



Wildridings Primary School Pupil Premium Strategy

Summary Information					
School	Wildridings Primary School				
Total number of pupils	345 (Exc. Nursery)	Total PP budget	£132,900	Date of most recent PP Review	September 2017
		Number of pupils eligible for PP	112 (Autumn Term)	Date for next internal review of this strategy	January 2018

Summer 2017 attainment		
EYFS	Pupils eligible for PP	Pupils not eligible for PP
% GLD	50%	70%
Summer 2017 attainment		
KS1	Pupils eligible for PP	Pupils not eligible for PP (<i>national average</i>)
% at ARE or above:		
Reading	42.8%	79.5% (78.8%)
Writing	50%	65.9% (71.7%)
Maths	50%	79.5% (78.4%)
Summer 2017 attainment		
KS2	Pupils eligible for PP	Pupils not eligible for PP (<i>national average</i>)
% at ARE or above:		
Reading	43.8%	62.9% (76.6%)
Writing	56.3%	74.3% (80.8%)
Maths	56.3%	60% (79.8%)

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Barriers to future attainment	
In-school barriers	
A	Low starting points for PP pupils in Early Years.
B	PP pupils with SEN make slow progress in reading, writing and maths.
C	Emotional well-being and poor learning behaviours contribute to low aspirations
External barriers	
D	Parental engagement and family difficulties contribute to low attendance and poor performance for some PP pupils.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Low starting points for PP pupils in Early Years.	Higher % PP pupils achieve a good level of development (75%). Early reading and communication skills for early years pupils are well taught and impact is measurable through observation and assessments.
B	PP/ SEN pupils' progress is in line with their peers. English and Maths key skills improve and any gaps in attainment are closing.	PP pupils with SEN make progress in line with their peers. Interventions are selective and impact on pupils with SEN. Formal testing and teacher assessments indicate high rate of progress for all pupils.
C	Behaviour for learning is evident amongst pupils and improved behaviour and well-being impacts on pupil being ready to learn.	Fewer behaviour incidents noted and an improved attitude towards learning is observed. Earlier intervention has an impact on the emotional well-being for pupils.
D	Increased parental support and improvement in attendance figures for individual PP pupils.	Reduce the number of persistent absentees. PP attendance to not drop below 90% and to be in line with the rest of the school. (above 96%)

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5. Planned expenditure					
Academic year		2017/18			
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?
<p>A. Low starting points for PP pupils in Early Years.</p> <p>B. PP/ SEN pupils make slow progress in reading, writing and maths.</p>	<p>Training for all staff, including Teaching assistants in Reading, Maths, handwriting, spelling and phonics.</p> <p>£1,000</p>	<p>To further strengthen staff subject knowledge on delivering interventions as well as improving classroom practise and quality first teaching. Training on whole class guided reading in KS2 has had some impact but more time and monitoring is needed. Reading results from last academic year in particular, indicate further reading training and support is required.</p>	<p>Progress and attainment data to be monitored by senior leaders.</p> <p>Teaching assistants to keep records of progress which will be monitored by class teachers and senior leaders.</p>	<p>Headteacher</p> <p>Deputy Headteacher</p>	<p>Oct 2017</p> <p>Jan 2018</p>
	<p>Experienced EYFS and KS1 teacher to be used to support Early Years and KS1.</p> <p>£12,000</p>	<p>This will help to reduce the class sizes in EYFS and KS1 as well as using the expertise of an experienced teacher to support the learning, including phonics and reading as well as provide development opportunities for teaching staff.</p> <p>The use of an additional teacher last year helped improve phonics results.</p>	<p>Progress and attainment data to be monitored by senior leaders.</p>	<p>Senior Leadership Team.</p>	
	<p>Deputy Headteacher to monitor the impact of PP strategy, including the quality of feedback for PP pupils</p> <p>£6,150</p>	<p>Weekly time will be dedicated to monitor progress and attainment of PP pupils as well as supporting staff in improving practise. Last academic year pupils felt that the new marking policy was helping them to improve and liked receiving verbal feedback from staff. EEF Toolkit: Feedback is one of the most effective approaches based on evidence. Feedback needs to be monitored regularly.</p>	<p>Data analysed by leaders.</p> <p>Book scrutiny</p> <p>Lesson observations</p> <p>Pupil voice interviews</p>	<p>Deputy Headteacher</p>	
	<p>Deputy</p>	<p>Interventions need to be closely monitored</p>	<p>Data analysed.</p>	<p>Deputy</p>	



