

# Nishkam Primary School Wolverhampton

## Pupil Premium Grant (PPG) Report for 2018-2019

School Context	
Number of Pupils Eligible for PPG	62
% of school population entitled to PPG	22%
% PPG Girls	59%
% PPG Boys	41%
<b>TOTAL amount of PPG expected:</b>	<b>£ 81290</b> <b>£ 11112 carried forward from previous year</b>  <b>Total = £92,402</b>

Performance of disadvantaged pupils			
	Two Years ago, 2016/2017	Previous Year 2017/2018	Current Year 2018/2019
<b>EYFSP</b>	Reading ELG: 60% (67%) Writing ELG: 60% (67%) Maths ELG: 60% (69%)  GLD: 62% (71%) GLD FSM: 60%	Reading ELG: 67% Writing ELG: 67% Maths ELG: 88%  GLD: 60% (71 %) GLD FSM: 60%	(all pupils) Reading ELG: (76%) vs 57% Writing ELG: (68%) vs 56% Maths ELG: (80%) vs 63%  GLD: 67% GLD FSM: 56%
<b>Key Stage 1 (SAT's)</b>	Reading EXS+: 80% (78%) Writing EXS+: 60% (71%) Maths EXS+: 80% (78%)	Reading EXS+: 80% (75%) Writing EXS+: 80% (72%) Maths EXS+: 80% (79%)	Reading EXS+: 66% Writing EXS+: 64% Maths EXS+: 76%
<b>Key Stage 2</b>	N/A	N/A	N/A
<b>Year 6 SATS</b>	N/A	N/A	N/A

## Aims for Pupil Premium expenditure

### Summary of the main barriers faced by pupils eligible for pupil premium:

#### A. Internal (In-school) barriers:

- ❖ Social integration of some pupils where there are pressures at home. They can struggle with building relationships with peers and can have friendship issues
- ❖ A proportion of pupils enter school at a lower starting point as they may not have had access to early years education.
- ❖ Language can be a barrier with some pupils where there is less exposure to literature and spoken language
- ❖ Attendance is lower for PPG pupils compared to others

#### B. External (outside of school) barriers:

- ❖ Some of the families in receipt of the benefit are living in much deprivation which is a constant stress on the family. This has a direct impact on the children(s) welfare, wellbeing and learning.
- ❖ Access to services – some families struggle to access the help and support that exists as they are unaware or not sure how these services can be sought.
- ❖ The value of education not considered essential by some families and this can have a knock-on effect upon attendance and support for homework
- ❖ Language barriers can exist making it difficult to communicate effectively
- ❖ Exposure to broader educational experiences e.g. theatre, visits to stately homes, private music lessons

### Objectives in spending PPG (and any links to School Development Plan):

1. Improve Quality of Teaching and Learning through quality first teaching by ensuring there is a clear focus on staff development to support individual teachers
2. Providing pupils with enrichment opportunities outside of school
3. Improve the attendance of PPG pupils and in particular girls
4. Close academic gaps in reading, writing and Maths

5. Targeted interventions to close gaps
6. Build confidence and self-esteem and pupils can communicate their feelings more articulately
7. Develop higher aspirations
8. Improve parental engagement for sustainability over the long-term progress of children by removing home-school barriers

**OBJECTIVE 1:  
Appointment of Parent Liaison Officer**

**Reasoning for expenditure:**

Effective engagement with parents is a proven strategy for sustainable impact in pupil premium spending. The role of this person is to identify individual needs for disadvantaged families and support to remove barriers. This role goes beyond the school gates and is for sustainability over the long term through building relationships with school and individual families. Support will be directed specifically to support pupils.

