

LIMES FARM JUNIOR SCHOOL- Pupil Premium

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The amount received is dependent on the number of children who are eligible and have claimed for free school meals at any time in the last six years (this categorisation changed in 2012). All schools are required to report on the amount of funding and how this is being used.

We are committed to supporting improved outcomes for our disadvantaged pupils. In order to help our disadvantaged pupils overcome their barriers to learning and be happy and successful at Woodlands and in their future lives, we are guided by the following principles.

- We have a whole school ethos of *aspiration and attainment for all pupils* and encourage all staff to convey positive and optimistic messages to our disadvantaged pupils.
- We have *high expectations of everyone, from everyone* and avoid stereotyping disadvantaged pupils as all facing the same barriers to learning or having less potential to succeed.
- We promote the power of *positive, growth mindsets* in our disadvantaged pupils to help inspire them to see and strive to meet their full potential.
- We have an *unerring focus on the quality of teaching and learning* in order to meet the needs of all our pupils.
- We ensure that *personalised provision* is in place for children who are Pupil Premium-eligible and have their barriers for learning identified and educational needs accurately assessed and met.
- We *utilise evidence* (especially the Education Endowment Foundation Toolkit) to decide which strategies are likely to be most effective in overcoming the barriers to learning.
- We *deploy staff effectively* to work with pupils who need the most support and training is provided where this is necessary to support pupils' learning.
- We have systems in place which carefully monitor, manage and *support good behaviour and attendance* for all our pupils. If poor attendance is an issue, this is addressed as a priority.
- Our teachers and leaders *collect, analyse and use data* to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions.
- Every effort is made to *engage and empower parents and carers* in the education and progress of their child.
- We believe in creating opportunities for our Pupil Premium-eligible children through extra-curricular activities and additional classroom or school-wide roles and responsibilities to *promote a sense of belonging and connectedness* in our school.
- We aim to instil *an enduring passion for learning* in all our pupils by providing a strong grounding in English and mathematics and a broad base of skills and knowledge acquired across our rich and varied curriculum.

For more details on the pupil premium please visit:

www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings

Academic year 2018 to 2019

REVIEW of ALLOCATION AND EXPENDITURE OF PUPIL PREMIUM GRANT

INTRODUCTION The Government believes that the Pupil Premium, which in addition to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Looked-After Children (LAC) face additional barriers to reaching their potential and so these pupils too will receive a premium. In the new funding arrangements some pupil premium funding is also available for the children of Armed Services personnel. Service children - many of whose parents are risking their lives for their country – face unique challenges and stresses. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. (SOURCE: DfE website)

CONTEXT OF OUR SCHOOL (Autumn 2018)

- 17% of pupils currently on roll receiving free school meals- £1320 received per PPG pupil
- 0 % of pupils currently on roll who are from service families

FUNDING ALLOCATION (Sept 2018 to August 2019)

	Number of Pupils	Funding
Pupils currently on roll who have had a free school meal entitlement (FSME) at any point between the Summer 09 and January 2014 census	62	£81, 840
Service Children on roll on the January 2014 census	0	£0
Looked-After Children on roll on May 2014 census who will have been at the school for at least 6 months	0	£0
Looked-After Children expected on roll on October 2014 census who will have been at the school for at least 6 months	0	£0
Looked-After Children expected on roll on January 2015 census who will have been at the school for at least 6 months	0	£0
TOTAL	62	£81, 840

Identified barriers to educational achievement

Limes Farm Junior School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium.

- Access to educational resources- especially safe online activities
- Access to extra-curricular activities- educational experiences such as trips, music lessons and participation in physical education
- Parental engagement with the school- especially regarding attendance and completion of homework
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour- pupils with specific social and emotional needs which affects their learning

Rationale for expenditure

As identified in the 2017-18 impact statement, accelerated progress is required for PPG pupils in R, W and M. Additional class teacher time has been dedicated so that class sizes are smaller and pupils not on track can achieve expected standards in a straight year group in English and Maths. An increasing number of children are experiencing social emotional and mental health needs (SEMH), many also have speech, language and communication needs. Our existing pastoral care team provides the right support at the right time, working with families to provide support and signpost to external professionals where needed.