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	Headteacher/SENCo to monitor the impact of SEN/PP pupils, including specific interventions and classroom support. £4000	and any changes needed to be implemented swiftly with the support of senior leaders and specialist teachers. Class teachers to receive more support from DHT and new full time SEN Manager, with providing personalised provision within the classroom to help continue to improve quality first teaching.	Intervention record sheets Provision maps Book Scrutiny.	Headteacher	
Total budgeted cost					£ 23,150
ii. Targeted support					
One to One tuition					
B. PP/ SEN pupils make slow progress in reading, writing and maths.	121 support from specialist Dyslexia teacher. £17,120	The DfE research report into supporting the attainment of disadvantaged pupils supports the use of small group and one to one tuition as an effective strategy to improve attainment. One to one tuition evidence indicates that pupils are given the opportunity to catch up with their peers. Data shows that pupils who received this support last year made good progress. 62% of pupils who received this support made expected or more than expected progress in either reading or writing.	Intervention times to be monitored to ensure time is used well and planned for thoroughly. PP pupils with SEN are monitored to ensure good progress. Intervention records to be monitored by leadership team. Provision maps for SEN and PP pupils to be reviewed and monitored.	Specialist Dyslexia Teacher SENCO Deputy Head	Oct 2017 Jan 2018
Total budgeted cost					£ 17, 120
Small group tuition					

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<p>B. PP/ SEN pupils make slow progress in reading, writing and maths.</p>	<p>Small group support in Maths in Year 6 from specialist maths teacher</p> <p>£3,483</p>	<p>Reduced class size in Year 6 classes and PP pupils to be given extra support in Maths by specialist teacher. Maths has been identified by leadership as a continued focus for KS2 pupils. 57% of pupils who received this support last year reached the expected standard in Maths. 6 PP pupils reached the expected standard in Maths.</p>	<p>Data to be analysed half termly by senior leaders. Provision maps for SEN and PP pupils to be reviewed and monitored.</p>	<p>Class teacher Maths teacher Deputy Head</p>	<p>Oct 2017 Jan 2018</p>
<p>B. PP/ SEN pupils make slow progress in reading, writing and maths.</p>	<p>Small group support for PP pupils across the school delivered by a team of teaching assistants.</p> <p>£14,598</p>	<p>TAs to be given specific training to enable them to deliver a quality intervention to small groups of children. Interventions have worked best where training has been given regularly and teachers have closely monitored the intervention. Interventions such as First Class@Number requires specific training and where this was implemented there was evidence of good progress. 75% of pupils who received First Class@ Number made small steps of progress in Maths, but this is still not line with their peers. Improvements in understanding of basic key skills was noted by class teachers.</p>	<p>Intervention times to be monitored to ensure time is used well and planned for thoroughly. DHT to lead TAs and monitor impact through data, observations and work scrutiny.</p>	<p>Deputy Headteachers</p>	