COST £	DESCRIPTION OF INTERVENTION AND/OR ACTIVITY  (including resources, year group, pupils involved, staff etc)	INTENDED OUTCOMES:  (description of the success criteria and expected impact of interventions)	HOW WILL IT BE MONITORED AND MEASURED?  (by whom, how and timescales)	REVIEW:  (End of Year impact)
8000	<i>Meeting with individual families to develop relationships and establish needs for children. Initially this will look at those children under achieving based upon assessment data. Parents will be signposted to services in the city and local community for support. Individual family needs brought to the attention of SLT. Parental workshops facilitated by the PLO.</i>	<i>Effective parental partnership supports the child at home and over time there will be a positive impact on pupil progress.  Parents feel supported by the school and will be forthcoming to support their child's learning  Improved communication with parents through positive relationship building  Pupil gaps will close with families receiving interventions through Parent Liaison Officer</i>	<i>Parental survey carried out with families PLO is working with after each intervention  Assessment data reviewed half termly by DHT</i>	<i>There is still a gap in attainment and progress, however, PLO together with teachers and Associate Teachers work collaboratively to establish needs of specific families and ascertain types of support required.  PLO works closely with vulnerable families and has established support networks in the local community to provide additional services.</i>
	<i>Tracking and monitoring of attendance data of PPG pupils and meeting with parents early to support them to ensure children are brought to school.</i>	<i>Attendance gaps will be identified early and effective intervention will ensure these close</i>	<i>Attendance monitored weekly by PLO and bi-weekly by HT, reviewed half termly</i>	<i>PLO has had a positive impact in liaising with parents. Attendance gap between PPG and Not PPG is diminishing with attendance at 96%.</i>

				<p><i>There has been attendance workshops delivered in four different languages. We have had 17% of PPG families attended.</i></p> <p><i>Where there is a need identified, transport has been arranged in the form of bus passes to support families.</i></p> <p><i>Regular meetings and home visits where necessary have been carried out.</i></p>
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**OBJECTIVE 2:  
Maths and English support by SLT for specific pupils**

**Reasoning for expenditure:  
Utilising subject specialists, where there are gaps in knowledge identified by the teacher, targeted and specific interventions will increase progress and confidence in the child.**

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4500	<i>Targeted intervention outside of core curriculum time to support individuals where there maybe gaps in subject knowledge. This could also be to pre-teach a topic or re-cap on where a child has not understood. This will be carried out through KS1 and KS2 by Maths and English leads in SLT</i>	<i>Gaps in subject knowledge will be closed and this will have a positive impact on the pupil's overall performance in the subject, e.g.by securing foundations in their knowledge, skills and understanding. There will be a positive impact on pupil progress.  More able pupils to be supported to further 'stretch' and challenge them further.</i>	<i>Half termly through pupil progress meetings by SLT and also reviewed by Maths and English leads.</i>	<i>SLT have targeted support during core curriculum time in order to ensure pupils do not miss other curriculum areas. Year 5 is made up of 50% PPG pupils. English and Maths groups were established to challenge pupils further. As a result, this year group has seen the fastest progress of disadvantaged pupils across the school. In addition, progress is a lot stringer than the previous academic year.</i>

**OBJECTIVE 3:  
Enrichment experiences for pupils**

**Reasoning for expenditure:  
To enable disadvantaged pupils to access enrichment such as peripatetic lessons, theatre trips and visits to the countryside**

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9100	<i>Peripatetic music lessons to learn an instrument from either the brass or string family offered to children in school</i>	<i>Pupils will foster a lifelong love to play a musical instrument and will be able to access this at school</i>	<i>Attendance to the classes, progress report from the music tutor</i>  <i>Music performance at the end of the academic year</i>	<i>This was established in term 3 due to re-organisation of the music services. Although this was not fully spent the activity included 24 pupils (39%) receiving additional music lessons. Children received their own instrument to practice on. This will continue into the next academic year and will include more pupils.</i>
800	<i>Theatre experiences for pupils throughout the academic year</i>	<i>Pupils will experience different stories through theatre performances. Pupils will be inspired by these experiences and will be able to talk about them with their peers and adults. It will also help pupils to understand characterization in English.</i>	<i>There will be 3 performances throughout the academic year for pupils to attend, pupils will be asked to complete a short write up to evaluate each performance. This will be collated and reviewed by the English lead.</i>	<i>This has been successful with parents and children from KS2 experiencing Macbeth opera at the Grand Theatre. There were 32 people (21 pupils, 11 parents) who attended.</i>  <i>In addition, KS1 pupils attended Puss in Boots ballet in June at the Grand Theatre. There were 63 (43 pupils, 20 parents) people who attended.</i>
800	<i>Visits to the countryside to experience the outdoors. Pupils will be exposed to nature and see historic sites.</i>	<i>Pupils will learn about history, geography and science through the visits to National Trust sites. Living</i>	<i>Pupils will complete short write ups after each experience. Each</i>	<i>Children have had an outdoor experience in the Autumn term which was a night walk lead by an</i>

