

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Springfield Junior School				
<b>Academic Year</b>	2017/ 18	<b>Total PP budget</b>	£142,980	<b>Date of most recent PP Review</b>	December 2016
<b>Total number of pupils</b>	218	<b>Number of pupils eligible for PP</b>	65 FSM 45 Ever 6 6 CiC (3 inc in FSM) 113 (51.8%)	<b>Date for next internal review of this strategy</b>	October 2017

2. Current attainment (End of KS2 Summer 2016)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	57%	60%
<b>% making progress in reading</b>	59%	66%
<b>% making progress in writing</b>	64%	74%
<b>% making progress in maths</b>	54%	71%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	PP pupil's levels of spelling (knowledge of vocabulary and the meaning of words as well as ability to spell them ) and the ability to use new words orally and in written work is low and needs to be challenged.
<b>B.</b>	PP pupils who are low on entry making progress in line with national expectations.
<b>C.</b>	PP pupils ability to reason mathematically and apply learning to real life problems
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Home circumstances affecting aspirations and attendance rates.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.	Percentage of PP pupils achieving ARE on the year group spelling list will increase. Children will successfully use the words orally and then transfer this to written work.

		Writing outcomes will improve by 30% in current Y3, 4 and 5 cohorts.
<b>B.</b>	The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations.	Pupils who are low on entry and receive PP funding to progress in line with the cohort average and by the end of the key stage to have diminished the difference (Raise and internal data).
<b>C.</b>	The difference in attainment between PP pupils and national expectations in Maths will diminish. This will be reflected in their ability to reason and solve using and applying problems.	ASP will show a diminished difference between our PP and national non PP pupils
<b>D.</b>	The attendance and aspirations of our PP pupils will increase to allow them to fully take part in the curriculum.	Questionnaires and monitoring of pupil attitudes indicates increased confidence and outlook on achieving which is reflected in: Reduce the number of persistent absentees among pupils eligible for PP to 10% or below Increase in overall PP attendance from 93.66% to 96.1% in line with all pupils nationally PP pupils on track to meet A, B and C

## 5. Planned expenditure

Academic year

2017 to 2018

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.	<p>CPD for all staff on the use of No-Nonsense spelling scheme. Implementation of the scheme across the whole school.</p> <p>Further development of T4W strategies for oral rehearsal.</p>	<p>In year monitoring and analysis of spelling scores using current systems shows an issue with spelling skills and the children's ability to learn, use and apply higher level vocabulary. Pupils, but especially LOE PP boys, are still not spelling common HFWs correctly in their writing and have poor understanding of higher order words.</p> <p>EEF reports a focus on oral skills has a +5 impact and T4W strategies already implemented have shown positive benefits in pupil confidence and improved structure of written work.</p> <p>We have invested in No-Nonsense spelling materials and the English Leader is to receive external training to enable her to train staff. Further investment in texts to support delivery of T4W to provide a language rich environment and activities will continue this year.</p>	<p>Performance management target</p> <p>Monitoring by English Leader</p> <p>Separate English Action Plan outlining details</p>	AHT (English Leader)	October 2017, February and May 2018
B The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations	<p>Staff training on high quality feedback, verbal and written comments.</p> <p>Staff training</p> <p>Develop the involvement of pupils in self-assessment and target setting</p>	<p>EEF teaching and learning toolkit suggests that feedback has high impact for low cost (+8). It focuses both the teacher and the learner on actions required to achieve a goal and can be about the learning activity itself, about the process of the activity or about the pupil's management of their learning. Analysis of pupil questionnaires suggests that only 67% of pupils know how well they are doing and what their target levels are whilst just 78% say they know how to</p>	<p>In house training to deliver feedback and marking CPD.</p> <p>Monitoring of data.</p> <p>Book/ work scrutiny to ensure consistency in approach and adherence to school policy.</p> <p>Formal monitoring by SLT and governors. Pupil voice.</p>	HT and AHT	November 2017 and January 2018

