

## Pupil Premium Review and Strategy

1. Summary information					
School	Bower Grove School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year	2018-19	Total PP budget	£145,210	Date of most recent PP Review	Oct 2018
Total number of pupils	224	Number of pupils eligible for PP	126	Date for next internal review of this strategy	Oct 2019

2. Attainment (previous year and current year)							
<b>2016-17</b>		<b>Pupil Premium ( 111 students)</b>		<b>Non Pupil Premium (99 students)</b>		<b>Ever Six (123 students)</b>	
		On target	Off target	On target	Off target	On target	Off target
	English	74%	26%	73%	27%	72%	28%
	Maths	72%	28%	76%	24%	75%	25%
<b>2017-18</b>		<b>Pupil Premium (110 students)</b>		<b>Non Pupil Premium (90 students)</b>		<b>Ever Six (100 students)</b>	
		On target	Off target	On target	Off target	On target	Off target
	English	74%	26%	71%	21%	71%	29%
	Maths	66%	34%	66%	34%	64%	34%
<b>2018-19</b>		<b>Pupil Premium</b>		<b>Non Pupil Premium</b>		<b>Ever Six students</b>	
		On target	Off target	On target	Off target	On target	Off target
	English						
	Maths						

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
<b>A.</b>	Errant behaviour and a poor attitude to learning prevents rapid or expected progress.
<b>B.</b>	Paucity of language and numeracy skills, leading to difficulties accessing the learning across the curriculum.
<b>C.</b>	Emotional vulnerability and lack of emotional resilience to cope in and out of the classroom.
<b>External barriers</b>	
<b>D.</b>	Lack of enrichment and experiences outside of school having a detrimental effect on social development and communication.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Individual pupil's negative behaviour addressed and strategies deployed to improve conduct and attitudes towards learning.	Fewer students displaying incidents of challenging behaviour, as recorded on school SLEUTH system.
<b>B.</b>	Improved levels for targeted individuals in Literacy and Numeracy across Key Stages 1-4, in line with expected level of progress.	Under performing pupils make good progress in line with expected level of progress, as evidenced through accreditation achievement at the end of Key Stage 4 and the school assessment tracking programme, Pupil Asset.
<b>C.</b>	Pupils develop their resilience to adversity and their well-being is enhanced.	Identified students develop understanding and control of their emotions, managing their own welfare with support, as evidenced through EHCP and Boxall profiling.
<b>D.</b>	Individual students experience extra-curricular activities and develop social and communication skills.	Pupils engage in activities that enhance their personal development and allow them to build rapport with others, evidenced through EHCP progression and Boxall Profiling.

### 5. Planned expenditure

<b>Academic year</b>	<b>2018/19</b>
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A) C) To develop the expertise of LSA's and equip them with various mental health and well-being strategies to enable them to manage vulnerable situations as they arise.	<p>Training opportunities to develop LSA's understanding of Mental Health and well-being.</p> <p>LSA's to achieve the Level 2 certificate in Mental Health.</p> <p>Opportunities for LSA's to practise and develop strategies learnt during class/form time.</p>	<p>Staff require input into how pupils can be supported in managing their well-being, as evidenced through SLEUTH records and pen portraits.</p> <p>LSA's to achieve the Understanding Children's and Young People's Mental Health.' CACHE Level 2 certificate</p>	<p>Opportunities to develop/embed strategies learnt at well-being training within class/form times (well-being tool kit). Planning/resourcing for pastoral time.</p> <p>LSA staff to take up opportunities to attend workshops within the KSENT group.</p>	KI KC MBr	<p>Provision Plans Termly .</p> <p>Interventions Termly evaluation of outcomes and logistics.</p>

A) To identify pupils across Key Stages 1-4 better suited to an alternative curriculum, providing support for them, both academically and to nurture their social development.	Enrichment programme for students in KS3 and KS4.  Nurture programme for students in KS1 and KS2.	Pupils with low attendance or significantly challenging behaviours struggle to access the curriculum – see SLEUTH records/ attendance records (ME).  Pupils with severe learning difficulties, both cognitive and social, find it difficult to access the learning.	Review of personnel, through the referral system.  Analysis of data – both academic progress and behavioural records, Boxall profiles and EHCPs.	ME DW  JSu DL	Review on a weekly basis through Behavioural meetings and subsequent dissemination of information to staff.  End of year review for both Enrichment and Nurture provision.
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**Total budgeted cost**    **£29,618**

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>B) To provide support and deliver individualised provision to improve pupil's speech, language and communication.</p> <p>To screen for and provide assessment for social interaction difficulties and disorder.</p> <p>To provide, support and deliver Lego Therapy/SALI to help develop and reinforce play skills and social skills, i.e. verbal and non-verbal communication, joint attention, task focus, collaborative problem solving, improve pupil's speech, language and communication skills.</p>	To employ and deploy the Speech and Language therapist (SALT) and SALT assistant to support targeted individuals.	<p>Over 46% of the cohort are diagnosed ASD with linked communication difficulties.</p> <p>In addition, individual students lack the appropriate social skills to communicate with one another, through paucity of language and self-esteem difficulties.</p>	<p>Identification of targeted students through referral system.</p> <p>Timetabled therapy sessions, communicated to whole staff.</p> <p>Resources purchased to support delivery of interventions.</p>	RS LH KC	Post individual completion of therapy sessions over a set period.

