



Pupil Premium Proposed and Evaluated Strategy 2018-19
Bramham Primary School
Bramham Shadwell Federation



Amount of PPG received in 2017/18	£23,760
Amount of PPG received in 2018/19	£25,080

Overview:

The Bramham Shadwell Federation recognises that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential. This is directly in line with our ethos and philosophy of 'Excellence for All'.

The pupil premium is a Government initiative that targets extra money to pupils from potentially deprived backgrounds, for whom research shows underachieve compared to their peers.

The Government have used pupils entitled to Free School Meals (FSM / Ever 6) as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for Free School Meals. These are referred to as PP children in the commentary.

Looked After Children (LAC) or the children of armed service personnel are also eligible for this increased funding.

The analysis below shows the most up to date national information we have based on provisional data from the DfE for 2017-18 for PP.

An analysis of data for 2018-19 will be added to the evaluation of this document alongside the actual impact of PP spending on outcomes.

2018-19 Data to be added in Evaluation Document July 2019.

Achievement at KS2				
2018 - 2019 (DfE performance measures of achievement at ARE)				
Group (Cohort 21 (inc. Pupils A and B) PP = 4 pupils)	Reading	Writing	Maths	R/W/M Attainment % at expected standard
Ever 6 / FSM (4)	50%	50%	50%	50%
All other	85%	85%	75%	78%
National non-disadvantaged	71%	83%	84%	71%
National disadvantaged (2018 – 2019)	62%	68%	67%	51%

EVALUATION 2018 - 19

2 of the 4 PP children in Y6 were vulnerable, with significant CP history.

Pupil A joined the school mid KS2 with significant SEMH needs and CP issues. Behaviour issues had a very significant impact upon learning. Pupil A was on the SEND register and followed an individual curriculum of KS1 work within a specifically designed curriculum which supported Pupil A's SEMH needs and gave support towards the transition to high school. Despite the school's best efforts, parental engagement was non-existent.

Pupil B joined the school mid KS2 with CP issues and SEMH needs. Pupil B had significant emotional issues which impacted attendance, attention span and memory. Pupil B also had significant learning difficulties. Pupil B was on the SEND register and followed an individual curriculum based upon Y2-3 Maths and English. An individually designed curriculum supported Pupil B with nurture needs and transition to high school.

Pupils A and B both made significant personal progress due to the support given in school.

Pupils C and D demonstrated achievement that was "expected and above" in R, W and M. These two children also made progress that was "very good or above" in R, W and M.

Barriers to learning for PP children (including HA pupils)	Evidence for the Bramham Shadwell Federation proposals in order to reduce and / or remove this barrier:
<p>Poor oral language skills slow reading and writing progress in subsequent years.</p>	<p>To accelerate progress, bespoke training for the Federation staff members in EYFS, KS1 and KS2 has been delivered to ensure that interventions are timely, purposeful and adapted to meet the needs of the child. Stimulating areas of provision and 'Hot Spot' talking points in the classroom, alongside increased Speaking and Listening expectations and exciting vocabulary tasks in EYFS will counteract poor oral language from entry. Modelling from English Subject Lead will support Teachers and Teaching Assistants with embedding high expectations Speaking and Listening through rich and varied tasks in all areas of the curriculum. Further training for staff about Progressive Language Structures has ensured that language is developed explicitly. This will have a positive impact on Reading and Writing outcomes. The Education Endowment Foundation (EEF) reports that oral and language interventions have an impact of +5 months and that Early Years interventions have an impact of +5 months.</p>
<p>Limited life and cultural experiences for some of our pupils eligible for PP restricts understanding of some curriculum areas.</p>	<p>Regular opportunities for cultural enrichment and specific curriculum visits / experiences will be funded by school for pupils eligible for PP; these impact positively on pupil achievement for this group in both the wider curriculum and core subjects. SMSC questions and challenges that are interwoven throughout the curriculum, alongside the weekly Ethos Statement and discussions focused on current affairs will provide children with a wider understanding of the world around them. They will then be able to recall this background knowledge in order to help them understand concepts in the National Curriculum. The Education Endowment Foundation (EEF) reports that outdoor and adventure learning has an impact of +4 months.</p>
<p>Previous limited progress and / or attainment is often indicated by internal data for PP children. Gaps in knowledge could be due to a lack of regular routines including home reading, homework, and spellings and having correct equipment (e.g. PE kit).</p>	<p>Accelerated progress for PP children continued to be a focus for 2018-19; those children falling behind the expected 7 points progress in 2017-18 were targeted to make additional points where required. Interventions (including additional daily reading) and rigorous monitoring of these children at pivotal points throughout the year continued for 2018-19. Homework club afterschool each week, Same Day Intervention for consolidation and lunchtime sessions for children to access resources e.g. Laptops for Spellodrome will ensure that PP children are receiving the same rigor and accessing the same resources as their peers. The Education Endowment Foundation reports that homework has an impact of +2 Months and that extending the school day (e.g. an extra hour of homework club) and that digital technology (such as using Spellodrome for Spelling homework) has an impact of +4 months.</p>