		<i>in Wolverhampton city, some children may not have these experiences readily</i>	<i>trip will have a specific focus and will be led by DHT</i>	<p><i>experienced outdoor leader. They carried out a range of activities. It was attended by 22 pupils from KS2</i></p> <p><i>In July, during the summer holidays staff took parents and children to the beach to further enhance their cultural capital and experiences. There were 59 participants who took part in this trip from KS1.</i></p>
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**OBJECTIVE 4:****Key workers for each pupil premium child****Reasoning for expenditure:****To ensure each pupil premium child has someone they are able to talk to informally by establishing a good relationship. This will help to alleviate any concerns or issues that may arise over time at an early stage.**

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5000	<i>All school staff will be involved in this and will have children attached to them. Each member of staff will meet the child 2-3 times per half term. This can take the form of having lunch with them or meeting throughout the school day. The meeting needs to be relaxed and informal to ensure pupils are able to develop a positive relationship.</i>	<i>Through regular communication, staff will be able to pick up on any barriers to learning that maybe arising and organise any relevant support in a timely manner,</i>	<i>Staff will keep a brief log of when they have met with their children and if there is anything of concern then they will log and inform the relevant person. This will happen throughout the academic year and will be reviewed with all staff at the impact of this each term.</i>	<i>This is a more informal approach which allows children to establish positive relationships with staff. Although it is difficult to measure the impact precisely, it has been worthwhile with information passed to relevant personnel at the school when required, for example if children were having breakfast in the morning, routines at home, what they did at the weekend. The information has helped the school to inform spending decisions too.</i>

**OBJECTIVE 5:****After school tuition in reading, writing and Maths****Reasoning for expenditure:****After school weekly tuition run by teachers and associate teachers to target specific individuals who are not making progress. These short, sharp and focused groups proved to be successful last academic year where gaps in learning were specifically addressed.**

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7600	<i>After school tuition in reading, writing and Maths is targeted specifically at pupils who are not making the intended progress in line with their expectation. With a very small group or in some cases, 1:1, the impact in some foundations really helps to boost understanding and pupil confidence. Misconceptions that arise will be addressed with pupils.</i>	<i>There will be a notable difference in pupil performance where subject knowledge and understanding gaps are diminished through tuition. Pupils will typically be in these for 6 weeks, however, if required then this can be extended.</i>	<i>The impact will be measured through half termly pupil progress meetings with pupils identified and monitored through this. Teachers will be responsible and subject leads will monitor and measure the progress of the pupils.</i>	<i>This is followed through from pupil progress meetings and children are targeted based on the outcome of their progress to ensure they are not falling behind. This was carried out throughout the year with small group numbers. The challenge was where there are siblings it was difficult to keep the child in need for tuition with some families, going forward a provision for child care will also be factored in order to reap the full benefit of this. As a result, this contributed to the progress across the school for PPG children being stronger than the previous academic year.</i>

**OBJECTIVE 6:**

Magazine subscription for pupils to take home about current affairs

Reasoning for expenditure:

Pupils will be encouraged to read through current news issues for their age group.

