

Jersey Premium Strategic Planning

1. Summary information					
School	St Saviour's School				
Academic Year	2018-9	Total JP budget	£88,819	Date of most recent JP Planning and Review meeting	Planning and Review 16.12.19
Total number of pupils	211	Number of pupils eligible for JP	84	Date for next internal review of this strategy	

2. Current achievement			
As we develop Island-wide Age Related Expectations (ARE) please record outcomes of end of year achievements against the Primary Assessment Framework.		<i>Pupils eligible for JP</i>	<i>Pupils not eligible for JP</i>
% secure (S) in reading, writing & mathematics	READING	48%	64%
	WRITING	30%	53%
	MATHEMATICS	35%	54%
% developing (D) in reading, writing & mathematics	READING	65%	76%
	WRITING	57%	73%

	MATHEMATICS	59%	76%
% emerging (E) in reading, writing & mathematics	READING	79%	88%
	WRITING	81%	88%
	MATHEMATICS	84%	91%
% below year group curriculum expectations in:	READING	21%	12%
	WRITING	19%	12%
	MATHEMATICS	16%	9%

3. Barriers to future attainment (for pupils eligible for JP)

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

A.	Delayed and poor early language development: There are a number of children arriving in our EYFS with delayed speech and language development. In some cases these children go on to be registered as a Jersey Premium child. The language acquisition and communication skills gained prior to children starting school can be lacking which results in the child having a lower starting point compared to their peers. This means that they have to make more progress in the same amount of time to ensure catch up. However, the lack of speech, language and communication skills often makes this very challenging. As a result the attainment gap can continue to have impact as the child moves into the next stage of their education.
B.	Low levels in Literacy
C.	Low levels in maths
D.	Lack of resilience
E.	Lack of opportunities/experiences for early years/pre-school educational development
F.	Limited aspirations

G.	Low self-esteem	
H.	Lack of opportunities to engage in extra-curricular activities	
I.	Limited opportunities for staff professional development	
J.	Lack of knowledge and understanding about how learners learn	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
K.	Engagement from parents	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		How this will be measured
A.	Pupils will attain age-related expectations for speech, language and literacy development	Teacher assessment – Development Matters/EExat; Wellcom assessments
B.	There will be a closer correlation between JP pupils attainment and non-JP pupils attainment in literacy	Teacher assessment; PPM evidence; Raising Standards documents; School data report
C.	There will be a closer correlation between JP pupils attainment and non-JP pupils attainment in maths	Teacher assessment; PPM evidence; Raising Standards documents; School data report
D.	Pupils develop emotional literacy, resilience and transferrable skills	ELSA programme outcomes; increased, observable positive attitudes and dispositions in class and socially; observable increase in willingness to participate and 'have a go'
E.	Pupils access high quality Early Years education	JP eligible pupils attending Nursery for full day sessions
F.	Pupils have a growth mindset, have aspirations and can talk about them	Observable positive attitudes and dispositions in class and socially; observable increase in willingness to participate and 'have a go'; Discussions during PSHE and Class Council sessions evidence growth mindset and aspirational thinking; Representation in different school groups: Eco Schools, School Council, RRS

G.	Pupils self-esteem is raised	Observable positive attitudes and dispositions in class and socially; observable increase in willingness to participate and 'have a go'; Observable use of increased coping strategies when facing difficulties
H.	Opportunities to engage in extra-curricular activities are provided and taken up	Record of clubs/activities offered is kept; registers of attendees are kept and monitored; eligible pupils attendance is targeted
I.	Opportunities for staff professional development are prioritised and taken up in order that the quality of teaching and learning are raised throughout	CPD opportunities are identified and planned for; These correspond to the SIP and can be cross-referenced; Staff meeting times are allocated to cascade recent training; Audits of practice take place; Planned actions from audits are written, undertaken then monitored for impact
J.	Pupil and staff know and understand how learners learn and teaching and learning evidences this understanding	Classroom observations are undertaken as part of learning walks, audits and drop-in sessions; metacognitive language is used and becoming embedded; metacognitive strategies are used and becoming embedded; pupil conferencing impact is evidenced in learner's books
K.	Parents are increasingly engaged with their child's development, learning and progress	Evidence from the REAL project/sessions is analysed; parent participation in sharing session events is monitored and feedback acted upon; Attendance at Triple P and parent-support sessions is increased; Feedback from parent-teacher meetings, pupil passports/achievement plans, behaviour plans, parent survey and annual reports are collated, analysed and acted upon accordingly