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<p>B. PP/ SEN pupils make slow progress in reading, writing and maths.</p>	<p>Reading Recovery Teacher to monitor the use of Better Reading Partners and train and additional adults. Work with individual pupils across the school.</p> <p>£5,251</p>	<p>Some pupils need targeted support for reading. BRP has been effective with specific pupils; however it is most effective when carried out regularly and routinely. Reading results for KS1 stayed the same so this is still an area for improvement.</p>	<p>PP pupils with SEN are monitored to ensure good progress. Intervention records to be monitored by leadership team.</p>	<p>Reading Recovery Teacher Deputy Headteacher</p>	
<p>Early Years Intervention</p>					
<p>A. Low starting points for PP pupils in Early Years</p>	<p>Small group support for pupils in EYFS.</p> <p>£3,163</p> <p>Experienced EYFS and KS1 teacher to be used to support Early Years and KS1.</p>	<p>Early Intervention identified as a successful strategy. Pupils in Early Years are given more support using detailed provision maps. 50% of PP reached GLD last academic year.</p>	<p>Progress and attainment data to be monitored by senior leaders.</p>	<p>Early Years Leader Deputy Headteacher</p>	<p>Oct 2017 Jan 2018</p>
<p>Total budgeted cost</p>					<p>£26,495</p>
<p>Behaviour Intervention</p>					
<p>C. Behavioural issues of individual PP pupils are addressed. Behaviour for learning is evident amongst pupils.</p>	<p>Behaviour team used to support individuals as well as a group of Year 1 pupils within a Nurture Group.</p> <p>£22,900</p>	<p>Nurture helps to provide a structured routine within a home like environment, pupils work on key skills such as giving purposeful attention and connecting up experiences. This helps pupils to engage with their peers and learning more successfully. By choosing Year 1 pupils, we are hoping to use early intervention to improve learning behaviours for the future. The EEF toolkit strongly supports the positive impact of behaviour interventions. 16 out of the 17 pupils who</p>	<p>Monitor behaviour changes through the use of observations and Boxall Profile assessments. Boxall Profiles carried out termly indicate progress. Nurture referral system ensures that pupils are identified fairly.</p>	<p>Deputy Head ELSA Class teachers</p>	<p>Jan 2018</p>

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		attended Nurture group last year made good progress against their targets and teachers observed changes in learning behaviours for individuals.			
	<p>Small group work PP boys using a mentor from Reading Football Club</p> <p>£900</p>	<p>The EEF toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective.</p> <p>By using a mentor from a football club, we hope the boys will benefit from a positive role model to talk to as well as the group working on making positive choices and developing a confident attitude towards learning and school life. 3 groups of pupils from KS2 were supported last year and changes in learning behaviours were observed by class teachers. Strategies used in these sessions were also adopted by class teachers.</p>	Monitor behaviour changes through the use of observations and behaviour reports.	Class teachers	Jan 2018
B. PP/ SEN pupils make slow progress in reading, writing and maths.	Learning mentors to support KS1 pupils	<p>PP pupils have a peer mentor within school to support them with their reading and learning behaviours. Training will be given to the mentors in paired reading and this strategy has been well researched by Queen's University in Belfast.</p> <p>By supporting more of our KS1 pupils we are hoping to build peer relationships and improve outcomes through promoting good role models.</p> <p>The use of a mentor had a positive impact on pupils last academic year and this was observed by class teachers and key adults.</p>	Deputy Head to train peer mentors and meet with them regularly. Positive impact on engagement with lessons and home learning.	Deputy Head KS1 Team Leader	Jan 2018
Total budgeted cost					£ 23, 800

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iii. Other approaches					
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?
D. Increased parental support and improvement in attendance figures for individual PP pupils.	<p>Develop the Family Support Advisor team, including more home visits for EYFS pupils and pupils with low attendance.</p> <p>Coffee mornings for parents every 2 weeks run by FSA team.</p> <p>Parenting resources, including books which can be borrowed by parents</p> <p>£22,957</p>	<p>FSA supported at least 25 PP families last academic year and meets regularly with the parents of PP pupils.</p> <p>FSA support and coffee mornings can help support parents with attendance as well as giving practical support and resources to support with parenting. The coffee mornings have increased in popularity amongst parents at the school with many parents who attended FAST also attending the coffee mornings.</p>	<p>Support FSA team by maintaining a collaborative approach between FSA and Senior Leadership to ensure that any issues are tackled quickly and proactively.</p>	Deputy Head FSA	Oct 2017 Jan 2018
	<p>Attendance tracked and closely monitored by school admin staff.</p>	<p>Pupils need to attend school and be well supported with their attendance and learning. PP attendance last academic year was 93.98% NFER briefing for school leaders identifies addressing attendance as a key step. A more</p>	<p>School admin team to work with Educational Welfare Officer and keep class teachers informed of issues</p>	Admin team Headteacher Deputy Headteacher	