In addition, funding has been allocated for PPG tutors time/HLTA with a particular focus of pupils not on track. Additional HLTA hours have been allocated to provide further support to target PPG pupils with specific difficulties. Many of the PPG pupils' parents are unable to afford to pay for school trips, residential and music tuition. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.

OVERVIEW KEY EXPENDITURE- how the allocation was spent- Sept 2018 to August 2019

PROVISION	Focus	EXPENDITURE ALLOCATED
Small group tuition (10 intervention groups, 10 sessions each), including reciprocal reading sessions	English and Maths	£1800
Additional Class Teacher- smaller class sizes in the lower school	Curriculum	£30897
LSA- Further staffing costs (LSAs)- training, intervention groups (Including oral language intervention), SEN/PP LSA shortfall	Curriculum	£23400
Educational Trips, residential and swimming	Personal and Social	£1000
Educational Online Mathematics Homework Resources	Maths	£400
Online Safety Programme	Personal and Social	£1000
Dedicated teacher time for PPG in Maths and English- upper school- Mastery learning- breaking down subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must achieve a level of success, measured through testing, before progressing to new content.	English and Maths	£1700
Counselling	Personal and Social	£6000
Staff Costs i.e. play therapist	Personal and Social	£1900
Family Support Worker x 3 terms	Personal and Social	£12823
Extra-Curricular activities/clubs	Personal and Social	£1000
Aspire Academy (Alternative Education Programme)	Personal and Social	£1320
Total		£81, 840

Area of Spend	Intended Outcomes- why these approaches are taken	Actions
Small group tuition (10 intervention groups, 10 sessions each)	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and maths- (narrowing the gap to age -related objectives or greater proportion meeting AREs) Improved confidence for pupils in specified areas 	<ul style="list-style-type: none"> Data analysis half termly through pupil progress meetings to identify pupils whose progress is causing

	<ul style="list-style-type: none"> • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology • Pupils feel more equipped to try higher level work 	<p>concern and to review successes</p> <ul style="list-style-type: none"> • LSAs involved in breaking down success criteria to achieve assessment statements linked to narrowing the gap- feedback to teachers • Pupil surveys and consultations with DHT and Head of Curriculum
Dedicated teacher time	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths- (narrowing the gap to age -related objectives/ greater proportion meeting AREs) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology • Pupils feel more equipped to try higher level work 	<ul style="list-style-type: none"> • Regular reviews of PP group timetable with DHT (half termly) • Regular communication between dedicated PP tutor and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources • Teaching resources and materials – dedicated PP tutor to liaise with DHT as necessary
Additional Class Teacher	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths- (narrowing the gap to age -related objectives/ greater proportion meeting AREs) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology • Pupils feel more equipped to try higher level work 	<ul style="list-style-type: none"> • Data analysis half termly through pupil progress meetings to identify pupils whose progress is causing concern and to review successes • LSAs involved in breaking down success criteria to achieve assessment statements linked to narrowing the gap- feedback to teachers
LSA- Further staffing costs (LSAs)- training, intervention groups, SEN LSA shortfall	<ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading) • Support within lessons to improve understanding of learning in reading, writing and maths • Consolidation of learning completed in classes – time for practise and application of skills • Fortnightly LSA meetings with Inclusion Leader/DHT – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources • Teacher and SENCO review – careful planning of interventions to be completed each half term/phase 	<ul style="list-style-type: none"> • Fortnightly LSA meetings with Inclusion Leader/DHT – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources • Teacher and Inclusion Leader/DHT review – careful planning of interventions to be completed each half term/phase • LSAs complete impact statements to provide evidence

