

Pupil Premium Strategy Statement – Mill Rythe Junior School 2018-2019

1. Summary information					
School	Mill Rythe Junior School				
Academic Year	2018-19	Total PP budget	£70,065	Date of most recent PP Review	July 2018
Total number of pupils		Number of pupils eligible for PP	66	Date for next internal review of this strategy	January 2019
Amount per pupil	PP+6: £1320, LAC: £2,300, Service: £300			Total number of children	57 (18.4%)
PP-eligible pupils per year group:	Yr 3: 16 (17.7%)		Yr 4: 10 (11.6%)	Yr 5: 11 (17.1%)	Yr 6: 20 (28.9%)

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils NOT eligible for PP (your school)</i>	<i>All Pupils National Average</i>
% achieving in reading, writing and maths	63%	84%	64%
% making progress in reading	69%	92%	75%
% making progress in writing	69%	92%	78%
% making progress in maths	63%	85%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Pupils who are eligible for PP funding are less likely to meet age-related expectations than non-PP. Whilst our PP children are leaving year 6 having achieved well compared to DA children nationally and are closing the gap on all children nationally, the attainment gap between PP and non-PP children grew in 2017-2018 – PP children made good progress across the school and their attainment compared favorably to National 18 figures for all children and National 17 figures for DA children, non-pp children’s progress was more rapid. |
| B. | Individual children’s social and emotional needs that are impacting on a child’s ability to learn effectively and as a result are having a detrimental effect on their academic progress. |
| C. | The breadth of vocabulary of many PP children is weaker than for non-PP children. |
| D. | Progress in maths for a significant group of children in year 5 is not good enough and this is a barrier to their achievement in both maths and combined data. |
| E. | Some children are not supported in completing homework tasks at home, which negatively impacts on their ability to recall and use fundamental skills of reading, spelling and recall of multiplication and division facts. |
| F. | Combined ARE+ data for children in years 4 and 5 is significantly lower than it is for non-pupil premium children. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| A. | 33% of our pupil premium pupils in 2017-2018 had an attendance below 95% with 16% having an attendance below 93% and 3% below 90%.

PP attendance on 2017 – 2018 was 95.7% (an increase of 1.3% on the previous year) whilst non-PP attendance was 97.1% (an increase of 0.3%).

Lack of routine (sleep, food, homework) and exposure to unsettled home life for some children. |
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4. Desired outcomes		Success criteria
A.	To increase the proportion of Pupil Premium children across the school achieving or exceeding ARE in reading, writing, maths, EPGS and combined so that it is at least in line with attainment for national disadvantaged children, narrows the gap on all children nationally and diminishes the difference between PP and non-PP children within MRJS.	<p>The proportion of children achieving or exceeding ARE in in reading, writing, maths, EPGS and combined increase so that it is at least in line with attainment for national disadvantaged children, narrows the gap on all children nationally and diminishes the difference between PP and non-PP children within MRJS.</p> <p>Monitoring, including learning walks, book and planning scrutinies, coaching evaluations and lesson observations demonstrate that teaching and learning across school is improving and that it is enabling pupil premium children to make good progress from their starting points.</p> <p>Pupil progress meetings hold teachers to account for the actions identified in their class action plans to ensure target children, including pupil premium children, are making accelerated progress.</p> <p>Pick up and pre-teaching enables target pupil premium children to address gaps in their learning both following a lesson and prior to the lesson which contributes to an increasing proportion of PP children achieving or exceeding ARE in in reading, writing, maths, EPGS and combined in year 6 and in maths for PP children in years 4 and 5.</p>
B.	The social and emotional needs of our most vulnerable PP children are met effectively through Thrive, FEIPS and ELSA work, which in times enables them to make good progress in a wide range of subjects.	<p>Thrive assessments show the progress against key strands improves following a series of carefully structured sessions.</p> <p>Over time, children receiving Thrive sessions are able to engage better with learning within the classroom and demonstrate good progress from their starting points. CPD for teachers enables them to unpick barriers to learning and provide the necessary strategies to enable children to make good progress.</p> <p>Pre and post FEIPS and ELSA evaluations demonstrate that as a result of the additional support children are able to make good progress in a wide range of subjects.</p>