5. Planned expenditure

Academic year	2019
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The three headings below enable schools to demonstrate how they are using Jersey Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all					
Desired outcome	Chosen action /	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils have a growth mindset and can talk about their aspirations	Metacognition Traits of the Learner Growth Mindset 1,2,3 spot learning opportunities	Rosendale School - Mark Rowland Reflect Ed Carol Dweck Changing Mindsets - EEF	<ul style="list-style-type: none"> • Appropriate staff training, including staff meeting times • Adequate resources • Allocated time (evidence in timetables/planning) within and across the curriculum 	Natalie Cordiner Blake Arrowsmith	Ongoing as part of Leadership Time Termly Planning and Review meetings
The gap between the attainment of JP eligible and non-JP eligible pupils is closing in literacy and maths	Cracking Comprehension Inspire Ed Rapid readers Literacy Shed Plus Learning Journeys Moodles + #LoveReading Planning and monitoring time	Hampshire LA English Team (HIAS English) Cross-phase English meetings at Education Department EEF John Hattie Identified areas for development in SEF; action planned in SIP	<ul style="list-style-type: none"> • Staff training and development in new approaches/resources • Leadership development – key leaders leading research within school and developing in ‘pockets’ • Adequate resources are purchased • Planning monitoring; book scrutiny; pupil interview; learning walks; audits 	SLT; Subject leaders but ALL staff involved in this	Termly at Pupil Progress meetings and through JP pupil monitoring documentation Raising Standards documents monitoring

Pupils self-esteem is raised	Growth Mindset Metacognition ELSA (ind and small group) Pupil conferencing (ind) BR@P (ind) Class Councils P4C	Rosendale School - Mark Rowland Reflect Ed Carol Dweck Changing Mindsets - EEF Education Department initiative based on success of the Wellbeing programme in schools	<ul style="list-style-type: none"> • Pupils identified and targeted as part of whole class, small group or individually • Relevant staff deployed according to need • Timetabled slots take place and are used effectively i.e. Pupil conferencing 	Class teachers Lisa Vernon Sarah Jones	Termly Planning and Review meetings Staff meeting sessions for feedback and planning termly
Opportunities for staff professional development are prioritised in order that the quality of teaching and learning are raised throughout	Identified CPD training is given to staff in line with school improvement plan	John Hattie – research into effect sizes Visible Learning Training and Development – i.e. Middle Leader training, Aspiring Leader training and NQT programme	<ul style="list-style-type: none"> • Staff write action plans to develop their own practice • Feedback is cascaded during staff meeting times • Impact is evidenced in pupil learning/progress/attitudes • Records are maintained in staff CPD files • PRA documentation identifies training needs and how these are being met 	Kirstie Williams Sarah Jones Rebecca Peckham	Ongoing

<p>Pupil and staff know and understand how learners learn</p>	<p>Metacognition Traits of the Learner Growth Mindset 1,2,3 spot learning opportunities P4C Feedback</p>	<p>Rosendale School - Mark Rowland Reflect Ed Carol Dweck Changing Mindsets – EEF Shirley Clarke</p>	<ul style="list-style-type: none"> • Appropriate staff training, including staff meeting times • Adequate resources • Allocated time (evidence in timetables/planning) within and across the curriculum • Pupil books show evidence of 'having a go', purple pen of power editing and improving • Pupil discussions evidence their understanding and knowledge • Evidence of response to feedback in pupil books (impact) 	<p>Natalie Cordiner Blake Arrowsmith</p>	<p>Ongoing as part of Leadership Time Termly Planning and Review meetings</p>
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	Total budgeted cost	
	Metacognition	£380
	Cracking Comprehension	£630
	Inspire Education	£800
	Rapid Readers	£300
	Literacy Shed Plus	£150
	Moodle + and learning journeys: Hampshire County	£200
	Love Reading	£250
	Pupil Conferencing	£12558
	UK school visits CPD	£1480
	Planning and monitoring time	£1150
	Audits	£690
	Leadership time CPD	£3588
	Visible learning projects	£12588
		Totals: £34764