		improve their work. Pupils need to develop greater ownership of their own learning and have input into setting short term personal targets (cards in back of books) and making use of assessment tracking grids in front of writing books.			
B The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations	Review and implement a revised foundation curriculum (Cornerstones)  Developing a mastery approach in ALL lessons	EEF toolkit suggests that a mastery approach has a +5 impact. Work with the LLE in 2016/ 17 on progress of 2c pupils has shown that where pupils have been engaged by a relevant curriculum with cross-curricular and "boy friendly" methods of recording levels of motivation have increased and 36% of pupils LOE and eligible for PP made better than expected progress. Feedback from schools who have implemented the Cornerstones is positive - Hardwick Junior moved from Special Measures to outstanding.	Planning scrutiny  Book/ work scrutiny  Monitoring of data	HT and AHT	November 2017, March 2018 and June 2018
C The difference in attainment between PP pupils and national expectations in Maths will diminish. This will be reflected in their ability to reason and solve using and applying problems.	Staff training on developing the use of reasoning and the use of Singapore Bar.  Identification of pupils for targeted intervention including 1stclass@number.  TA support in Maths lessons	Analysis of end of term tests shows that whilst there has been an improvement in the ability of pupils to carry out formal calculations, they are less confident in reasoning.	Planning scrutiny  Book/ work scrutiny  Monitoring of data	Maths Leader	October, December 2017 and February, April and June 2018
D The attendance and aspirations of our PP pupils will increase to allow them to fully take part in the curriculum.	Further CPD for staff and whole school implementation of Growth Mindset strategies.  <ul style="list-style-type: none"> <li>- classroom organisation, groupings</li> <li>- role of adults in the classroom</li> <li>- revised homework policy</li> </ul>	Meta cognition and self-regulation is high impact for low cost (EEF +8). Internal monitoring of the impact of Growth Mind-set work implemented to date supports the benefits in continuing with this area of development.  Further develop strategies to develop independence and pupil led learning.	Pupil voice  Formal monitoring by SLT and governors	HT and AHT	October, December 2017 and February, April and June 2018
<b>Total budgeted cost</b>					£73,815

**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D The attendance and aspirations of our PP pupils will increase to allow them to fully take part in the curriculum.</p>	<p>Attendance at nurture group and/ or one to one counselling/ mentoring sessions for PP pupils to work through issues, develop strategies for dealing with circumstances and provide support to help them meet their targets and life goals.</p> <p>Lunchtime social skills/ behaviour support groups (led by TA/ MDMS)</p>	<p>To build positive relationships and provide role models for pupils in dealing with difficulties. To support pupils in developing social and emotional resilience so that they can focus on learning.</p> <p>Although mentoring has a +1 impact according to EEF data we feel that previous work within school in this area has had a greater beneficial impact on the pupils than EEF would suggest and is therefore worthwhile.</p> <p>Social and emotional learning has a +4 impact according to EEF and nurture group has shown positive outcomes for pupils. Boxall profiles show an average improvement of 72.5% in final scores compared to initial ones.</p>	<p>Case studies of pupils including Boxall profile analysis.</p> <p>Progress tracking data.</p>	<p>Inclusion Mentor</p>	<p>December 2017, April and July 2018</p>

<p>A The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.</p> <p>B The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations</p> <p>C The difference in attainment between PP pupils and national expectations in Maths will diminish. This will be reflected in their ability to reason and solve using and applying problems.</p>	<p>1:1 tuition</p> <p>Small groups</p> <p>Interventions</p> <p>Support for LA PP pupils during topic lessons</p>	<p>Teacher or TA provision of intensive support to target specific needs is shown to have a positive impact on progress (+5 EEF). Previous 1:1 support and use of targeted interventions within school have also shown good levels of progress, particularly when initial screening to identify pupils and their specific needs has been thorough and effective.</p> <p>Interventions may be delivered outside of normal lessons.</p>	<p>Progress and attainment tracking data</p> <p>Work scrutiny</p> <p>Monitoring of LA pupils</p>	<p>AHT (English Leader)</p> <p>PP leader</p> <p>TA interventions monitored by SENCo, Asst SENCo and English &amp; Maths Leaders</p>	<p>December 2017, March and June 2018</p>
<b>Total budgeted cost</b>					£38,492
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>D The attendance and aspirations of our PP pupils will increase to allow them to fully take part in the curriculum.</p>	<p>Inclusion Mentor to monitor pupils and follow up quickly on absences.</p> <p>First day response provision.</p> <p>Clear procedures for dealing with attendance.</p> <p>Breakfast Club offer for PP pupils to ensure they are at school on time and ready to learn.</p>	<p>Analysis of attendance shows that key groups including SEND and LOE PP pupils have lower than national attendance rates. Being at school regularly and on time is essential to achieving good outcomes so identified issues need addressing as a matter of urgency.</p>	<p>Whole school approach and clear guidelines will ensure all pupils and their families know why they need to attend school.</p> <p>Letters and meetings with families will ensure they understand the importance and urgency of the need to improve attendance rates.</p> <p>HT and Inclusion Mentor to meet regularly to ensure appropriate steps are being taken in line with the revised procedures.</p>	<p>Inclusion Mentor</p>	<p>December 2017, April and June 2018</p>