C.	The breadth of vocabulary of our PP children increases in school so that they are not disadvantaged when conversing orally; are able to read with greater understanding and produce writing of a high standard.	The teaching of specific vocabulary within English and foundation lessons supports children to communicate and understand in line with their peers orally, when reading and writing.
D.	A key group of children in year 5 make accelerated progress in maths against specific objectives which will help narrow the gap to them achieving ARE and GD.	Two children achieve greater depth against the year 5 maths curriculum in July 2019. The PP children working within 5RV make accelerated progress from their starting points and in so doing finished the year having either achieved ARE or being closer to doing so.
E.	All PP children complete reading, spelling and maths homework to a good standard which supports them in making good progress within the academic year	Where children are not receiving good support at home with homework, teachers will support parents with strategies to enable them to complete homework with their children. Within school, Justice Time will be used with identified children to support them in getting started with homework so that they are able to continue with this independently. Chick lit will be targeted for specific children to provide additional opportunities to develop reading fluency.
F.	Combined ARE+ data for children in years 4 and 5 is significantly lower than it is for non-pupil premium children.	The combined ARE+ attainment gap for PP and non-PP children is narrowed.

G.	The 10 PP children whose attendance was below 95% in 2017-18 is above 95% for 2018-19.	The proportion of PP children with attendance below 95% decreases from 33% in 2017-18.
H.	<p>The social and emotional needs of our most vulnerable PP children are met effectively through Thrive, FEIPS and ELSA work, which in times enables them to make good progress in a wide range of subjects.</p> <p>Parents are well supported by staff at school and outside agencies, when this additional support is signposted, and as a result they are feel they are able to support their children beyond the school day.</p>	<p>Thrive assessments show the progress against key strands improves following a series of carefully structured sessions.</p> <p>Over time, children receiving Thrive sessions are able to engage better with learning within the classroom and demonstrate good progress from their starting points.</p> <p>Pre and post FEIPS and ELSA evaluations demonstrate that as a result of the additional support children are able to make good progress in a wide range of subjects.</p> <p>Parent surveys and feedback demonstrates that the additional support provided for them by school and outside agencies enables them to provide their children with better support.</p>