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	<p>£5,876</p>	<p>personalised approach and regular contact with parents had an impact on individual pupils last year. Regular action plan meetings also gave short measurable targets for attendance and quick improvements were evident for 5 PP pupils.</p>	<p>with PP pupil attendance. Parents to discuss issues with attendance.</p>		
	<p>Families and Schools Together (FAST) project</p> <p>£500</p>	<p>FAST project completed in 2015 and again in 2017. Parental engagement and its effects on academic success is well established (EEF Toolkit). Parents who took part in FAST in 2015, commented that they felt more involved in the school community and enjoyed the support they received from other families as well as being able to see an impact on learning. One parent commented that, 'His confidence is through the roof and his learning has sped up as a result.' (See FAST report Nov 2015)</p> <p>FAST project repeated in June 2017. 50% of families attended were PP. Parents commented that they enjoyed the programme and would recommend it to other parents.</p>	<p>Deputy Head to work with FAST team and class teachers to monitor impact on pupils. Parent questionnaires to monitor impact on parental engagement.</p>	<p>Deputy Headteacher FAST team FSA Class teachers</p>	
	<p>Support both pupils and parents by providing free milk for PP pupils and breakfast club</p> <p>£2,800</p>	<p>Evidence that breakfast club can help improve attendance for pupils as well as helping pupils maintain a healthy diet. On average 6-7 PP pupils attended Breakfast Club daily last academic year.</p>	<p>Impact on attendance will be monitored by SLT and Admin team.</p>	<p>Admin team Headteacher Deputy Headteacher</p>	

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	Washing machine and tumble dryer £1000	Help to keep a regular supply of uniform and PE kit within school. Pupils are ready to participate in all lessons including swimming and PE.	Ensure that all pupils have equal opportunities for all areas of the curriculum.		
	Support families with the cost of school trips and excursions. £6,000	Outdoor learning and adventure activities can provide pupils with a high level of emotional and physical challenge (EEF Toolkit).	Ensure that all pupils have equal opportunities for any school trips or learning experiences.	Deputy Head Bursar	Oct 2017 Jan 2018
B. PP pupils with SEN make slow progress in reading, writing and maths. C. Emotional well-being and poor learning behaviours contribute to low aspirations	Sports Coach to run lunch time clubs and after school clubs. £2,575	Continue to increase participation for PP pupils so they can recognise they have a wide range of talents and help improve aspirations. EEF toolkit suggests that after school clubs can improve performance as well as participation in sports.	Attendance monitored by DHT. Data analysed.	Deputy Headteacher	Oct 2017 Jan 2018
	Teachers Fund for teachers to bid for money that might be needed to provide personalised support for PP pupils in their class. £1000	Teachers are skilled at identifying any barriers pupils may have. They can identify what pupils in their class may need to support their learning and home learning this could include buying key reading texts being used in class to help PP pupils with any pre-teaching and understanding of language.	Impact will be monitored by SLT. Ensure all pupils have equal opportunities.	Deputy Headteacher Class teachers	Oct 2017 Jan 2018
Total budgeted cost					£42,708

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Review of expenditure				
Previous Academic Year			2016/17	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
A. Improved attainment in reading and maths. B. Improved progress for all pupils eligible for PP	New maths curriculum implemented across whole school using Barbara Carr Maths scheme. CPD for whole staff on the scheme and practical maths teaching strategies.	Improved % of pupils achieving age related expectation in maths (60% in KS2 and 72% in KS1)	Barbara Carr maths training has helped staff with their subject knowledge as well as giving a more consistent approach to maths teaching. This will take time to become embedded so maths training will continue next year for staff who need further support.	£3,645
A. Improved attainment in reading and maths. B. Improved progress for all pupils eligible for PP C. PP pupils meet the expected standard in phonics	Phonics training for Local Authority for KS1 staff and EYFS.	Phonics support has impacted on the expected % in Year 1, 80% of pupils passed the phonics screening. 6 out of 9 PP pupils in Year 1 passed. Parents have attended a phonics information session and a senior teacher has supported Year 1 staff with their	Extra phonics training and support had a positive impact. Phonics intervention groups will start earlier in the year.	
A. Improved attainment in reading and maths. B. Improved progress for all pupils eligible for PP	Staff training on new assessment procedures. New marking policy to improve feedback and pupil response.	Book looks clearly show a consistent approach to marking and feedback.	Staff have been positive about the changes to the marking policy and can see the impact in the discussion with their classes. During pupil voice interviews,	£0
A. Improved attainment in reading and maths.	Improve first quality teaching through shared	Increase in good or better teaching. Good teaching	Continue to support specific teaching staff and use peer observations to continue improvements to	£0