	<ul style="list-style-type: none"> • LSAs complete impact statements to provide evidence of outcomes and plan for next steps • Inclusion Leader/DHT observes interventions and provides feedback regarding learning. • Priority reading with LSAs if pupils are unable to read at home • Tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains 	<p>of outcomes and plan for next steps</p> <ul style="list-style-type: none"> • Inclusion Leader/DHT observe interventions and provide feedback regarding strategies, next steps, resources • Clear communication between teachers and LSAs – expectations within lessons • LSAs timetables carefully planned – making best use of morning work, registration and afternoon intervention time for preteaching and consolidation of learning • Close communication between LSAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary • Teachers and LSAs liaise with teachers and regularly update tracking for pupils with SEN
Educational Trips, residential	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential 	<ul style="list-style-type: none"> • Funding allocated to educational visits and residential trips
Additional resources to support learning- Online Safety and Mathematics	<ul style="list-style-type: none"> • Pupils are fully supported by learning resources being made available to them • Pupils enjoy using resources such as Education City to complete games/tasks that consolidate learning and keep them safe online • A range of learning styles can be catered for 	<ul style="list-style-type: none"> • Pupils regularly asked for ideas about how to spend funding – School Council Teachers and LSAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables)
Counselling, Outdoor provision programme and Alternative Education	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1 and group) to help build pupils emotional development • To support and assist learners who have different and often challenging educational needs. • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment 	<ul style="list-style-type: none"> • Clear protocols in place when identifying target pupils • Regular opportunities for feedback to relevant staff and parents
Staff Costs i.e. learning mentor, play therapist	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1 and group) to help build pupils emotional development outside of the classroom • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> • Initial letter to parents informing them of the programme and what would be required- gaining consent • Complete baseline assessment when identifying pupils for further support

		<ul style="list-style-type: none"> Regular opportunities for feedback to relevant staff and parents
Family Support Worker (x 2 terms)	<ul style="list-style-type: none"> To provide dedicated time and support (1:1 and group) to help build pupils emotional development outside of the classroom To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom To work with identified families/parents/carers through use of individual/group support strategies to improve behaviour management skills, increasing their self-esteem, confidence, achievement and attendance at school, minimising absenteeism and risk of exclusion 	<ul style="list-style-type: none"> Initial letter to parents informing them of service provided-gaining consent Teachers to refer PP pupils to DHT/Inclusion Leader One plan meeting completed DHT/Inclusion Leader to liaise with provider- monitor and evaluate impact DHT/Inclusion Leader and Nominated Governor to review and report findings to whole governance

Impact Statement

Achievement of disadvantaged pupils eligible for the Pupil Premium Grant (2018-19)	School 2019 Disadvantaged	National 2019 Disadvantaged	School 2019 Non Disadvantaged	National 2019 Non Disadvantaged	Difference between school disadvantaged and national non-disadvantaged
% of pupils who are working at or the expected standard in Reading, Writing and Maths	59%	51%	68%	71%	-12%
% of pupils who attained or exceeded the expected standard in Reading	59%	62%	68%	78%	-19%
% of pupils who attained or exceeded the expected standard in Writing	76%	68%	84%	83%	-7%
% of pupils who attained or exceeded the expected standard in Maths	76%	67%	84%	84%	-8%
% of pupils who attained or exceeded the expected standard in Grammar, Punctuation and Spelling	76%	67%	84%	83%	-7%

Progress measures from end of KS1 to end of KS2 (national measure)- Reading	-3.9	-0.6	-2.57	+0.3	-3.6
Progress measures from end of KS1 to end of KS2 (national measure)- Writing	-2.43	-0.5	-0.92	+0.3	-2.40
Progress measures from end of KS1 to end of KS2 (national measure)- Maths	-0.33	-0.7	+0.76	+0.4	-2.9

Summary

The percentage of disadvantaged pupils at Limes Farm Junior School in 2018-19 attained better in comparison to PPG pupils over the last two years. Disadvantaged pupils who could fully access learning achieved better overall showing a narrower margin to the national picture for non-disadvantaged. Our disadvantaged pupils achieving the higher standard was 12% in comparison to 13% national average for non-disadvantaged pupils in reading, writing and maths.

National Benchmark ()	2019 (NOR 14) 10 (less SEN)	2018 (NOR 20)- 13 (less SEN)	2017 (NOR 12)	2016 (NOR 15)
% of disadvantaged pupils achieving expected standard and above in Reading	59% (78%) 73%	60% (80%) 77%	33% (77%)	33% (71%)
% of disadvantaged pupils achieving expected standard and above in Writing	76% (83%) 100%	70% (83%) 92%	58% (81%)	47% (79%)
% of disadvantaged pupils achieving expected standard and above in Maths	76% (84%) 92%	50% (81%) 69%	50% (80%)	60% (75%)
% of disadvantaged pupils achieving expected standard and above in R, W and M	59% (71%) 73%	40% (70%) 62%	33% (67%)	27% (60%)
	2019 (NOR 14) 10 (less SEN)	2018 (NOR 20)	2017 (NOR 12)	2016 (NOR 15)
% of disadvantaged pupils achieving above standard in Reading	18% (31%) 30%	15% (33%) 23%	8% (29%)	7% (23%)
% of disadvantaged pupils achieving above standard in Writing	12% (24%) 18%	15% (24%) 21%	8% (21%)	0% (18%)