<p>Some disadvantaged pupils are not equipped with the skills and attitudes to be effective learners.</p>	<p>Learning for Life Skills and SMSC curriculum opportunities alongside specific tasks and challenges develop Metacognition so that PP children recognise their personal feelings, emotions, motivating factors and barriers. Further training ensured that all staff members have sufficient knowledge to embed these strategies.</p> <p>The top two Education Endowment Foundation Recommendations for Metacognition are as follows: 1: Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge; 2: Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning. The Education Endowment Foundation reports that Metacognition and Self-Regulation has an impact of +7 Months.</p>
<p>Evidence shows that children from disadvantaged backgrounds have limited vocabulary.</p>	<p>To promote social mobility, vocabulary development is an explicit focus throughout the whole curriculum. Evidence reports that there is a difference between those children who are "word-poor" and "word-rich" in terms of their success at school and in future life. The vocabulary gap is concerning because it is associated with narrowing future outcomes for PP children, including education and employment but also physical and mental health. (Ref: Closing the Vocabulary Gap, <i>Alex Quigley, ISBN: 9781138080683</i>).</p>
<p>External Barriers to learning for PP children (including HA pupils)</p>	<p>Desired Outcome as a result of PP Spending</p>
<p>Attendance for PP children is lower than that of Non-PP children.</p>	<p>Increased attendance rates for pupils eligible for PP. Attendance strategies are in place and registers monitor children who access breakfast club.</p>
<p>Lack of engagement with school from some parents / carers, and their perceptions of education.</p>	<p>Parents are more engaged and involved in their child's learning. Children can be more effectively supported at home. Teachers provide information for parents to support children and regular conversations monitor impact. Workshops are part of school provision for parent / carers and the website outlines how their child can be supported in a dedicated section. Star of the Week Assembly and Progress Café's throughout the year provide opportunities for parents to share their child's success.</p>
<p>Low aspirations about what can be achieved and how to be successful and limited access to positive role models</p>	<p>Curriculum Launch days, visits and visitors provide opportunities for children to access 'the wider world' being inspired by people who talk about careers in lessons. The ETHOS of the curriculum develops metacognition so that children understand how they learn which prepares them for future education. Motivational rewards focus on effort and develop a sense of pride in children.</p>
<p>Low income results in children missing vital opportunities and experiences to enrich their lives.</p>	<p>PP spending supports children whose parents require additional help with the cost of visits, visitors and residential.</p>

EVALUATION NOTE:

Each child within Year 6 data represents 4.7% (21 children).

Pupil Premium children make up 16.53% of the school population.

28.5% of the PP children are on the SEND register and although they are included in whole school data, also have their own specific tracking for progress when necessary.

50% of the PP children are listed as vulnerable with a history of significant CP issues within the family settings.

In January 2018, Ofsted reported that in 'the most recent national assessments for Year 2 and Year 6 pupils show a rapid improvement in attainment in reading, writing and mathematics. A higher proportion of pupils is achieving the higher standards than is seen nationally. From their different starting points, the majority of current pupils in all year groups are making strong progress in a wide range of subjects.'

