and more settled and their needs are being met.</p> <p>Pupils making progress in learning</p>

<p>Girls' Group</p> <p>Desired outcomes met: D, A</p>	<p>To support one of our groups of pupils-girls. We recognise these as 'vulnerable' as they are a minority within the school. Only 15 pupils in the school are girls.</p> <p>Supported by TAs in class groups and Positive Relationship Team developing mentoring programme to support girls</p> <p>Girls are becoming one of our most complex groups in respect of their behaviours and being able to meet their needs</p>	<p>£1750</p>	<p>£500</p>	<p>Mentoring programme – each girl has a mentor/ champion/ key adult to check in with</p> <p>Personal development is strongly impacted by working with pupils on areas beyond the national curriculum</p> <p>Less incidents involving girls when they are dysregulated.</p>	<p>Girls are progressing well academically</p> <p>Girls have a 'key adult' to check in with</p> <p>Girls feel supported and safe at school</p> <p>Attendance for girls is above/same as school target</p>
<p>Reading and Phonics intervention across the school for underachieving pupils</p> <p>Desired outcomes met: A, F</p>	<p>Reading scheme development and purchase of new books</p> <p>3 days a week specialist TA provision</p> <p>Targeted approach to those pupils struggling with literacy skills where other interventions have not made an impact</p>	<p>£5000</p>	<p>£2200</p>	<p>Increase reading comprehension, vocabulary and communication skills</p> <p>Up skill class TAs to continue provision after targeted intervention support comes to an end</p> <p>Reading, vocabulary development and communication is a whole school priority and this is clearly evident in provision for each pupil through daily reading, Seesaw recording, progress</p>	<p>Targeted pupils making accelerated progress from starting points</p> <p>Pupils confidence in reading is increased considerably</p> <p>Daily provision of reading and phonics (where required)</p>
<p>PROVISION AND DESIRED OUTCOMES MET</p>	<p>SUMMARY OF PROVISION</p>	<p>COST</p>	<p>Pupil Premium Contribution</p>	<p>IMPACT SOUGHT</p>	<p>Actual Impact so far...</p>

<p>Social interaction and social learning support</p> <p>Desired outcomes met: A, B, C, D, F</p>	<p>High staff ratio on duty during pupil break times and lunch times. Team to include ELT, Family team and Teaching Assistants.</p>	<p>£52 800</p>	<p>£6280</p>	<p>To enable all pupils to access a range of opportunities for social interaction and physical development. Staff to lead, participate in and support interactions and physical development during break and lunch time.</p>	<p>All pupils participate in a wide range of opportunities during break and lunch times.</p> <p>Support towards achieving relevant PDP targets</p> <p>Reduction in number of incidents and accidents during break and lunch times</p> <p>Increase in progress within social communication and physical development</p>
		<p>Cost</p>	<p>Pupil Premium contribution</p>		
		<p>£224 070</p>	<p>£59 144</p>		