Cross reference to school JP forecast projects and spends 2019 for specific project details

ii. Targeted support					
Desired outcome	Chosen action /	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils will attain age-related expectations for speech and language development	Wellcom and Forest School learning REAL	Evidence from other local schools and rates of progress for pupil's language development Higher levels of involvement and engagement as well as social and language development seen in pupils accessing high quality Forest Schools teaching and learning (Forestresearch.gov.uk- Impact on Young Children in England and Wales) EEF research The Vocabulary Gap	<ul style="list-style-type: none"> • Appropriate staff training • Adequate resources • Planned intervention time • Regular communication with parents 	Rebecca Peckham Vicky Heart	Termly at Pupil Progress meetings and through JP pupil monitoring documentation

The gap between the attainment of JP eligible and non-JP eligible pupils is closing in literacy and maths	BR@P Precision Teaching Reading Response (JP pilot) ECOF Core skills groups Pupil conferencing REAL REAM	Evidence gathered by Education Department IEI team around effective interventions EEF research – range of interventions John Hattie Visible Learning Shirley Clarke - Feedback	<ul style="list-style-type: none"> • Appropriate staff identified and allocated • Staff trained in specific interventions and support programmes • Accurate staff and pupil timetabling • Adequate resources to support the intervention/prog. 	Sarah Jones Laura Fowler Kate Amy	At beginning and end of specific intervention Entry and exit data i.e. YARC Reading Records Precision teaching records Teacher assessment PPM
Pupils will develop emotional literacy, resilience and transferrable skills	ELSA P4C Nurture lunch group	Education Department initiative based on success of the Wellbeing programme in schools	<ul style="list-style-type: none"> • Appropriate staff training • Adequate resources • Planned intervention time • Regular communication with parents 	Lisa Vernon Donna Tupper	Termly and as and when necessary for individual pupils Beginning and end of ELSA programme
Pupils access high quality Early Years education	Full day sessions in the school nursery setting	Identified as best practice for pupils to access as much pre-school provision as available	<ul style="list-style-type: none"> • Target parents to have conversations about additional hours as they qualify for free sessions 	Rebecca Peckham	Initially in September as pupils are inducted into Nursery

<p>Opportunities to engage in extra-curricular activities are provided</p>	<p>Additional opportunities and extra-curricular clubs are offered Including: physical literacy, French, coding, maths, cross country</p>	<p>Engagement in a range of activities can have improved health benefits, raise self-esteem and increase social interactions and engage with different pupils EEF(educationendowment.org) Change4Life What the Research Shows – www.actfl.org</p>	<ul style="list-style-type: none"> • Ensure a range of extra-curricular clubs/activities are on offer throughout the school year • Encourage participation of pupils eligible for JP funding • Employ a physical literacy coach • Monitor the impact of the participation 	<p>Kieron McGovern Kirstie Williams A range of staff</p>	<p>Ongoing</p>
<p>Cross reference to school JP forecast projects and spends 2019 for specifics</p>			<p>Total budgeted cost</p>		
			<p>REAL/Forest Schools £8970</p>		
			<p>Precision teaching £1911</p>		
			<p>BR@P £3818.50</p>		
			<p>ELSA £5287</p>		
			<p>Reading Response £1680</p>		
			<p>P4C £1638</p>		
			<p>Lunch nurture £1092</p>		
			<p>Maths support £2660</p>		
			<p>Total £27056.50</p>		

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?
Enrichment opportunities are planned for and take place	Forest Schools; Farm Schools; Music Development Poetry workshop: Ian Bland Physical literacy sessions	Higher levels of involvement and engagement as well as social and language development seen in pupils accessing high quality Forest Schools teaching and learning (Forestresearch.gov.uk- Impact on Young Children in England and Wales) EEF research Act, sing, play	<ul style="list-style-type: none"> • Appropriately trained staff • Adequate resources • This may include buying in a service • Planned curriculum time 	Vicky Heart Year 3 teacher Rebecca Peckham Sarah Jones Keiron Mc Govern	At the end of the timetabled block Pupil, staff and parent feedback on the programme
LAC sensory attachment			•		£364
Cross reference to school JP forecast projects and spends 2019 for specifics			Total budgeted cost		
			Farm Schools		£1884
			Music projects		£1260
			Poetry workshop		£1400
			Physical literacy		£11280
			LAC resources		£364
			Total		£16188