1. Planned expenditure – Quality of teaching for all

Objective	Intervention	EEF toolkit / evidence and rationale	Expected impact (EEF)	Cost	Success criteria and monitoring	Staff lead	Mid-year & EOY review																																																												
<p>To increase the proportion of Pupil Premium children across the school achieving or exceeding ARE in reading, writing, maths, EPGS and combined so that it is at least in line with national DA, closes the gap with nationals for all children and diminishes the difference between PP and non-PP children.</p> <p>PP children make good progress which compares favourably with non-pp children in a wide range of subjects from the same starting points.</p>	<p>CPD including coaching is centred around improving the quality of teaching still further so that teaching moves from consistently good to outstanding and the 5 aspects of teaching and learning identified in the SIP become consistent practice at MRJS whilst at the same time developing children’s ability developing their approach to learning through split screen teaching focusing on the learning bees.</p>	<p>Metacognition and self-regulation</p>	<p>+7 months</p>	<p>£14,625</p>	<p>The proportion of Pupil Premium children across the school achieving or exceeding ARE in reading, writing, maths, EPGS and combined so that it is at least in line with national DA and diminishes the difference between PP and non-PP children.</p> <p>Monitoring, including learning walks, book and planning scrutinies, coaching evaluations and lesson observations demonstrate that teaching and learning enables pupil premium children to make good progress from their starting points in a wide range of subjects.</p> <p>Teachers are able to accurately identify and plan to overcome barriers to learning for named pupils resulting in accelerated progress.</p>	<p>SGr, RV, SG and MI</p>	<p>July 2019: Tables below show the % difference for PP children compared to National 2018 DA figures:</p> <table border="1" data-bbox="1776 339 2045 1074"> <thead> <tr> <th>Yr 3</th> <th>ARE+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>-14%</td> <td>+7%</td> </tr> <tr> <td>W</td> <td>-2%</td> <td>-1%</td> </tr> <tr> <td>M</td> <td>+1%</td> <td>+21%</td> </tr> <tr> <td>C</td> <td>+6%</td> <td>+6%</td> </tr> <tr> <td>Yr 4</td> <td></td> <td></td> </tr> <tr> <td>R</td> <td>-10%</td> <td>+13%</td> </tr> <tr> <td>W</td> <td>+2%</td> <td>-3%</td> </tr> <tr> <td>M</td> <td>+5%</td> <td>+9%</td> </tr> <tr> <td>C</td> <td>+3%</td> <td>+4%</td> </tr> <tr> <td>Yr 5</td> <td></td> <td></td> </tr> <tr> <td>R</td> <td>-10%</td> <td>-18%</td> </tr> <tr> <td>W</td> <td>-13%</td> <td>-3%</td> </tr> <tr> <td>M</td> <td>-2%</td> <td>-14%</td> </tr> <tr> <td>C</td> <td>-6%</td> <td>-4%</td> </tr> <tr> <td>Yr 6</td> <td></td> <td></td> </tr> <tr> <td>R</td> <td>+24%</td> <td>+2%</td> </tr> <tr> <td>W</td> <td>+23%</td> <td>-6%</td> </tr> <tr> <td>M</td> <td>+22%</td> <td>+10%</td> </tr> <tr> <td>C</td> <td>+30%</td> <td>+1%</td> </tr> </tbody> </table> <p>Data from June assessments 2019. Monitoring across the year indicated that PP children make at least as good if not better progress than all other children from the same starting points. The only exception to this is when children are withdrawn from foundation lessons for Thrive or core interventions. Core interventions will stop in September 2019 so that knwoledge and cultural capital is not impeded.</p>	Yr 3	ARE+	GD	R	-14%	+7%	W	-2%	-1%	M	+1%	+21%	C	+6%	+6%	Yr 4			R	-10%	+13%	W	+2%	-3%	M	+5%	+9%	C	+3%	+4%	Yr 5			R	-10%	-18%	W	-13%	-3%	M	-2%	-14%	C	-6%	-4%	Yr 6			R	+24%	+2%	W	+23%	-6%	M	+22%	+10%	C	+30%	+1%
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Objective	Intervention	EEF toolkit / evidence and rationale	Expected impact (EEF)	Cost	Success criteria and monitoring	Staff lead	Mid-year & EOY review
<p>Teachers are able to accurately identify and plan to overcome barriers to learning, resulting in accelerated progress for PP children.</p>	<p>Understanding of how children learn resulting in at least good teaching and learning for all children.</p>	<p>Learning styles</p>	<p>+2 months</p>	<p>£1200</p>	<p>Improved subject knowledge enables teachers and TAs to intervene quicker and with greater impact when learning is less secure.</p> <p>Barriers to learning identified in class action plans are precise and intervention provided addresses gaps enabling pupil premium children to make accelerated progress from their starting points.</p> <p>Pupil progress meetings hold staff to account for their actions and staff are able to prove the impact their work has had on the progress of individual children.</p>	<p>CT, SG, RV, SGr, AA, DB and MI.</p>	<p>Class action plans clearly identify barriers to learning, strategies to overcome this and the knowledge, understanding and skills that children will be secure with by the end of each term. Staff have a secure understanding of how these children learn and the learning culture in school sees staff regularly discussing the impact and appropriateness of different approaches to teaching and learning. Whilst the attainment of PP children in year 5 is not strong compared to national DA data, the approach to teaching and learning for these children is resulting in core knowledge being transferred to long term memory creating a stronger basis for the work of these children as they move into year 6. A similar process has resulted in positive ARE+ data for maths in year 3.</p>