Proposed Area of Spending:	Amount allocated to removing the barrier / closing the gap:	New (N) or Continued (C) provision:	Action / Intervention Summary:	Specific intended outcomes:	Monitoring of Impact:	Actual Impact → Closing the Gap
Writing and Speaking and Listening						
EEF evidence of impact: Feedback → +8 months progress; Digital Technology (such as using Spellodrome for Spelling homework) +4 months progress; Phonics +4 months progress; Oral Language interventions +5 months progress; Phonics (for writing) +4 months progress.						
<p>Cost of English leader / AHT out of class for book triangulation, work scrutiny, observations of spelling, reading and writing sessions and feedback to teachers.</p>	<p>1/ 2 morning per week</p> <p>Predicted Spend = £2,100</p>	<p>C</p>	<p>All year groups On termly basis (alternating with accountability sessions) – along with this, support in class from AHT with PP groups / classes not making adequate progress.</p> <p>AHT to request data / books / information about FSM children during work scrutiny and this is tracked over the year etc.</p>	<p>Gaps will be identified and explicit provision for FSM children outlined by the AHT alongside class teachers to ensure that gaps between FSM and Non-FSM children are closing.</p>	<p>EHT / AHT to monitor and specifically categorise PP outcomes/ progress on a termly basis.</p>	<p>The gap between FSM and non-FSM pupils in writing achievement decreased from 30% in 2017-8 to 21% in 2018-9. Internal data demonstrates that in Y6 50% of PP children achieved “expected and above.” 50% of Y6 children made progress that was “very good or above.” This Y6 PP cohort consisted of only 4 children and therefore statistics are distorted. It is important to note that 2 of the 4 children had significant learning needs coupled with SEMH needs, making them extremely vulnerable.</p>

<p>Spellodrome</p>	<p>Annual Re-launch / Training for new members of staff</p> <p>Predicted Spend = £300</p>	<p>C</p>	<p>Following an analysis of school in-house data and writing moderation, whole school drive for improved spellings to impact on writing results. Spellodrome resources / monitoring / staff training.</p>	<p>Gaps between PP children and non-Pupil Premium children demonstrate input required in writing for PP children to close the gap.</p>	<p>Z. Pickard – AHT Class teachers</p>	<p>Internal moderation continues to show consistently high standards in the delivery of teaching spelling rules / patterns. Feedback from teachers evidences that Spellodrome has been a positive element of English teaching and homework provision. Pupils who cannot access Spellodrome at home have the opportunity to attend Homework Club where it can be accessed and learning support is provided. Last year 4 PP pupils attended this provision. The gap between FSM and non-FSM pupils in writing achievement decreased from 30% in 2017-8 to 21% in 2018-9.</p>
<p>Support for NQTs / Year 6.</p>	<p>AHT support</p> <p>Predicted Spend = £4200</p>	<p>N</p>	<p>Close mentorship of the Y6 Teacher in order to ensure high standards throughout the year.</p>	<p>Close mentorship and support to accelerate progress for PP children with a specific focus on expected outcomes at end of Key Stage.</p>		<p>The Y6 NQT received strong support from SLT and her partner teacher. PP children were extremely well supported by this teacher, with 2 of them working to individually designed timetables, learning plans and behavior plans in order to meet their needs.</p>

						<p>Their transition to high school was carefully planned and managed with an individual approach. Two of the 4 pupils in Y6 attended homework club in addition to the provision during the school day.</p> <p>The school also had NQTs in Y3 and Y5. Internal tracking data evidences that in both these year groups, 100% of PP pupils made “very good and above” progress in Maths by June. In Y6, 75% of PP pupils had made “very good and above” progress in Maths by June.</p> <p>In Reading, 72.22% of PP children in Y3 made “very good and above” progress by June, 100% in Y5 and 50% in Y6.</p> <p>In Writing, 66% of PP children in Y3 made “very good and above” progress, 100% of PP children made this in Y5 and 50% of PP children in Y6.</p>
Literacy Programme to Close the Gap.	TA 36 weeks x 1 hour (4 x 15 minute groups)	C	TA led intervention programme (2x week for 15 mins) for KS2 children identified as falling below national expectation.	Accelerated progress to align children to peers	(SENDCo) Pupil Progress meetings Pupil premium	The gap between FSM and non-FSM pupils in writing achievement decreased from 30% in 2017-8 to 21% in 2018-9.

	Predicted spend = £317.16				governor (termly)	Teacher feedback evidenced that this programme was a purposeful and effective intervention. Continuing to be taught as a single Year 6 cohort has allowed the group to make progress. 68.75% of Y6 PP children achieved 'expected and above' in June 2018. It is important to remember that of this Y6 PP group, 75% were vulnerable and 50% were SEND.
Spelling interventions	(TA x 30 mins x 36) £158.58 x 2 Predicted Spend = £317.16	C	TA Led Programme for children who are struggling to keep up with increased expectations of spelling within the English Curriculum.	Accelerated progress to align children to peers. Greater recall of spelling rules and application of accurate spelling for Common Exception Words / High Frequency Words and Statutory Word Lists within books.	AHT / English Leader	Teacher feedback evidenced that this intervention was effective in supporting children's learning. The impact of this was seen in writing, where the gap between FSM and non-FSM pupils in writing achievement decreased from 30% in 2017-8 to 21% in 2018-9.