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Limes Farm Junior School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place every half term and will include a member of Inclusion Leader/DHT, teachers and LSAs. At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets. Pupil Premium Funding and the impact of this is a regular item on the governors' School Improvement and Resources committees.

Designated staff member in charge: Miss Debbie Symes

Nominated governor: Mr Barry Rockall

Sessions Date of next Pupil Premium Strategy Reviews:

7th November 2018, 8th January 2018 and 19th March 2018

Academic Year September 2019 to August 2020

OVERVIEW OF SPENDING PLAN- ALLOCATION AND EXPENDITURE OF PUPIL PREMIUM GRANT

INTRODUCTION The Government believes that the Pupil Premium, which in addition to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Looked-After Children (LAC) face additional barriers to reaching their potential and so these pupils too will receive a premium. In the new funding arrangements some pupil premium funding is also available for the children of Armed Services personnel. Service children - many of whose parents are risking their lives for their country – face unique challenges and stresses. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. (SOURCE: DfE website)

CONTEXT OF OUR SCHOOL (Autumn 2018)

- 24% of pupils currently on roll receiving free school meals
- 0 % of pupils currently on roll who are from service families

FUNDING ALLOCATION (Sept 2019 to Aug 2020) - £1320 received per PPG pupil

	Number of Pupils	Funding
Pupils currently on roll who have had a free school meal entitlement (FSME) at any point between the Summer 09 and January 2014 census	53	£69, 960
Service Children on roll on the January 2014 census	0	£0
Looked-After Children on roll on May 2014 census who will have been at the school for at least 6 months	0	£0
Looked-After Children expected on roll on October 2014 census who will have been at the school for at least 6 months	0	£0
Looked-After Children expected on roll on January 2015 census who will have been at the school for at least 6 months	0	£0
TOTAL	53	£69, 960

Identified barriers to educational achievement

Limes Farm Junior School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium.

- Access to educational resources- especially safe online activities
- Access to extra-curricular activities- educational experiences such as trips, music lessons and participation in physical education
- Parental engagement with the school- especially regarding attendance and completion of homework
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour- pupils with specific social and emotional needs which affects their learning

Rationale for expenditure

As identified in the 2018-19 impact statement, accelerated progress is required for PPG pupils in R, W and M. Additional class teacher time has been dedicated so that class sizes are smaller and pupils not on track can achieve expected standards in a straight year group in English and Maths. An increasing number of children are experiencing social emotional and mental health needs (SEMH), many also have speech, language and communication needs. Our existing pastoral care team provides the right support at the right time, working with families to provide support and signpost to external professionals where needed.

Many of the PPG pupils' parents are unable to afford to pay for school trips, residential and music tuition. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.

PLANNED KEY EXPENDITURE- how the allocation will be spent- April 2019 to April 2020

PROVISION	Focus	EXPENDITURE ALLOCATED
Small group tuition (10 intervention groups, 10 sessions each), including reciprocal reading sessions	English and Maths	£1100
Additional Class Teacher- smaller class sizes in the lower school	Curriculum	£30,792
LSA- Further staffing costs (LSAs)- training, intervention groups (Including oral language intervention), SEN/PP LSA shortfall	Curriculum	£19,468
Educational Trips, residential and swimming	Personal and Social	£1000
Counselling and Outdoor provision programme	Personal and Social	£7600
Family Support Worker x 3 terms	Personal and Social	£10,000
Total		£69,960
Area of Spend	Intended Outcomes- why these approaches are taken	Actions
Small group tuition/intervention	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and maths- (narrowing the gap to age -related objectives or greater proportion meeting AREs) Improved confidence for pupils in specified areas Learning tasks tailored to specific needs of pupils – closing gaps in understanding Consolidation of learning completed in classes – time for practise and application of skills Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology Pupils feel more equipped to try higher level work 	<ul style="list-style-type: none"> Data analysis termly through pupil progress meetings to identify pupils whose progress is causing concern and to review successes LSAs involved in breaking down success criteria to achieve assessment statements linked to narrowing the gap- feedback to teachers Pupil surveys and consultations with DHT and Head of Curriculum
Additional Class Teacher	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and maths- (narrowing the gap to age -related objectives/ greater proportion meeting AREs) 	<ul style="list-style-type: none"> Data analysis termly through pupil progress meetings to identify pupils

