

Identified Support	Intervention	Impact	Costs £
Outside specialist support	Advisory, LA & External Advisor, strategies to support Pupil Premium children and to help the children achieve the best that they can Sharing good practice to enhance the planning, monitoring and delivery of QFT and high quality interventions	2016 data Specialist support with intervention strategies for EYFS – 84% of disadvantaged pupils achieved GLD KS1 – The attainment gap narrowed with 72% disadvantaged pupils achieving 'expected' standards in RWM KS2 – 84% disadvantaged pupils attained 'expected' standards in writing	500.00
Social & Emotional Barriers to Learning	Frank (counsellor) to remove barriers to learning. A high percentage of our disadvantaged children have social & emotional issues. We have Frank in to speak to these children on a regular basis This has allowed children with SEMH issues to have a safe place to go and to be listened to. The impact is positive for various reasons; children now staying in class, children can share their anxieties about home life and present calmer in class and other mental health issues. We have children with diagnosis of depression, PTSD as well as children demonstrating traits but not had a diagnosis.	On average 27 pupils have accessed our on site counsellor. The pupils are calmer and have an opportunity to discuss any issues confidentially.	2,864.00
	Creation of a behavioural support area and staffing to support pupils who have behavioural problems helping them to use strategies to engage and access their learning	This has allowed certain PP children to remain in school rather than being excluded due to their behaviour. Year 6 – 2 pupils were supported and remained in the school as they were at risk of permanent exclusion. Specific pupils in the following year groups benefitted from learning how to manage their behaviours in a positive reflective way and remain in school Year 5 – 3 pupils, Year 4 – 2 pupils, Year 3 – 3 pupils, Year 2 - 6 pupils, Year 1 – 5 pupils	40,000.00
	Pastoral and nurture support to support the social and emotional needs of pupils using a variety of strategies including resources This has made an impact by complimenting the	PPG pupils who have benefitted from specific pastoral and nurture support. The support has enabled the pupils to access the curriculum in class and interact with their peers	37,000.00

	<p>behaviour unit and Frank. Children are able to access specific strategies designed to develop such things as social skills, friendship groups, anger management, talking therapies etc...</p>	<p>Year 6 – 7 pupils, Year 5 – 5 pupils, Year 4 – 5 pupils, Year 3 – 5 pupils, Year 2 - 5 pupils, Year 1 – 5 pupils</p> <p>Autumn 2015 – 17 pupils Spring term – 27 pupils Summer term – 24 pupils</p> <p>All of the above pupils benefitted from ‘counselling’ sessions. Pupils were able to access the curriculum and ‘talk’ about personal issues.</p>	
<p>High quality interventions to close the gap</p>	<p>HLTA/LSA - reading comprehension strategies and numeracy skills, additional HLTA for maths set in Year 6 to reduce the numbers Resources aimed at the PP children who do not have access to such resources or support out of school.</p>	<p>The PPG pupils made -0.78 progress in maths. The numeracy interventions were not frequent enough to gain the impact. The PPG pupils made -2.68 progress and this was disappointing. The materials used did not give the pupils the necessary comprehension opportunities to make the impact required. The LSA was not available in the Summer term to provide the interventions.</p>	<p>47,000.00</p>
	<p>Teacher - reading comprehension strategies and numeracy skills, Academically More Able Booster</p>	<p>Specific resources designed to close the gap. 4 PPG pupils in year 6 achieved ‘greater depth’ standards in writing and maths pupils in reading 16PPG pupils achieved age related or above expectations in Reading, 22 in writing and 18 pupils in maths</p>	<p>5,500.00</p>

<p>Social support for vulnerable children during unstructured times</p>	<p>MDA - To promote active games during lunchtime and support children with play. To support the schools playground pals approach. To develop friendships and relationship at unstructured times of the day. TA for 'The Den' – lunchtime provision for vulnerable children. Children have access to structured play to develop the social skills. To give children the support for their homework where they do not receive the support outside school. Children have access to structured play to develop the social skills. To give children the support for their homework where they do not receive the support outside school. PPG pupils have benefitted from being able to complete homework in core areas of learning. Pupils who find it difficult to interact socially have benefitted from 'structured' play and have learned to play different games, share and learn new skills.</p>	<p>PPG pupils who have social and emotional difficulties have been encouraged to interact with others. Pupils who have had less behavioural problems as a result of the structured games. 6 pupils in year 1 - 10 pupils in year 2 -10 pupils in year 3 - 8 pupils in year 4 - 8 pupils in year 6 - 8 pupils in year 6 The 'den' has on average 15 pupils per day. PPG pupils access the den and are encouraged to complete homework . 6 of the PPG pupils in year 6 who achieved the 'expected standard' in writing regularly completed their homework in the 'den'</p>	<p>4,500.00</p>
<p>Additional hours</p>	<p>Staff for vulnerable & individual pupils SEMH & behaviour issues. Strategies in place to reduce the risk of permanent exclusions.</p>	<p>5 pupils who were at risk of permanent exclusions remained in the school and accessed the curriculum.</p>	<p>12,608.90</p>
<p>Training</p>	<p>Staff Training – Behaviour management, Draw and Talk, Team Teach, Growth Mindset, Inference Training has allowed staff to deliver high quality researched interventions to help our children</p>	<p>PPG pupils who have social, emotional and behavioural issues have benefitted from the consistent positive behaviour systems in the school and are remaining in class to learn. Pupils who have accessed the 'Draw and Talk' sessions are able to express</p>	<p>5,800.00</p>