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800	<i>Magazine subscription for PPG pupils to promote reading and involvement in current affairs.</i>	<i>Pupils to become interested in what is happening in the World around them and to be able to formulate their own opinions and ideas. They will also be encouraged to read through this approach and become more knowledgeable about current affairs.</i>	<i>Pupils will be asked to read or lead on discussion on current affairs in class. This will be done throughout the academic year and will be monitored by teachers.</i>	<i>First News subscription purchased for pupils in the school to widen their exposure. This has a positive impact with pupils to encourage them to understand current affairs. This will continue and will look at using Letterbox reading materials.</i>

**OBJECTIVE 7:****Associate teacher time in class and directed intervention****Reasoning for expenditure:****Research has proved that use of additional adults for directed interventions is impactful for pupils to make better progress**

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20000	<i>There are five additional adults in KS1 and KS2. In the morning they facilitate in class support directed by the teacher. In the afternoon, they will be directed for specific interventions. Targeted intervention outside of core curriculum time to support individuals where there maybe gaps in subject knowledge. This could also be to pre-teach a topic or re-cap on where a child has not understood.</i>	<i>Gaps in subject knowledge will be closed and this will have a positive impact on the pupil's overall performance in the subject, e.g.by securing foundations in their knowledge, skills and understanding. There will be a positive impact on pupil progress</i>	<i>Weekly discussion with class teacher Half termly pupil progress meetings</i>	<i>AT's are working with small groups and individuals for targeted interventions. Additionally, they are supporting in class when not carrying out interventions. This helps to also break down class size. Intervention groups have been reviewed by the SENDCO in Summer 1 term and new timetables were issued for Summer 2 to maximise impact of any interventions. Although the gap still remains, additional adult support has been effective with specific groups in particular with aspects such as word gaps, pre-teach, consolidation etc.</i>

**OBJECTIVE 8:**  
**Support for educational visits and residential visits**  
**Reasoning for expenditure:**  
**To ensure all pupils have access to the wider curriculum**

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2500	<i>To financially support disadvantaged families with all educational visits and residential trips planned for the year through subsidisation.</i>	<i>Pupils have a choice to attend residential visits and can attend educational visits on a regular basis which will further support their learning.</i>	<i>PLO will identify families in need of support and ensure trips and visits are supported where required. In particular, residential in Year 2 and 4 will be offered at a subsidy for disadvantaged pupils. To be reviewed every half term.</i>	<i>This has yielded a positive impact with PP children having access in all school trips and activities. The spend on this was £1494, less than the budgeted amount due to one residential being cancelled due to lower numbers.</i>

**OBJECTIVE 9:****Transport for parents to get to school****Reasoning for expenditure:****There are some families that have been identified that have financial issues at times and this can become a barrier to bringing their child into school, this is particularly the case where families live further away from the school.**

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900	<i>To reduce any barriers for parents to bring their child to school by offering taxis, bus passes where and when necessary.</i>	<i>Children attend school, particularly those where attendance or distance is an issue and can become a barrier to learning. Pupil attendance will increase and as a result pupil performance.</i>	<i>This will be monitored by the PLO and reviewed half termly by SLT. There should be a positive impact on attendance where support has been provided.</i>	<i>Bus passes have been issued to a number of families to support attendance and punctuality. This has had a positive impact and with access increasing through PLO's knowledge of families and ongoing discussions. This has accounted for £1035 for the academic year established on a needs basis.</i>

**OBJECTIVE 10:**  
**After school club provision**  
**Reasoning for expenditure:**  
**A lot of enrichment activities take place after school, by providing a subsidy access will be created for disadvantaged families**

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500	<i>To financially support pupils and engage with parents so that they can partake in extensive extra-curricular activities after school</i>	<i>Pupil premium pupils are able to access after school provision to enrich their experiences. Uptake for PP pupils to be equal or greater than non-PP children.</i>	<i>Reviewed and monitored half termly by the Business Lead and PLO</i>	<i>There are more clubs being run by internal staff and external providers. PPG families are given first refusal and also are subsidised or fully paid for to encourage participation. This is having a positive impact with over 19 after school clubs with 221 places taken by PPG regularly throughout the academic year.</i>