Objective	Intervention	EEF toolkit / evidence and rationale	Expected impact (EEF)	Cost	Success criteria and monitoring	Staff lead	Mid-year & EOY review
<p>To ensure the pupil premium children are provided with incisive feedback, in line with the school's marking and feedback expectations, about what pupils can do to improve their knowledge, understanding and skills. Pupils use this feedback effectively to improve their work.</p>	<p>Feedback both within and following lessons.</p>	<p>Feedback</p>	<p>+8 months</p>	<p>£1200</p>	<p>Monitoring of books, coaching evaluations and lesson observations demonstrates that precise verbal and written feedback results in improved learning for pupil premium children. Pupil premium children value the feedback and act on it, improving their work as a result.</p>	<p>CT / LT</p>	<p>Monitoring from Autumn 2018 and Spring and Summer 2019 identifies that children are given precise feedback (verbal and written) which they act on and which in the long term result in improvements to knowledge, understanding and skill. Direct instruction and deliberate practice enable this feedback to have a greater impact on learning over time.</p>

Objective	Intervention	EEF toolkit / evidence and rationale	Expected impact (EEF)	Cost	Success criteria and monitoring	Staff lead	Mid-year & EOY review
New vocabulary is explored and taught to all children but with a particular focus on PP children so that their breadth of vocabulary is extended and it is utilised in curriculum based discussions.	Consistently good teaching and learning.	Oral language skills	+ 5 months	£1650 (Get it Write)	Teachers will focus on exploring and understanding new and unfamiliar language with children in all areas of the curriculum. PP children will be targeted within reading and English lessons with the specific aim of extending pupils spoken language and engaging them in purposeful, curriculum focused, dialogue and interaction. Evidenced through lessons observations, learning walks and coaching evaluations.	All	Modelling of vocabulary development was evident within English teaching and learning in Autumn 2018. Research has led to the appointment of a vocabulary leader within school who will be responsible for establishing a co-ordinated approach to the teaching of vocabulary across MRJS with a particular focus on tier 2 language. This has strengthened the teaching of vocabulary in English particularly. The new approach to curriculum planning will strengthen this further with knowledge organisers in all areas of the curriculum and tier 2 and 3 vocabulary being specifically taught.
To develop teachers knowledge of phonics so that they are able to effectively teach children to read and spell phonetically regular words successfully.	Training and consistently good teaching and learning.	Phonics	+4 months	£60	Children are able to read and spell phonetically regularly words successfully and when they are not, teachers are able to support them effectively using blending and 'fred fingers' to overcome this. Monitoring will identify that both reading and spelling is being well support by teachers improved phonic knowledge.	All	Read write inc training delivered to all TAs and teachers in year 3. Read write inc interventions for children with specific phonic gaps were started in Spring 2 and the delivery of these is seeing children make rapid progress. Year 3 teachers are able to support children with the reading and spelling of phonetically correct words evidenced through observations. Further whole school phonic training is planned for Summer 1.

2. Planned expenditure – Targeted Support							
Objective	Intervention	EEF toolkit / evidence and rationale.	Expected impact (EEF)	Cost	Success criteria and monitoring	Staff lead	Mid-year & EOY review
To increase the contact time between teachers and children in two year groups	English and maths in year 6 and Maths in year 5 will be taught in three classes.	Reduce class sizes	+3 months	£18,801	PP children make accelerated progress in reading, writing and maths enabling them to achieve ARE+ and narrow the gap on their non-pp peers. All monitoring will focus on the progress of these children.	RV, SG, SGr, SE	PP and DA children in year 6 achieved very well in reading, writing and maths compared to both all children nationally and DA children nationally. ARE+ for the PP children that worked in an additional maths group in year 5 increased 0% in July 2018 for 43% in July 2019. The 57% who are not working at ARE+ currently are all SEN children and they have secured a foundation of knowledge to build on in year 6.
To develop specific reading skills (inference, summarising, making comparisons) for targeted pupils in year 6 to improve their understanding of a range of text types.	1:1 and small group reading interventions	Reading comprehension strategies	+6 months	£858	PP pupils who are targeted with this intervention develop the necessary reading skills to secure ARE+ in May 2019.	SG and SGr	86% of year 6 PP children achieved ARE+ with 20% securing GD in Summer 2019.