	access the curriculum. Positive behaviour management training	their emotions visually. The 'Growth Mindset' approach has raised the self esteem of some of our vulnerable pupils.	
Enhanced learning opportunities	– educational visits, residential, competitive inter school learning activities, 3D art, riding lesson therapy for individual child, chess club, anti-bullying workshop, parent safety workshop Opportunities that they wouldn't have experienced otherwise. To work collaboratively with their peers and participate in class work relating to trips and other activities. Parental engagement for e-safety workshops.	The year 6 residential trip was well attended, pupils that did not attend also had enrichment from carefully planned learning sessions in the school. One pupil who had heightened social, emotional and aggressive behaviour benefitted from riding lessons which enabled him to relax. E safety workshops gave information to parents about how 'vulnerable' children can be targeted online.	4,443.10
Outdoor learning	Enhanced outdoor learning for Pupil Premium children across the school, Forest Schools & EYFS. Forest Schools collaborative learning including Level 3 training. Outdoor learning has a calming influence on the children, allowing them to express themselves in a structured activity.	PPG pupils have accessed outside learning working collaboratively with others. Particular pupils have been calmer in class and have a higher concentration span, they have also learned and applied new skills to their everyday learning.	7,800.00
Specialist resources	Books and resources – specialist additional resources to close the Pupil Premium gap – additional reading books, growth mindset, maths books and phonics resources High quality resources intended to close the gap. High interest, low level books aimed at boys to engage in their reading.	EYFS – PPG -Pupils achieving expected standards in reading – 92% KS1 – PPG pupils achieving expected standards in reading – 72% PPG pupils achieving expected standards in maths – 82% KS2 – PPG pupils achieving expected standards in reading – 53% PPG pupils achieving expected standards in maths – 42% Phonics results increased from last year – 71% PPG pupils achieving the required level The impact of the reading resources was greater in KS1 and EYFS.	15,000.00
Monitoring	HT (1 hour per week), DHT (4 hours per week) & SENCO (7½ hours per week) literacy and phonics, social skills, monitoring Pupil Premium and the impact of interventions QFT in smaller groups to close the gap and bring PP children in line with non PP children. Monitoring of interventions being delivered to PP children, what impact? If not change intervention.	As above the impact from the interventions was greater in EYFS and KS1 The reading interventions changed to inference skills in KS2 but this was not put in place until February 2016 and was not long enough to have the impact.	20,800.00
Digital resources	Digital Technology – Lexia, RM Maths, reading	PPG pupils have made good progress in literacy and maths enhanced by	6,700.00

	and comprehension, Mathletics, Learnpads, Easy Speak, Phonic Play, power of two, toe by toe These motivate the children to engage with the interventions.	the following interventions Lexia - Yr 1 – 4+ steps in yr progress, Yr 2- 3 steps in yr progress, Yr 3- 3+ steps in yr progress Yr 4 – 3+ steps in yr progress Yr 5 – 4+ steps in yr progress Power of 2 – Yr 6 5 pupils made ‘expected’ standards 4 pupils good progress in maths from their starting points RM maths – Pupils that have regularly attended the RM maths sessions have improved their maths skills and application of skills Yr 5 – 3+ steps in year progress, Yr 4 – 3+ steps in year progress, Yr 4, yr 3 yr 2- 3+ steps in year progress, yr 1 - - 4 + steps in yr progress Learn pads Easy speak and phonic play – Phonics 72% PPG pupils achieved expected standards in phonics	
Attendance	Attendance initiatives – walking bus, attendance parties, Attendance Officer	Targeted pupils are attending school more regularly however we still need to reach ‘persistent absentees’ as the percentage of persistent absentees is 16.8 above the national average.	3,812.00
1-1	1 to 1 tuition – 10 pupils Pupils have made accelerated progress.	5 pupils achieved expected standards in writing 2 pupils achieved expected standards in maths	3,000.00
Canvey Schools Partnership	allowing vulnerable pupils to participate in various inter school activities	School Council Conference – PPG pupils were able to present information about British Values. Pop up Project – PPG pupils were involved with listening to authors discussing their books, studying and reading a selection of books and participating in drama and speaking and listening learning activities.	3,672.00
			£221,000.00