**OBJECTIVE 11:****Uniform support****Reasoning for expenditure:**

**There are some families that struggle to purchase all the correct uniform, this has a direct impact upon the child and can effect their confidence amongst peers.**

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400	<i>To financially support families with the purchasing of school uniform and sportswear throughout the year</i>	<i>Pupils will be wearing the right uniform at all times and feel included and equal. All PPG pupils have the correct uniform.</i>	<i>Monitored by PLO and reviewed with SLT. Business manager to support in acquiring the uniforms</i>	<i>Over £800 was attributed toward uniform support established through parent liaison. It has had a positive impact in reduce barriers to accessing school for families.</i>



**OBJECTIVE 12:****Homework club****Reasoning for expenditure:**

**To support families where they may find it difficult to support their child with homework for a variety of reasons, such as language barrier**

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1800	<i>Weekly homework club for KS1 and KS2 to support families and their children in reading, writing and Maths. Specific families will be targeted and offered the after-school service.</i>	<i>All homework is completed on time, pupils are supported in completing their homework and homework extends their knowledge and understanding.</i>	<i>Homework club will be run by Associate Teachers who will keep a register of attendance. Monitored by the PLO and reviewed by SLT.</i>	<i>This took place weekly and has a regular uptake of children. 15 pupils have benefitted from the club. The club ran for KS2 pupils only throughout the academic year.</i>

**OBJECTIVE 13:**  
**Growth mindset and Challenge Reasoning for expenditure:**  
 Research evidence shows great benefit in focusing upon metacognition to promote growth mindset in children by creating the right level of challenge for all and particularly for the more able. The investment in this approach through training, development, coaching, monitoring and evaluating will diminish gaps and be sustainable in the future.

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2000	<i>For all teaching staff to promote and plan for challenge and foster growth mindset in children.</i>	<ul style="list-style-type: none"> <li>• <i>Children can articulate what they need to learn to improve</i></li> <li>• <i>Children seek improvement in their own learning</i></li> <li>• <i>Experiences for children are centered around the skills required to learn and not the content to learn</i></li> <li>• <i>Teacher’s planning reflects the learning process and not tasks</i></li> <li>• <i>Children find work challenging when questioned</i></li> <li>• <i>Gap with PPG and non-PPG pupils is closed over time</i></li> <li>• <i>Teachers will take onboard and plan for challenge guidance given through CPD</i></li> </ul>	<i>The impact will be measured through half termly pupil progress meetings with pupils identified and monitored through this. Teachers will be responsible and subject leads will monitor and measure the progress of the pupils through weekly learning walks and observations. The appointment of Assistant Headteacher responsible for Learning and Teaching will focus on this initiative.</i>	<i>The language of growth mindset is being used by staff to encourage virtues such as resilience and perseverance. Success criteria’s have been introduced enabling pupils to have more independence in their learning.</i>

**OBJECTIVE 14:**

To embed the Quality Framework for Learning and Teaching

Reasoning for expenditure:

The framework is comprehensive covering all aspects of the learning and teaching. This focuses on quality first teaching and will have great impact by raising standards. The school has appointed an SLE responsible for Learning and Teaching.