6. Review of expenditure: Total expenditure forecast: £77378

Previous Academic Year

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 JP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Pupils have a growth mindset and can talk about their aspirations</p>	<p>Traits of a learner displayed and referred to in all classes.</p> <p>1,2,3 dot learning opportunities</p>	<p>All teachers attended the staff meeting and inset: Resources were purchased to support</p> <p>Training attended by 2 members of staff on the Decider Skills. This was then cascaded to all staff to equip them with the knowledge to support pupils in school</p> <p>1,2,3 dot activities embedded in maths. Pupils are able to choose the activity. Teachers encourage and challenge pupils who find activities too easy (comfort zone)</p> <p>Some challenge tasks beginning to be used in maths, literacy and non-core subjects</p>	<p>This approach to be continued especially with a focus on the traits of a learner. Zones of regulation and decider skills also introduced and will be used as and when for those pupils requiring this support.</p> <p>Timetables reflect allocated time for metacognition lessons. In the New Year we will move away from this but allocate time within lessons to encourage growth mindset and metacognitive strategies across the curriculum</p>	<p>£230 supply cover to release staff per day total £690 : 3 days</p> <p>Decider skills training and resource £350</p>

<p>The gap between the attainment of JP eligible and non-JP eligible pupils is closing in literacy and maths</p>	<p>Raising standards doc to target pupils</p> <p>Targeted Interventions to meet identified needs</p> <p>Pupil conferencing</p> <p>Literacy resources and teaching to include: Cracking comprehension, Hampshire planning including moodles, text detectives</p> <p>Reading superstars</p>	<p>CPD for class teachers for Hampshire Learning journeys. All staff in KS1 and KS2 have had the opportunity to work with Tor Flynn on planning a learning Journey. All staff attended a whole school training on this approach</p> <p>Cross phase meetings attended by Lit lead with information cascaded to all teaching staff</p> <p>Writing and reading audits demonstrate that literacy has a high profile in school. Areas for improvement have been planned for so that there is a greater emphasis on phonics in KS1 and comprehension in KS2 as well as extended writing tasks</p> <p>JP/Non JP: developing, secure and GD learners</p>	<p>Continue to embed strategies for all pupils. All pupils access high quality first teaching.</p> <p>There is still a way to go in terms of closing the gap however teachers are ensuring that the teaching and learning is personalised to meet the needs of JP pupils. Many of our JP eligible pupils are doubly/triply disadvantaged which makes this outcome an even greater challenge. Pupil conferencing sessions are weekly and quality time is spent with the class teacher and JP pupil to identify next steps in their learning.</p> <p>CPD continues to be a focus. More time to be allocated on sharing Learning Journeys based on quality texts. Further training is needed to support new staff with guided reading. Precision teaching needs to be further developed to support pupils struggling with reading. Phonic teaching also needs to be adapted to meet the needs of all pupils</p> <p>To raise the reading expectations, weekly celebrations at the Community assembly with a raffle of all pupils reading at least 5 times a week for homework started in September 2019. This has encouraged a number of our pupils to read more. We will continue this into next year</p> <p>Continue to audit reading, writing and maths</p> <p>Raising Standards document is reviewed termly and adapted accordingly</p>	<p>£575 Moodle plus Hampshire</p> <p>Pupil conferencing £12,600</p> <p>JP planning and monitoring time: £1150</p> <p>Books for reading raffle £300</p> <p>Reading, science and behaviour audits. Supply cover to release staff £690</p> <p>Visible learning projects Supply cover for 2 terms £9000</p>
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		<p>NRich maths training attended by one member of staff</p> <p>Meeting with Maths Advisor to support school in moving maths forward</p> <p>DA teaching reasoning to all classes in KS1 and 2 so that pupils get regular opportunities to further develop their reasoning skills</p>	<p>Maths staff meetings planned for Spring 2020</p> <p>Staff to cascade Nrich training within KS2</p>	<p>Maths reasoning focus from teacher weekly: 13 x 5hrs per week £2990</p>
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<p>Pupils self-esteem is raised</p>	<p>Pupil conferencing Decider Skills Rainbow lunch Class councils P4C Community assembly ELSA small group support</p>	<p>Work planned will meet the needs of all pupils so that they feel that they can achieve.</p> <p>Community assembly weekly to celebrate all pupil's achievements both in and out of school</p> <p>Learner traits becoming embedded.</p> <p>Pupils have a voice and are heard: Class Council and School Council sessions</p> <p>Year 2 pupils have fortnightly sessions in P4C.</p> <p>Check in for ELSA: Small groups of pupils according to need</p>	<p>Continue to refer and use learner traits so that they become embedded</p> <p>Class and School Council sessions will continue to ensure that all pupils are seen and heard</p> <p>P4C is continued in Year 2. Look at the capacity of introducing to another year group. One member of staff to attend training in the UK</p>	<p>Pupil conferencing as above</p> <p>Rainbow lunch £1072.00</p>