Objective	Intervention	EEF toolkit / evidence and rationale	Expected impact (EEF)	Cost	Success criteria and monitoring	Staff lead	Mid-year & EOY review
<p>To address gaps in pupils knowledge, understanding and skills in maths for PP children in years 4 and 5.</p> <p>To address gaps in pupils knowledge, understanding and skills in reading, writing and maths in year 6.</p>	<p>Pre and pick up teaching based on ongoing AFL.</p> <p>Small group booster sessions for 23 weeks from November 2017 based on ongoing AFL.</p>	<p>Mastery learning</p> <p>Small group tuition</p> <p>1:1 tuition</p>	<p>+5 months</p> <p>+ 4 months</p> <p>+5 months</p>	<p>£3600</p> <p>£546</p>	<p>The proportion of Pupil Premium children across the school achieving or exceeding ARE in reading, writing, maths, EPGS and combined so that it is at least in line with national PP and diminishes the difference between PP and non-PP children.</p> <p>Children are in a better place to start their learning following pre-teaching and as such make better progress in lessons.</p> <p>Children have gaps addressed from learning that has already taken place enabling them to narrow the gap on their peers.</p>	<p>RV, SH, TT, SG, SE and SGr</p>	<p>Maths interventions for PP children in the Autumn, Spring and Summer term alongside the impact of teaching and learning in the classroom saw these children make significant changes to the long term memory against specific aspects of knowledge and skill that were targeted. See intervention report for details.</p>