<p>English Interventions By TAS:</p> <p>spelling intervention KS2</p> <p>phonics intervention</p> <p>handwriting</p>	<p>2 x week x 15 mins → £158.58</p> <p>15 minutes x 5 days → £396.45</p> <p>2 x week x 15 mins → £158.58</p> <p>Predicted Spend = £713.61</p>	<p>C</p>	<p>Relevant PP children in all year groups</p>	<p>Children demonstrate (accelerated where appropriate) progress in data shared in accountability meetings</p>	<p>Class teachers SLT</p>	<p>Internal data demonstrates that 62.50% of PP children made progress that was “very good and above.” 68.75% demonstrated achievement that was “expected and above.”</p> <p>Intervention data results: Intervention 1 - 100% of children achieved “expected and above” Intervention 2 – 91.43% achieved “expected and above” Intervention 3 - 87.5% achieved expected and above”</p>
<p>Vulnerable / Greater Depth Debate Project + Language Champions</p>	<p>Training £400 Entry to competition £35 per Team x 2, + £30 Minibus Predicted Spend = £490</p>	<p>C</p> <p>N</p>	<p>Speaking and Listening is promoted alongside actions in order to improve literacy skills. Language is explored explicitly from EYFS → Y6</p>	<p>Children will make accelerated progress and close the gap further moving closer towards ARE in Writing.</p>	<p>AHT English Leader Debate Leader</p>	<p>CPD for all staff was carried out in this area and the school recognizes the critical importance of developing speaking and listening skills. The 2 Y6 PP children who participated in the debate project enjoyed a new and exciting experience, both socially and in terms of their learning. They both achieved ARE in writing.</p>

Reading

EEF evidence of impact: Reading Comprehension strategies +6 months progress; Phonics (for reading) +4 months progress.

<p>Cost of English leader / AHT out of class for training sessions and feedback to teachers.</p>	<p>1/2 morning per week → £2100</p>	<p>C</p>	<p>All year groups On termly basis (alternating with accountability sessions) – along with this, support in class from AHT with PP groups / classes not making adequate progress.</p> <p>AHT to request data / books / information about FSM children during work scrutiny and this is tracked over the year etc.</p>	<p>Gaps will be identified and explicit provision for FSM children outlined by the AHT alongside class teachers to ensure that gaps between FSM and Non-FSM children are closing.</p>	<p>EHT / AHT to monitor and specifically categorise PP outcomes/ progress on a termly basis.</p>	<p>Half of the PP children achieved at least a pass in the Y1 Phonics and the other half are expected to pass next year. Internal tracking demonstrates that in reading 68.75% of PP children achieved “expected and above” and that 62.50% made progress that was “very good or above.”</p>
<p>Fluency Reading Programme.</p>	<p>(TA 2hr x 40 weeks)</p> <p>Predicted spend = £648</p>	<p>C</p>	<p>TA led intervention programme (one to one) for children identified as falling below expected 90 word per minute count which is holding them back → research shows that poor fluency limits understanding.</p>	<p>Accelerated progress to align children to peers.</p>	<p>(SENDCo) Pupil Progress Meetings Class Teachers AHT</p>	<p>Intervention 1 - 100% of children achieved “expected and above” Intervention 2 – 91.43% achieved “expected and above” Reading intervention 3 - 87.5% achieved expected and above.”</p>
<p>English Interventions By TAS: Daily reading intervention</p>	<p>75 minutes per child → x 5 children x 36 weeks</p> <p>Predicted Spend = £1982.25</p>	<p>C</p>	<p>Relevant PP children in all year groups</p>	<p>Children demonstrate (accelerated where appropriate) progress in data shared in accountability meetings</p>	<p>Class teachers SLT</p>	<p>Intervention 1 - 100% of children achieved “expected and above.” Intervention 2 – 91.43% achieved “expected and above.”</p>