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<p>Opportunities for staff professional development are prioritised in order that the quality of teaching and learning are raised throughout</p>	<p>CPD identified and planned for</p> <p>All teachers attended staff meeting with Mary Myatt</p> <p>Development of middle Leadership team</p> <p>Specialist teacher accesses training and development in RE, French and P4C to ensure quality teaching and learning in these areas throughout KS1 and KS2</p>	<p>Access to high quality CPD: Mary Myatt and Tor Flynn (Hampshire Literacy advisor) NRich training/ STEM</p> <p>In house training to develop comprehension in school: Text detectives and cracking comprehension</p> <p>NQT time has been utilised effectively with the 2 staff being able to observe good practise both in their own school and in other schools around the island</p> <p>Middle Leaders are working hard to write consistencies and develop their subject areas within a small team. Skills progression and knowledge organiser will be developed over the coming months to support the development of the curriculum</p> <p>PRA's with identified targets completed (these feed into the school SDP)</p> <p>DHT and HT observing good practise in 2 schools in England identified as being outstanding or good to outstanding</p> <p>Pupil books show an improvement in skills and understanding with progression throughout the school.</p>	<p>Further training opportunities needed: Olevi middle leadership planned for Spring Term</p> <p>RQT time to continue: Observe good practise and attend department led inset</p> <p>Tor Flynn training has been well received. New writing consistencies have been set and KS1 will start to use text drivers and Learning Journeys from January</p>	<p>Text Drivers: £250</p> <p>Cracking comprehension £650</p> <p>Release time for training £230.00 per day x9 days £ 2070</p> <p>Leadership time Supply cover to release staff 1 day per week £3588</p> <p>SA1 point for additional member on the Leadership to develop Creative learning for all £500</p> <p>UK school visit Supply cover/ flights and accommodation £1480</p> <p>£10,500 cost of teacher</p>
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<p>Pupil and staff know and understand how learners learn</p>	<p>Metacognition Traits of a learner P4C Editing and improving work</p>	<p>Pupils will demonstrate the traits of a learner. It will be embedded and referred to as part of daily routines at St Saviour</p> <p>Pupils use 1 spot 2 spot 3 spot to choose the most appropriate challenge in their work</p> <p>Pupils respond appropriately to feedback and feedback supports them in moving forwards with their learning</p> <p>Purple pen of power is being used more consistently and editing process is being explicitly taught</p> <p>P4C : Pupils have worked on turn taking, listening and memory games and have completed some simple activities where the pupils have to make a choice and give a reason for it. They have begun to establish our 'ground rules' such as OOPSAAT, only one person speaks at a time, and the importance of the 'thinking circle' being a safe place for everyone to share their ideas. This term the focus has been on 'caring' and 'collaborative' thinking skills. Pupils are beginning to learn how to review a process</p>	<p>More time to embed metacognitive strategies ongoing in class rather than metacognition lessons:</p> <p>Colour coding for understanding</p> <p>These are embedded in maths however for English we are not using 1 spot.... Across all year groups</p> <p>Time to respond to feedback is still developing. KS1 are using target time as an effective approach to support learning</p> <p>We decided to have a focus on P4C in one class only for a term. The class have a fortnightly session. There has been some improvement in listening to instructions and to each other without interrupting the speaker. HA pupils are increasingly using the word 'because' and are able to give their reasons for a choice. Less confident speakers can still have an input in activities when they physically move around to make a choice or use different methods of voting. Some LA or quieter members of the class are beginning to share their ideas verbally or at least voice their agreement with a peer's thoughts. We will need more time to embed this and monitor the impact on the whole class. There has been a noticeable difference with the behaviour of this class over the term. They are much calmer, more focused and the majority are ready to learn.</p> <p>All the above approaches will continue to be used and developed over time</p>	<p>P4C: £1638</p>
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for JP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils will attain age-related expectations for speech and language development	Forest School Learning	<p>Staff have been appropriately trained</p> <p>Resources have been sourced and are being used effectively to support pupils</p> <p>Forest school had focused on developing social skills and the characteristic of effective learning with both nursery and reception classes. Within this there have been planned challenges and focuses linked to the children's needs including writing, maths, science and elements of technology/understanding of the world and developing creative skills. The opportunities available to the children have been adapted to engage the children through their interests and links to stories. The impact of this is increased self-esteem, more resilience, children have formed good relationships with peers and staff due to working in small groups. Overall the children have had an opportunity to further develop their skills in a variety of areas of learning. It has been noted that the children would then follow up the skills in class with peers.</p>	<p>All of these approaches will continue to be used next year</p> <p>RQT will do a research project on developing vocabulary in school: This will be a focus on our SDP as we would like to raise the development of vocabulary throughout school</p> <p>This links to the outcomes from the recent reading audit</p>	REAL/Forest Schools: £8970