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14000	<p>To successfully embed practices from the Quality Framework for Learning and Teaching to improve the overall quality of teaching. This will be through a range of activities that include staff training, learning conversations, bespoke coaching and mentoring.</p>	<ul style="list-style-type: none"> <li>• Improve staff pedagogy.</li> <li>• Improve staff subject knowledge.</li> <li>• All staff members use the QFLT as part of the planning and assessment process.</li> </ul>	<p>The impact will be measured through half termly pupil progress meetings with pupils identified and monitored through this. Teachers will be responsible and subject leads will monitor and measure the progress of the pupils through weekly learning walks and observations. The appointment of Assistant Headteacher responsible for Learning and Teaching will focus on this initiative.</p>	<p>This has been the main area of spend to raise the standards of teaching across the school. Impact: "You have successfully raised teachers' expectations of what all pupils can achieve. This is particularly evident through pupils' understanding and use of language features and subject-specific vocabulary. Pupils write often in English lessons, with tasks linked to whole-class texts and to the topics they are learning. You have plans to ensure that all pupils regularly practise their writing skills across all subjects." <b>Ofsted Section 8 report January 2019.</b></p> <p>This is now the Framework for Great Teaching and all monitoring and teacher development has been centered around this. This has had a profound impact, particularly the</p>

				<i>teacher development programme. We worked in collaboration with Manor Academy to raise standards further in learning and teaching.</i>
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<b>OBJECTIVE 15: Breakfast Club</b>				
<b>Reasoning for expenditure: To ensure all disadvantage pupils have access to breakfast in school before starting the school day</b>				
<b>COST £</b>	<b>DESCRIPTION OF INTERVENTION AND/OR ACTIVITY  (including year group, pupils involved and staff)</b>	<b>INTENDED OUTCOMES:  (description of the success criteria and expected impact of interventions)</b>	<b>HOW WILL IT BE MONITORED AND MEASURED?  (by whom, how and timescales)</b>	<b>REVIEW:  (End of Year impact )</b>
3000	<i>Breakfast club to run from 8.15am until 8.45am will provide a selection of food for all year groups. Studies show there is an increase in concentration in school if a child has had a good breakfast.</i>	<ul style="list-style-type: none"> <li><i>Increased concentration levels and hence improved pupil outcomes</i></li> <li><i>Pupils will receive a nutritional breakfast to start the day</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Daily registers will record number of pupils attending</i></li> </ul>	<p><i>Regular breakfast club was started at start of term 2 before school. The uptake has been minimal initially but is now being further taken up. This will be reviewed on how to enable more families to access this in the following academic year. An emergency breakfast box has been established where a need occurs after breakfast club.</i></p> <p><i>The cost of the provision has been £1341.</i></p>

**OBJECTIVE 16:  
PPG lead for quality first interventions and management**

**Reasoning for expenditure: With the increasing numbers of disadvantaged pupils in the school a lead teacher is required to provide and direct high-quality teaching and interventions by identifying and closing gaps in learning**

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10000	<i>Co-ordination of PPG objectives to ensure maximum impact is attained. Quality first interventions both carried out by the PPG lead and also co-ordination of Associate Teachers</i>	<ul style="list-style-type: none"> <li>• <i>Efficiency of spending provisions to maximise the impact</i></li> <li>• <i>Gaps to diminish over time of disadvantage pupils as compared to non-disadvantaged pupils</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Measured by SLT through pupil progress meetings with teachers and PPG lead</i></li> <li>• <i>Link governor meetings to challenge and evaluate the effectiveness of spending decisions</i></li> <li>• <i>Data driven exercises to evaluate performance based on progress measures</i></li> </ul>	<i>Due to the lead for this not starting until Summer 1, SLT decided to acquire an additional, experienced practitioner for Year 5 who worked specifically with children 2 days per week. This has shown a positive impact on progress throughout Term 2. Year 5 have benefited from an experienced teacher to reduce the class size and provide quality first teaching. Progress has increased across the core curriculum areas for PPG pupils as a result in comparison to the previous academic year.</i>

**OBJECTIVE 17:  
Summer School  
Reasoning for expenditure:  
To provide opportunities for pupils to participate in a variety of learning and fun based activities throughout the summer holidays**