						Reading intervention 3 - 87.5% achieved expected and above."
Reading Inference Training for TAs	<p>2 TAs x 2 hours each week for FSM Group from Y3-6 (12 Week Programme x 3 terms) £1268</p> <p>Training ½ day for new TAs = £120</p> <p>Predicted Spend = £1388.64</p>	Continued	<p>AHT Support Training from the LA</p> <p>TA Led Interventions in School</p>	<p>Accelerated progress to align children to peers.</p> <p>Increased engagement in reading for pleasure (witnessed by Teachers in class).</p> <p>Increased participation in Whole Class Reading lessons.</p>	AHT / English Leader	<p>CPD was provided for all TAs to equip them with the skills to deliver focused and purposeful inference work with children.</p> <p>Reading achievement for PP children rose from 60% "expected or above" in 2017-8 to 68.75% in 2018-9.</p> <p>Reading for pleasure is evident in every class in the school – children enjoy their class texts and their individual reading books. In Y6 the Reading Challenge is embraced with enthusiasm and positivity by all children.</p>

Maths						
Support for NQTs / UQT / Year 6 (4 members of staff)	<p>Maths Leader → 1 morning per week</p> <p>Predicted Spend = £3200</p>	N	<p>Close mentorship of the Y6 Teacher and NQTs in order to ensure high standards throughout the year.</p> <p>Support for developing fluency and reasoning for PP children.</p>	Accelerated progress as a result of same day interventions and boosters mean that PP children (other than SEND) achieve a Scaled Score of 100 and SEND children make Good or better progress.	Maths Subject Leader / Teachers	<p>Close mentorship ensured that the Y6 teacher and NQTs delivered strong and effective maths teaching.</p> <p>Pupils C and D demonstrated achievement that was “expected and above” in Maths. These two children also made progress that was “very good or above” in Maths.</p> <p>Pupil A who had significant SEND also made progress that was “very good or above” in Maths.</p>
TA deployment to improve and develop Maths Mastery → support for TAs throughout years 1 - 6	<p>1 afternoon per term training</p> <p>Predicted Spend = £750</p>	C	All children in all year groups – all children entitled to the support that will close any learning gaps in Maths: same day interventions	All new TAs trained in Maths Mastery. Maths Leader support for TAs through expectations of Teacher → TA observations.	Maths Subject Leader / Teachers	Maths mastery training has been given to all TAs to enable them to support teaching. Further mastery training also given to teachers to ensure that high expectations are communicated to all TAs..

<p>Maths Subject Leader to facilitate accelerated progress through training for PP Maths Booster.</p>	<p>Predicted Spend = £528.60 for TA delivery</p>	<p>C</p>	<p>PP children requiring Booster in Y2 / Y6 to be identified January 2019.</p>		<p>Maths Subject Leader / Teachers</p>	<p>Training provided and boosters delivered. Pupils C and D demonstrated achievement that was “expected and above” in Maths. These two children also made progress that was “very good or above” in Maths. Pupil A/B who had significant SEND also made progress that was “very good or above” in Maths.</p>
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Barriers related to Socioeconomic Status (SES)

<p>Memory Matters</p>	<p>Resources / TA training £100</p>	<p>C</p>	<p>Programme to develop ST memory skills to increase daily learning capacity (2x week for 20 minutes) All Year groups</p>	<p>This will support children in developing their learning as it increases recall and attention</p>	<p>DHT (SENDCo) Pupil Progress meetings Pupil premium governor (termly).</p>	<p>Children received this intervention via strategies embedded into the curriculum to support PP pupils. This impacted upon progress in Maths where 75% of PP children achieved “expected and above” which was an increase from 65% in the previous year. It is important to reference SEND / Vulnerable nature of the PP children (28.5% and 50% respectively).</p>
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<p>Subsidy of trips to support learning and ensure progress in the wider curriculum</p>	<p>Predicted spend = £1500</p>	<p>C</p>	<p>All year groups throughout school can approach and request support for funding trips.</p> <p>Equality of opportunity</p>	<p>Increases the opportunities for children on pupil premium for additional experiences to ensure they are included in activities which will have follow-up work.</p>	<p>FBM and EHT Monitored by class teachers</p>	<p>5 out of the 7 Y5 and 6 PP children benefitted from payment support with residential trips. One PP child in Y3 was enabled to attend a day trip due to payment support. Payment support is always offered where appropriate. Each child was able to access the learning in the wider curriculum as a result of these enriched curriculum opportunities and reports from children and teachers were highly positive regarding engagement in learning during and afterwards.</p>
<p>Subsidy of Residential + equipment / clothing for residential.</p>	<p>Predicted spend = £1800</p>	<p>C</p>	<p>Y5 and Y6</p>	<p>Increases the opportunities for children on pupil premium to experience wider curriculum enrichment and social engagement to ensure they are included in activities which will have follow-up work.</p>	<p>FBM and EHT (including Senior Administrator)</p> <p><i>Monitored by Class teacher – brief verbal report to SLT about the impact and successes of the trip.</i></p>	<p>Appropriate support is offered to PP children and their families to ensure that they benefit from the wider curriculum and are able to participate and engage fully. Each child was able to access the learning following the school trip and reports from children and teachers were highly positive regarding their engagement in learning during and after the trip. Vital social skills were embedding and children were able to engage with</p>