<p>The gap between the attainment of JP eligible and non-JP eligible pupils is closing in literacy and maths</p>	<p>BR@P REAL Reading Response Forest School</p>	<p>BR@P: See data record. Pupils made more than expected progress whilst on this programme</p> <p>Precision teaching: Used for some pupils in KS1 and 1 pupil in KS2. All pupils made expected progress with some making more than expected progress</p> <p>Reading response: See data: Pupils made more than expected progress</p> <p>REAL: See above</p> <p>Pupil Conferencing: All JP pupils have at least 2 sessions of pupil conferencing per half term focusing on a target in writing. Teacher have reported that pupils find this session really supportive in identifying and working on specific targets to help improve their writing. (see PC files)</p> <p>Rapid readers used for pupils reading below expected standards as an online resouce</p>	<p>Br@P, Reading response, precision teaching, REAL, REAM, Pupil Conferencing will all continue to be used next year</p> <p>Toe by Toe to be used as a phonics intervention for identified pupils in KS2</p> <p>Wordblaze to be introduced in upper KS2 for JP eligible pupils to support spelling and reading skills</p>	<p>Precision teaching £1911</p> <p>BR@P:£200 0</p> <p>Reading Response: £1680</p> <p>YARC assessments for BR@P</p> <p>Rapid readers £300</p>
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<p>Pupils will develop emotional literacy, resilience and transferrable skills</p>	<p>ELSA P4C Rainbow Lunch A friend in me</p>	<p>Selected pupils are attending a nurture lunch club to support them with friendships and relationships</p> <p>ELSA support for selected pupils based on needs identified from PPM, general day to day observations:</p> <p>Feedback from pupils has been very positive: (see file)</p> <p>Pupil 1: Self esteem focus: 'When I work with Mrs Vernon, she helped me think about what I am good at'</p> <p>Pupil 2 : Friendship focus:'I enjoyed the activities when we made people and wrote words we think would make good friends</p>	<p>Transition times, playtimes and lunchtimes continue to be an issue for some pupils. We need to further develop the Rainbow lunch club and other transition times to support those pupils.</p> <p>An increasing number of pupils would benefit from ELSA support however we do not have enough staff to release the ELSA support to do this job full time: Recruitment issues/funding</p>	<p>ELSA: £5287</p> <p>Lunch nurture: SJ and KW</p>
<p>Pupils access high quality Early Years education</p>	<p>Pre school provision</p>	<p>Additional hours</p> <p>More pupils are accessing full time Nursery care</p>	<p>Continue having conversations with parents about additional hours if they qualify for free sessions</p>	

Opportunities to engage in extra-curricular activities are provided	Physical Literacy Coach Range of extra-curricular opportunities	Before and after school clubs run by the Physical Literacy coach targeted at JP eligible pupils Art Club Cross Country Club Football club Netball Club Lunch clubs run by Year 5	Continue all clubs offered to pupils	Physical Literacy Coach £10,800 total Art resources Lunch club games: £100
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for JP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Enrichment opportunities are planned for and take place	Forest School	See Forest School evaluation in Targeted Support		As above
	Farm School	High level of involvement and engagement observed in all pupils		Farm Schools £1746
	Music Development	Opportunities to work on learner traits and metacognition skills by learning a new instrument	This was not arranged for this year however it has been booked for Spring Term 2020 so that all pupils in current Year 2 and Year 6 benefit from learning new skills	Ian Bland poet: £1400
	Poetry Workshop	Creative writing opportunities: Learning from the poet himself inspiring all pupils	Positive impact especially on the older pupils	Totals 85287