<p>A The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.</p>	<p>Purchase of high quality texts for class book corners and school library to immerse pupils in a language rich environment.</p> <p>Updated reading challenge.</p> <p>Introduction of reading dogs to encourage target pupils to read regularly.</p> <p>Annual subscription to Reading Eggs.</p> <p>Planned visits to Swadlincote library</p> <p>Parent workshops</p>	<p>Just 28% of pupils are members of the local library.</p> <p>48% of pupils earned reading awards which was an increase on the previous year but needs to improve significantly. Expectation for 2017/ 18 is that children will read a minimum of 5 times a week and preferably daily.</p> <p>Research shows that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</p> <p>There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).</p> <p>Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).</p> <p>International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).</p> <p>Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).</p>	<p>Monitor home log-ons to Reading Eggs</p> <p>Pupil questionnaires</p> <p>Monitoring of Home-school diaries</p> <p>Reading awards</p>		<p>November 2017 and March 2018</p>
<p>D The attendance and aspirations of our PP pupils will increase to allow them to fully take</p>	<p>Growth Mind-set workshops for Y6</p> <p>Targeted workshops and</p>	<p>Current work on Growth Mind-set has had a positive impact on raising aspirations and there is evidence in children's work of how they are starting to accept and respond to</p>	<p>Monitor take up and impact of extra-curricular provision</p> <p>Pupil voice</p>	<p>HT</p>	<p>Dec 2017 and June 2018</p>

part in the curriculum.	extra-curricular provision Attendance at Brilliant Club Careers Week Enterprise sessions Mums and sons/ Dads and lads reading Incredible Years parenting course Outside trips and visits to inspire pupils and raise aspirations	challenge. However, there remains a gap between their raised aspirations and the knowledge and skills required to achieve them. We want to provide pupils with the skills required to develop their knowledge and skills and give them access to a range of opportunities to develop this. Involving parents has a +3 impact on progress but we feel that additional social and emotional benefits and improved relationships may have an even greater impact than research would suggest in our setting.	Reading data  Monitor impact of family learning in empowering parents/ carers to support their children		
<b>Total budgeted cost</b>					£33,494