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B. Improved progress for all pupils eligible for PP	practice and use of external support. Outstanding teaching training for 4 teachers from both KS1 and KS2.	observed by LA and SLT during learning walks.	current practice.	
A. Improved attainment in reading and maths. B. Improved progress for all pupils eligible for PP	Better Reading Partners training for all teaching assistants.	71% achieved the expected standard in reading in KS1; this is the same as last academic year.	BRP is used more frequently in KS1. BRP has been used with individual pupils in KS2 with some success. It is important that this is done regularly and further monitoring is needed in KS1.	£0
A. Improved attainment in reading and maths. B. Improved progress for all pupils eligible for PP	Develop the role of more able subject leader. More able subject leader to track high ability PP pupils including any enrichment activities. CPD and staff training on successful strategies for more able pupils including work on 'Growth Mindset.'	The progress of more able pupils was good in KS1 and was good in maths in KS2. More support needed for more able in reading and writing across KS2. Year 5 pupil and 3 Year 4 pupils given the opportunity to work with local grammar school. Links made with grammar school.	ALL teaching staff need to be accountable for the progress and attainment of more able pupils. No longer a more able subject leader to increase accountability for teaching staff. Continue to support work carried out with local grammar school.	£0
ii. Targeted support				
A. Improved attainment in reading and maths.	Reading Recovery, BRP and small group sessions for KS1 and some KS2 pupils.	42.8% of KS1 PP pupils reached the expected standard in Reading. 43.8% of KS2 PP pupils reached the expected standard in Reading. Reading will continue to remain a focus.	Reading Recovery teacher going on maternity leave at end of September. BRP training to continue to support individual pupils. Teaching assistants to continue to keep detailed records of progress in interventions which must be monitored regularly by teachers.	£20,960
A. Improved attainment in reading and maths.	121 support from specialist Dyslexia teachers.	62% of pupils who received this support made expected or more than expected progress in either reading or	121 support from Dyslexia teacher to continue. More hours given to this support for next academic year.	£8,836

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		writing.		
A. Improved attainment in reading and maths.	Small group support for KS1 pupils.	Impact on progress for high need SEN/PP pupil. More than expected progress made in reading. Expected progress made in maths. Impact on progress in both reading and maths for small groups of pupils.	SEN/PP support to continue for both Year 1 and Year 2. Support needs to be planned carefully to ensure individual needs are met. Teaching assistants to continue to keep detailed records of progress in interventions which must be monitored regularly by teachers.	£26,075
A. Improved attainment in reading and maths. B. Improved progress for all pupils eligible for PP	Small group support in Year 3 with English and Maths.	Small steps in progress were made for a Maths group in Year 3 but there is still a large gap in attainment.	HLTA and TA to support a small group of SEN pupils from Years 3 and 4 from September 2017. This will be a separate class and a curriculum tailored to pupils' needs will be followed.	
A. Improved attainment in reading and maths. B. Improved progress for all pupils eligible for PP	Teaching Assistant to support Early Years pupils	67% of pupils achieved GLD. 50% of PP reached GLD last academic year. This is an improvement on last year. More support needed in writing in Early Years.	Support in Early Years needs to be more specific next year and closely follow individual provision maps.	
A. Improved attainment in reading and maths. B. Improved progress for all pupils eligible for PP	'Shine' Dyslexia support.	Pupils who attended 'Shine' have been expected progress or more than expected progress. Many parents feel that 'Shine' has helped their child's confidence and self-esteem.	'Shine' programme will continue next year. Any PP pupils needing support with cost will be considered on an individual basis. Class teachers will identify pupils who may be suitable.	£50
B. Improved progress for all pupils eligible for PP	Extra-curricular clubs run by sports coach	Clubs were well attended last academic year with a range of sports and activities being offered. More PP pupils need to be	Sports coach will run clubs next year, more PP pupils need to be encouraged to attend these. Class teachers to continue to monitor PP pupils' attendance at clubs.	£9,143