COST £	DESCRIPTION OF INTERVENTION AND/OR ACTIVITY  (including year group, pupils involved and staff)	INTENDED OUTCOMES:  (description of the success criteria and expected impact of interventions)	HOW WILL IT BE MONITORED AND MEASURED?  (by whom, how and timescales)	REVIEW:  (End of Year impact )
3000	<i>Summer school activities over a two-week period to include Maths and English sessions to minimize the 'dip' over summer when pupils return to school. In addition, there will be sporting activities for pupils to take part in to improve social engagement</i>	<ul style="list-style-type: none"> <li>• <i>Pupils are engaged with learning in the holidays</i></li> <li>• <i>The 'dip' over summer is minimised providing more progress to be made in the subsequent year</i></li> <li>• <i>Pupils are fit and healthy by taking part in sporting activities</i></li> <li>• <i>Increased social engagement during the holiday period</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Attendance of PPG pupils to the club</i></li> <li>• <i>Work that is produced over the two-week period</i></li> </ul>	<i>This was the first year the school ran a summer school to engage positively with pupils in sports but mainly to focus on Maths and English in order to mitigate the 'dip' over the holidays. This was opened to upper KS2, we had 20 pupils who attended over the 5 days. The impact is positive however, further work is required to increase the participation of pupils.</i>

**OBJECTIVE 18:**  
**Educational councillor**  
**Reasoning for expenditure:**  
**To meet the emotional and mental needs of pupils**

<b>COST £</b>	<b>DESCRIPTION OF INTERVENTION AND/OR ACTIVITY</b>  (including year group, pupils involved and staff)	<b>INTENDED OUTCOMES:</b>  (description of the success criteria and expected impact of interventions)	<b>HOW WILL IT BE MONITORED AND MEASURED?</b>  (by whom, how and timescales)	<b>REVIEW:</b>  (End of Year impact )
2000	<i>Additional services required to meet the social and emotional needs of some of the disadvantaged pupils across the school. Pupils will have access to 1:1 interventions to boost self-esteem and provide opportunities for engagement to help remove barriers to learning</i>	<ul style="list-style-type: none"> <li>• <i>Increased engagement in the class</i></li> <li>• <i>Better progress over time as barriers are worked through</i></li> <li>• <i>Happier disposition of pupils</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Reviewed with the educational councillor by PPG lead and SENDCO half termly</i></li> </ul>	<i>Additional service acquired to target most vulnerable families where there was a clear need established for emotional and mental health counselling. This support also extended to some parents and as a result are now accessing external professional services.</i>

**OBJECTIVE 19:****Learning Resource Centre****Reasoning for expenditure:****To provide a space for pupils to have a library to focus on reading and ICT facilities to research. In addition, the space to be used for effective interventions**

<b>COST £</b>	<b>DESCRIPTION OF INTERVENTION AND/OR ACTIVITY</b>  (including year group, pupils involved and staff)	<b>INTENDED OUTCOMES:</b>  (description of the success criteria and expected impact of interventions)	<b>HOW WILL IT BE MONITORED AND MEASURED?</b>  (by whom, how and timescales)	<b>REVIEW:</b>  (End of Year impact )
3700	<i>To raise and uplift standard of reading in the school by providing a high-quality resource. Space to include a library section and computers for pupils to use. The space will open of for reading clubs as well as computing. This will be for all year groups.</i>	<ul style="list-style-type: none"> <li>• <i>More progress over time in reading</i></li> <li>• <i>Pupils engagement in reading</i></li> <li>• <i>After school reading clubs</i></li> <li>• <i>Pupils become independent researchers</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>All classes to have dedicated slots throughout the week to access the resource</i></li> <li>• <i>Pupils to take out books from the library for pleasure</i></li> <li>• <i>To be available in the Spring Term</i></li> </ul>	<i>This is now complete and is purposeful to promote the love for reading. Accelerated reader programme has been invested into by the school to monitor progress in reading. There is evidence from Accelerated Reader to show the impact on progress as a result of pupils reading, a full picture to be sought in a 12-month period.</i>



**End of Year summary:**

<b>Total PPG received</b>	<b>£ 81290 + £11112 = £92402</b>
<b>Total PPG expenditure</b>	<b>£99,885</b>
<b>PPG remaining</b>	<b>£0</b>