6. Review of expenditure																				
Previous Academic Year		£129,245.67 spent																		
i. Quality of teaching for all																				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																
A To diminish differences in attainment for PP children in Reading and Writing	<p>Additional teacher in Y5 (0.6)</p> <p>TA support in classes in the morning for English</p> <p>Purchase of resources to support teaching and learning – reading books, comprehension materials</p> <p>Staff training</p>	<p>Success criteria – attainment in reading for PP in all year groups to have improved and for PP pupils to be in line with pupils nationally.</p> <p>To accelerate progress for PP boys in writing so that they are in line with national expectations.</p> <p>2016 SATs – progress for low disadvantaged was significantly lower than national (-8.89). Higher disadvantaged showed better progress than higher overall (-3.87 compared to -5.12) Middle and higher disadvantaged pupils fared less well than national in attainment. Pupils entering at 2a fared less well than those entering at 3.</p> <p>Where TAs were used effectively they had a positive impact on pupil progress.</p> <p>Growth Mind-set work ensured that in the most effective classrooms the teachers planned for TAs to work with different groups to reduce reliance on TA support by the LAPs.</p> <p>Introduction of Headstart materials was very positive. Test scores show significant improvement where the materials have been used well. Pupils in Y5 will be targeted.</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>23%</td> <td>67%</td> <td>82%</td> </tr> <tr> <td>Y4</td> <td>44%</td> <td>55%</td> <td>61%</td> </tr> <tr> <td>Y5</td> <td>39%</td> <td>56%</td> <td>49%</td> </tr> </tbody> </table>		Autumn	Spring	Summer	Y3	23%	67%	82%	Y4	44%	55%	61%	Y5	39%	56%	49%	<p>The additional teacher in Y5 did not have the impact expected and pupils failed to make the accelerated progress required. The 2 main class teachers felt that they had less of an understanding of the abilities of the children in the additional group. It restricted them in planning activities that could be carried over into the afternoon sessions. Some of the children in the group felt that they were not fully included in their mainstream classes.</p> <p>In the most effective classrooms teachers plan and use TAs to lead and guide target groups to address misconceptions immediately. Provide CPD where required to ensure expectations and practice are consistent across the school. Plan for a TA to be available to support every class for morning lessons in 2017/ 18. Use them for targeted support in the afternoons. Provide CPD as appropriate.</p> <p>Continue to develop Growth Mind-set work and monitor lessons to ensure TAs are deployed effectively in every classroom to increase independent learning from the LAPs.</p> <p>Target HAPs as well as LAPs.</p> <p>Continue to use and embed Headstart materials to support teaching.</p>	<p>£22,950</p> <p>£46,544</p> <p>£1,040</p> <p>£940</p>
	Autumn	Spring	Summer																	
Y3	23%	67%	82%																	
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<p>B To accelerate progress of PP pupils with SEND and those who were LOE in order to close the attainment gap for this group so they perform in line with national expectations</p>	<p>TA support in classes in the morning for English and Maths</p> <p>Purchase of additional resources to support classroom learning</p> <p>CPD for teachers and targeted work with LLE to tailor the curriculum to engage LOE pupils</p>	<p>Teachers were positive about the CPD work with the LLE. Curriculum plans were amended and books showed an increase in the range of recording strategies used by children. Meetings with the LLE showed that all teachers had a good understanding of their LA pupils eligible for PP and adapted the curriculum accordingly. Books supported this and when moderated with those from the LLE's school they were comparable.</p> <p>Progress of 2c pupils was closely tracked and in the summer term in Y3 66% of pupils had made expected or better progress in reading, 82% in Y4 and 72% in Y5. Writing progress scores showed 76% made expected or better progress in Y3, 79% in Y4 and 72% in Y5.</p> <p>Feedback from pupils was positive and they were more motivated by the range of tasks presented.</p> <p>Use of Base Ten and Numicon for targeted pupils has had a positive impact on their understanding. Pupils in the BR are competent in using Numicon to help solve mathematical problems.</p>	<p>See above for comments on TA support in the morning.</p> <p>Further develop work started with the LLE and review the curriculum to ensure coverage, engagement and cross-curricular opportunities. Purchase Cornerstones and develop a mastery curriculum.</p> <p>Introduce Numicon to 3 more classes.</p>	<p>£1,500</p>
<p>C To raise the aspirations of pupils including learning behaviours</p>	<p>Staff training on principles of Growth Mind-set</p>	<p>Staff and pupil response has been very positive. Lesson observations and book scrutinies show an increased level of challenge in all classrooms in maths.</p> <p>Pupil Voice indicates pupils have increased outlook and attitude to achievement.</p>	<p>Further develop the mastery approach to provide learning opportunities for greater depth in ALL subjects (Cornerstones). Monitor planning and books to ensure ALL pupils have access to learning challenges.</p> <p>Staff training has resulted in an increase of lessons judged to be good or better rising from 64% to 80%. Continue to develop and support teachers so that 100% is at least good and 20% outstanding.</p>	<p>£675</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>A To diminish differences in attainment for PP children in Reading and Writing</p>	<ul style="list-style-type: none"> <li>• TA led focused interventions</li> <li>• 1:1 tutor</li> <li>• SATS booster classes and</li> </ul>	<p>57% of PP pupils who attended SATs booster sessions have been teacher assessed to be working at expected levels. The remaining 43% have not met expected levels according to teacher assessment but 29% have made accelerated</p>	<p>1:1 tutor will continue to work with a small group of targeted pupils to improve outcomes in writing and maths.</p> <p>Offer SATs booster sessions after school one day a week during the Spring Term and 4 mornings of Easter School</p>	<p>£4687.50</p>