<p>To support children and parents in the completion of homework designed to address gaps in learning and improving reading fluency and comprehension; spelling accuracy and recall of multiplication and division facts.</p>	<p>Teachers to actively seek out parents and provide them with guidance and strategies to use with their children so that they are able to support them with learning beyond the school day.</p> <p>Justice time</p>	<p>Parental engagement and homework</p>	<p>+3/2 months</p>	<p>£2316</p>	<p>Parents are provided with the resources and strategies to support their children with specific aspects of learning at home.</p> <p>Children with limited support at home with homework are able to start their reading and maths hwk in school alongside TAs on Friday afternoon. This individual time and support boosts self-esteem and results in PP children completing weekly home learning.</p> <p>SGr to monitor the quality of Justice time sessions and the impact of the work on children's success with homework.</p>	<p>CT</p> <p>SGr, TT and LL</p>	<p>Achieved – informal meetings and more formally at parents meetings. 93.8% of PP parents attended parents evening in Spring 1.</p> <p>Justice time finished after the Autumn term as it was impacting on learning in other areas of the curriculum.</p>
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<p>To address individual children's social and emotional needs that are impacting on a child's ability to learn effectively.</p>	<p>Emotional literacy support worker/home school link worker</p> <p>Teachers complete training with PBS to support most vulnerable learners with their ability to work successfully within a classroom.</p> <p>Thrive leader works with children in school identified as working at being, doing and thinking.</p> <p>Change for life club, Fun Club and parachute club.</p>	<p>Parental involvement</p> <p>Social and emotional learning.</p> <p>Sports participation.</p>	<p>+4 months</p>	<p>£4,368 (ELSA)</p> <p>£ 6000 (HSLW)</p> <p>£8323 (Thrive)</p> <p>£764 (C4L)</p>	<p>Children to develop strategies to manage their behaviour and emotional needs more successfully, demonstrated through case studies and resulting improved academic achievement and progress. Parents are supported by both school and local agencies in managing difficult situations.</p> <p>CPD for teachers enables them to engage our most hard to reach pupils in learning.</p> <p>ELSA records demonstrate the impact of work completed with children over time.</p> <p>Thrive sessions enable named children to develop socially and emotionally against precise targets identified using a thrive assessment. Over time this progress will enable them to engage successfully in learning within the classroom resulting in accelerated progress.</p> <p>Children develop friendships and are able to collaborate successfully alongside other children. They build stronger relationships with key members of staff in school.</p>	<p>SG</p> <p>SH, SH, CC, EW, SG</p> <p>SG and AA</p> <p>SH/DB/AA</p> <p>GM/SGr/RV</p>	<p>Impact of ELSA, FEIPS and Thrive on key children across the year was good with targets being achieved and the impact being seen both in class and around school. Where progress was less strong, there were significant changes for these children to manage beyond school which had an unsettling effect. Despite these, they remained engaged and largely settled within school.</p> <p>We have been invited to host Thrive training in the summer term which will enable us to train a second member of staff.</p> <p>See Thrive report. Good progress for all but two children and there are contributing factors for them.</p> <p>All pp children have a place at change for life club. They are building positive relationships with each other and key staff in school. The skills developed here are observed in independent play on the playground.</p>
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<p>The attendance gap between pupil premium children and non-pupil premium children is diminished resulting in improved attainment for pupil premium children.</p>	<p>Breakfast club is provided without charge for PP children whose attendance or punctuality is a concern.</p> <p>HSLW and DB to identify those children whose attendance is not above 95% and support parents in getting their children into school.</p> <p>Support provided for parents to help their children attend school more regularly.</p> <p>Develop MRJS Young farmers.</p>	<p>Social and emotional learning.</p>	<p>+4 months</p>	<p>£3000</p>	<p>Weekly attendance meetings track changes in PP children's attendance.</p> <p>Attendance for PP children improves over time so that:</p> <p>The attendance gap of 1.4% between pupil premium and non-pupil premium children in 2017-18 doesn't grow and is narrowed.</p> <p>The proportion of pupil premium children with attendance below 95% diminishes from 36% in 2017-18.</p> <p>Parents survey indicates that parents feel supported in getting their children to school.</p> <p>PP children aspire to be Young Farmers and join SGr and MD in being responsible for the care of animals and plants within MRJS.</p>	<p>DB/SG/SC</p> <p>DB/SG</p> <p>DB/SG</p> <p>DB/SG</p> <p>DB</p>	<p>PP attendance data for Spring 2019 was 97.2%. This is above the attendance figure for all children which was 96.9%. Attendance of Non-pp children was 96.9% so the attendance gap at the end of the Spring term was +0.3% for PP children.</p> <p>In July, the attendance for all children was 97%. For PP children it had dropped from 97.2% at May half term to 96.3%. There is a specific reason for this.</p>
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3. Planned expenditure – Other approaches							
Objective	Intervention	EEF toolkit / evidence and rationale.	Expected impact (EEF)	Cost	Success criteria and monitoring	Staff lead	Mid-year & EOY review
To develop stronger relationships with parents of Pupil Premium children, enable these parents to better support their children with different aspects of school.	<p>Kids v Parents</p> <p>Coffee morning</p> <p>School nurse drop ins</p> <p>Parents evening invites</p> <p>Phone calls from teachers to celebrate achievements of PP children.</p>	Parental engagement	+3 months		The number of pupil premium children parents attending school events increases which results in them being better informed about school; having a positive approach to different aspects of school life; being in a better position to support their children with learning.	SGr. SGi, CT	<p>93.8% of PP children's parents attended parents evenings. All parents of PP children who are also on the SEN register attended the two coffee morning and SEN celebration assemblies in the Autumn and Spring terms. In the summer term four SEN parents didn't attend the celebration assembly.</p> <p>DB and class teachers have called parents of PP children to celebrate their achievements in school.</p>
To address individual children's social and emotional needs that are impacting on a child's ability to learn effectively.	<p>5 a day</p> <p>PP work celebrated on SGr Proud board and on Instagram.</p>	Social and emotional learning	+4 months		<p>The self-esteem of children identified as having low self-esteem increases as a result of 5 a day. This positive ethos in school results in greater engagement in learning.</p> <p>All children develop greater pride in their work as it is valued by all members of the Mill Rythe Family.</p>	<p>All staff/SGr</p> <p>All staff/SGr</p>	<p>Strong trusting relationships exist between staff and PP children. It is no longer felt that 5 a day is necessary as this is now a common approach across MRJS.</p>

To address individual children's social and emotional needs that are impacting on a child's ability to learn effectively.	Individual support at key points in the day.	Social and emotional learning	+4 months	£3,474	1:1 support for named pupils at key points in the day to support them in overcoming situations which would result in increased anxiety and potentially unwanted behaviour.	SH/LL	Implemented successfully before school, at breaktime and now lunchtime. Across the Autumn, Spring and summer term there was clear evidence of these children coping better in more challenging environments and also becoming more aware of when they needed a change of environment or support from a trusted adult to regulate.
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Total costs committed: £70,065