	<ul style="list-style-type: none"> • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology • Pupils feel more equipped to try higher level work 	<p>whose progress is causing concern and to review successes</p> <ul style="list-style-type: none"> • LSAs involved in breaking down success criteria to achieve assessment statements linked to narrowing the gap- feedback to teachers
<p>LSA- Further staffing costs (LSAs)- training, intervention groups, SEN LSA shortfall</p>	<ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading) • Support within lessons to improve understanding of learning in reading, writing and maths • Consolidation of learning completed in classes – time for practise and application of skills • Fortnightly LSA meetings with Inclusion Leader/DHT – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources • Teacher and SENCO review – careful planning of interventions to be completed each half term/phase • LSAs complete impact statements to provide evidence of outcomes and plan for next steps • Inclusion Leader/DHT observes interventions and provides feedback regarding learning. • Priority reading with LSAs if pupils are unable to read at home • Tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains 	<ul style="list-style-type: none"> • Fortnightly LSA meetings with Inclusion Leader/DHT – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources • Teacher and Inclusion Leader/DHT review – careful planning of interventions to be completed each half term/phase • LSAs complete impact statements to provide evidence of outcomes and plan for next steps • Inclusion Leader/DHT observe interventions and provide feedback regarding strategies, next steps, resources • Clear communication between teachers and LSAs – expectations within lessons • LSAs timetables carefully planned – making best use of morning work, registration and afternoon intervention time for preteaching and consolidation of learning • Close communication between LSAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary • Teachers and LSAs liaise with teachers and regularly update tracking for pupils with SEN
<p>Educational Trips, residentials</p>	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team-work are developed through 	<ul style="list-style-type: none"> • Funding allocated to educational visits and residential trips

	participation in group activities and overnight stays on residential	
Counselling	<ul style="list-style-type: none"> To provide dedicated time and support (1:1 and group) to help build pupils emotional development To support and assist learners who have different and often challenging educational needs. To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment 	<ul style="list-style-type: none"> Clear protocols in place when identifying target pupils Regular opportunities for feedback to relevant staff and parents
Staff Costs i.e. learning mentor	<ul style="list-style-type: none"> To provide dedicated time and support (1:1 and group) to help build pupils emotional development outside of the classroom To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> Initial letter to parents informing them of the programme and what would be required- gaining consent Complete baseline assessment when identifying pupils for further support Regular opportunities for feedback to relevant staff and parents
Family Support Worker (x 3 terms)	<ul style="list-style-type: none"> To provide dedicated time and support (1:1 and group) to help build pupils emotional development outside of the classroom To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom To work with identified families/parents/carers through use of individual/group support strategies to improve behaviour management skills, increasing their self-esteem, confidence, achievement and attendance at school, minimising absenteeism and risk of exclusion 	<ul style="list-style-type: none"> Initial letter to parents informing them of service provided- gaining consent Teachers to refer PP pupils to DHT/Inclusion Leader One plan meeting completed DHT/Inclusion Leader to liaise with provider- monitor and evaluate impact DHT/Inclusion Leader and Nominated Governor to review and report findings to whole governance

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Limes Farm Junior School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place every term and will include a member of Inclusion Leader/DHT, teachers and LSAs. At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets. Pupil Premium Funding and the impact of this is a regular item on the governors' School Improvement and Resources committees. **Designated staff member in charge:** Mrs S Pardalis **Nominated governor:** Mr Barry Rockall

Sessions Date of next Pupil Premium Strategy Reviews: 5th December 2019 , 5th March 2020, 4th June 2020.