	Easter School	<p>progress from their starting points.</p> <p>Catch-up reading had less of an impact than Rapid Reads with a minimum gain of +1 month on top of expected progress in a 3 month period. Most effective interventions were the ones targeted as a result of thorough diagnostic testing.</p> <p>Y6 SATs Easter School was attended 43% of PP pupils. 38% achieved expected levels according to teacher assessment data submitted to the DfE.</p>	<p>during the Easter holidays.</p> <p>Ensure thorough diagnostic assessments are completed and baselines established so that interventions can be closely tailored to individual needs.</p>	
B To accelerate progress of PP pupils with SEND and those who were LOE in order to close the attainment gap for this group so they perform in line with national expectations	<ul style="list-style-type: none"> <li>• CPD 1stclass@number and Catch-up reading</li> <li>• Purchase of screening resources</li> </ul>	<p>Improved screening of pupils in the Spring term enabled pupils to receive the most appropriate intervention.</p>	<p>Train a named TA to carry out a full screening/ diagnostic assessment on pupils identified by class teachers as requiring intervention. Tailor interventions accordingly.</p>	£673.63
C To raise the aspirations of pupils including their learning behaviours	<ul style="list-style-type: none"> <li>• Nurture Group</li> <li>• 1:1 social and emotional support (including resources to support delivery of programmes)</li> <li>• Lunchtime support groups</li> <li>• Targeted extra-curricular activities eg Science Club, Brilliant Club, Most able workshops</li> </ul>	<p>Boxall profiles show an average of 72.5% improvement for pupils attending nurture group.</p> <p>Pupil feedback from those receiving 1:1 is positive with pupils stating that they benefit from having the opportunity to talk to a key adult.</p> <p>Lunchtime groups have ensured pupils have the support required and there has been a significant reduction in the number pupils receiving red cards.</p> <p>Positive response to Science and Brilliant Club.</p>	<p>Continue to deliver Nurture Group support for targeted pupils.</p> <p>Investigate possibility of using an additional member of staff 2 afternoons a week to double the number of Y3/ 4 pupils receiving support.</p> <p>Review staffing for lunchtime clubs.</p> <p>Update resources and timetables for Quiet Club.</p> <p>Contact William Allitt re Brilliant Club.</p>	<p>£4,703.40</p> <p>£550</p> <p>£7055.10</p> <p>£1,608.75</p>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>A To diminish differences in attainment for PP children in Reading and Writing</p>	<ul style="list-style-type: none"> <li>Purchase of subscriptions – Twinkl, Reading Eggs</li> </ul>	<p>PP Reading Pupils achieving at expected levels or above</p> <table border="1" data-bbox="674 156 1211 244"> <tr> <td>Y3</td> <td>48%</td> <td>57%</td> <td>+9%</td> </tr> <tr> <td>Y4</td> <td>43%</td> <td>61%</td> <td>+18%</td> </tr> <tr> <td>Y5</td> <td>50%</td> <td>50%</td> <td>=</td> </tr> </table> <p>PP Writing Pupils achieving at expected levels or above</p> <table border="1" data-bbox="674 328 1211 416"> <tr> <td>Y3</td> <td>43%</td> <td>53%</td> <td>+10%</td> </tr> <tr> <td>Y4</td> <td>39%</td> <td>53%</td> <td>+14%</td> </tr> <tr> <td>Y5</td> <td>40%</td> <td>33%%</td> <td>-7%</td> </tr> </table>	Y3	48%	57%	+9%	Y4	43%	61%	+18%	Y5	50%	50%	=	Y3	43%	53%	+10%	Y4	39%	53%	+14%	Y5	40%	33%%	-7%	<p>Direct staff to set up Reading Eggspress in September for all pupils.</p> <p>Target pupils currently in Y5. Ensure pupils have access to Reading Eggs from home. If not, find opportunities for pupils to access the site at extra-curricular clubs.</p>	<p>£2,192.40</p>
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<p>C To raise the aspirations of pupils including their learning behaviours</p>	<ul style="list-style-type: none"> <li>Breakfast Club for PP children to ensure they are on time for school and ready to learn</li> <li>Lunchtime sports</li> <li>Inclusion Mentor</li> <li>Y6 Growth Mind-set workshop</li> <li>Subsidies for trips, uniforms etc</li> </ul>	<p>Increase in the number of pupils attending Breakfast Club from an average of 18 pupils to 39 daily. Positive response from those attending and from parents. Children are safe and have their basic needs met, enabling them to be ready for learning.</p> <p>Inclusion Mentor has very good relationships with pupils on her caseload and they state that they feel confident that she will provide the support required. Parent feedback is also positive.</p> <p>Pupil feedback from the Y6 workshop was extremely positive and 95% of pupils said that it was both enjoyable and helpful in developing their skills. It helped them to understand the principles of Growth Mind-set.</p>	<p>Provide support for the Inclusion Mentor. Number of pupils on her caseload increased from 27 to 62 throughout the year and additional support is necessary to ensure pupils can be supported, meetings attended and legal requirements fulfilled.</p> <p>Target specific pupils for attendance at Breakfast Club (link to above).</p> <p>Book the Y6 Growth Mind-set workshop in the autumn term for the new Y6 cohort.</p>	<p>£26,564 £3,969.58 £968.59 £763.72 £11,550 £310</p>																								

## 7. Additional detail

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