						their peers and challenge themselves in a safe environment
NEET and Attendance Officer (targeted services)	Predicted Spend = £500 (estimated cost)	C	All children in all year groups.	Support to families who struggle to ensure a timely arrival at school and / or those with attendance below 90% Increased attendance at school will benefit children's learning.	EHT (Designated CP officer) Senior Administrators	64% of PP children had increased attendance from June 2018-2019. Breakfast Club is offered to all PP children to support parents with morning arrangements and to improve attendance.
Attendance Related Rewards / Charts / Prizes / Stickers	Predicted Spend = £150	N – implemented from July 2018	Specific child / children as necessary	Older children in school, will develop self-motivation and organization to enable themselves to arrive at school on time and maintain attendance throughout the year with limited daily / prolonged absence.	AHT Class Teachers Administrators tracking absence.	Of the Y5 and 6 PP pupils, 3 children achieved increased attendance and one maintained 100% attendance for the second year. Attendance for PP children rose from 91.35% in 2017-8 to 93.6% in 2018-9.
'Talk time'	50 minutes per week per child → Predicted Spend = £792.72	C	Emotional support for PP children who are also vulnerable for other reasons e.g. Child Protection Intervention.	Children are ready for learning and being able to concentrate in lessons	All children's discussions are logged in a book and any issues arising are reported to SLT / DSL. Children are monitored via successful learning behaviours displayed in class. Class teachers to monitor and	Class teachers report positive results from Talk Time in terms of PP children's emotional health and attitude to learning. Teachers report that Talk Time impacts self-esteem and well-being, resulting in children developing a positive attitude towards themselves and towards learning. Behaviour is a strength of the school and was commented upon by

					feedback in termly accountability meetings.	Ofsted; Personal development, behavior and welfare was rated Outstanding and the inspection report stated: "Pupils are engaged in their learning and demonstrate exemplary behaviour, in and out of lessons." November 2018
Breakfast Club	30 minutes per day x 5 days per week = £800 staff cost + breakfast materials @ £250 approx. Predicted Spend = £1050	C	A safe space for children to gather earlier in the morning and to eat a substantial breakfast without cost to the parent.	Children are ready for learning and able to focus on lessons. Children have had more time to prepare themselves for the day ahead. Children engage in positive conversations and free time before lessons begin.	Register to monitor Attendance. Feedback provided from TA to SLT.	Observations reveal that children enjoy this time in BC and benefit from the positive start to the day. Class teachers report a positive attitude to the school day and readiness for learning. Strong relationships with the BC TA also benefit children; they have an additional adult to talk to and to provide emotional support. This impacts the behavior of children throughout the school day.
Homework Club	45 minute club each week with a TA x 36 weeks	C	A safe space, free from disruptions with support and guidance to complete homework. Resources (e.g. laptops) and materials (e.g. for Learning Log composition) will be provided.	Children follow progression in learning without gaps and access these opportunities to consolidate learning through independent application of strategies.	TA Support Monitoring and Feedback to SLT	TA feedback evidences the benefit of this safe space where children can focus and learn. High adult:child ratios enable consolidation of learning and the opportunity to address misconceptions, particularly for children who are reluctant to speak up in the classroom.

	Predicted Spend = 237.87					<p>Children feel positive because their homework is completed and they do not feel ostracized/different to others.</p> <p>Positive relationships with staff also provide emotional support and benefit the children in giving care and security.</p>
Total proposed spending 2018-19: £25,025.41						