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		encouraged to attend clubs at school. PP pupils who attended clubs enjoyed the opportunity to try something new. 30 PP pupils attended after school clubs last academic year.		
B. Improved progress for all pupils eligible for PP	Music lessons from Berkshire Maestros.	Music lessons funded for PP pupil. These are considered on an individual basis.	Teachers fund to be set up this academic year for teachers to help identify any support needed.	£342
Behaviour Intervention				
D. Behavioural issues of individual PP pupils are addressed. Behaviour for learning is evident amongst pupils.	Behaviour team used to support individuals as well as a group of Year 1 pupils within a Nurture Group.	10 Year 1 pupils attended Nurture Group. Boxall assessments indicate positive changes in certain behaviours and positive changes in self-esteem and emotional well-being.	Nurture Group will continue with Year 1 pupils and will run for 5 afternoons a week.	£19,807
D. Behavioural issues of individual PP pupils are addressed. Behaviour for learning is evident amongst pupils.	121 play therapy and drama therapy support.	Play Therapy and drama therapy has been used to support individual pupils. Detailed reports are written by therapist and there are positive changes to attitudes and emotions.	Although positive changes are noted by the therapist, it is difficult to monitor any impact from therapy back in the classroom. Play therapy will be considered on an individual/need basis this year and where possible will be run by our trained ELSA.	£6090
D. Behavioural issues of individual PP pupils are addressed. Behaviour for learning is evident amongst pupils.	Small group work with Year 5 and Year 4 boys using a mentor from Reading Football Club.	Behaviour reports written by mentor. Positive impact noted by both mentor and class teachers.	Continue with support from mentor this academic year.	£600
iii. Other approaches				
E. Improvement in attendance figures for individual PP pupils.	Develop the Family Support Advisor team.	FSA team support a large number of PP children and families (at least 24 families).	New FSA in post for September 2017, continue with range of FSA support.	£29,941

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		Many attendance meetings were also supported by the FSA team.		
E. Improvement in attendance figures for individual PP pupils.	Coffee mornings for parents every 2 weeks run by the FSA team. Parenting resources, including books which can be borrowed by parents.	Coffee mornings well attended and feedback from parents is positive.	Continue to run a 'drop in' coffee morning every 2 weeks. This needs to be advertised more frequently and sent out with newsletters.	£41
E. Improvement in attendance figures for individual PP pupils.	Attendance tracked and closely monitored by school admin staff.	Attendance is still an issue for PP pupils. Letters are sent home to parents and regular phone calls are made. Some improvements for individuals where action plans were created and regular meetings held. 95.1% was the overall attendance figure for last academic year. PP attendance was 93.98% last year therefore this remains a key area of development.	Attendance to be discussed at every safeguarding meeting and with the FSA team. Regular meetings to continue.	£5,399
E. Improvement in attendance figures for individual PP pupils.	Families and Schools Together (FAST) project	FAST attended by 7 families (50% PP). Parents spoke positively about the programme and enjoyed the time they get to spend as a family. Many felt it had improved their relationship with the school.	Continue with this in Summer term 2018.	£1000
E. Improvement in attendance figures for individual PP pupils.	Support both pupils and parents by providing free milk for PP pupils and	Breakfast club is well attended and an increased number of PP pupils	Continue to support breakfast club for PP pupils this academic year.	£3304



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	breakfast club.	attended last year. Some parents felt it helped with attendance.		
E. Improvement in attendance figures for individual PP pupils.	Support families with the cost of school trips and excursions.	Any PP families needing support with trips was considered on an individual basis. The Year 6 residential trip was attended by 14 PP pupils out of a possible 16.	Class teachers have good knowledge of the barriers faced by families. Teachers fund to be set up this academic year for teachers to help identify any specific support needed.	£787

**£17,820 spent on supporting children with complex needs.*

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