B) To identify students performing below expected level of progress in Literacy, providing intervention matched to individual needs.	To deploy LSAs/ teaching staff to support targeted students in lessons and in Wave 3 interventions.	A large percentage of students arrive with a deficit in both reading and writing, behind their chronological age (See Pupil Asset data).  Social deprivation within catchment areas impacts on student's language skills and ability to make sustained progress in English.  Pupils also have significant processing delays. which affects their ability to retain	Observations/ tracking: learning walks and audits of planning/ marking.  Analysis of data: Pupil Asset, end of Key Stage summative data, reading and spelling ages.	KI NT NI JOS	Termly basis in line with whole school tracking of performance (x3 times a year).  Interventions reviewed termly (max. of 12 weeks).
B) To identify students performing below expected level of progress in Numeracy, providing intervention matched to individual needs.	To deploy LSAs/ teaching staff to support targeted students in lessons and in Wave 3 interventions.	A large percentage of students arrived with a deficit in their numerical understanding and application (see Pupil Asset data).  Many pupils have poor memory skills, impacting on their ability to make sustained progress in Maths.	Observations/ tracking: learning walks and audits of planning/ marking.  Analysis of data: Pupil Asset, end of Key Stage summative data, numeracy ages.	ACr LT NI	Termly basis in line with whole school tracking of performance (x3 times a year).  Interventions reviewed termly (max. of 8 weeks).
C) To support girls in KS3-4 in becoming confident and independent, building relationships with one another, and developing their social skills.	To organise a weekly girls' club – invitation open to KS3-4 girls.	Girls are a vulnerable group in the school (19 out of 214 on roll); of this 19,10 are Pupil Premium.	Timetabled periods to ensure the time is valued and consistent.  -Thursday period 3 -Thursday lunch time 1st and 2nd sitting.	CH NH	Termly basis – reflection of intervention.  Data capture – performance of girls as a vulnerable group (Oct/ Feb/ June).
<b>Total budgeted cost</b>					<b>£16,943</b>

### iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A/C) To provide targeted support in and out of lessons for vulnerable children, helping them to manage their behaviour, engage in their lessons and improve their attendance.	Employment of x3 student support co-ordinators to work across all key stages to support access to the curriculum.	A large number of pupils are diagnosed ADHD, BESD, ODD, demonstrating challenging behaviour.  1:1 provision, both in structured and unstructured times, will help to motivate and support pupils to access the learning on a consistent basis.	Review of SSC role and targeted pupils (flexible timetable as needs dictate).  Training for SSC, such as Team Teach.	KC JM EW LH	Review weekly (flexibility required as needs dictate) as to deployment of SSC staff.  KC to review and deploy as required.
A/C) To provide targeted support for our Looked after Children (LAC)	Employment of a Pastoral & Inclusion Support Manager to work across all key	Looked After Children are a vulnerable group in our school. 14 pupils are LAC. needing additional pastoral and educational support in school, as well as a	Review of Pastoral/Inclusion Manager role.  Attendance at all LAC meetings to ensure the needs of the pupils are shared with	CGr	To be reviewed termly by LST.

	stages to support LAC pupils and attend multi-agency reviews.	named contact to prepare documents and attend meetings to represent the needs of those pupils within school.	relevant professionals, and are planned for.		
C) Through age appropriate therapeutic work, troubled students address difficulties and improve emotional well-being, in order to access the learning.	Employment of drama therapists 5 periods weekly.  1x LSA trained & lead 'Talking and Drawing' intervention.	Pen portraits identify specific students who come from challenging social backgrounds.  Before they are ready to learn and progress academically, they must be in a positive mind-set and be willing to learn.	Identification of targeted students, using school referral system. Subsequent timetabled sessions, communicated to whole staff.	KW BB  CB	Mini reviews completed of targeted interventions on a session-by-session basis.  Review termly by LST as to effectiveness of strategy.
C) Through access to counselling, pupils can work through emotional difficulties and feel more empowered and able to learn and engage.	Employment of counsellor 2 days weekly.	Pen portraits identify specific students who come from challenging social backgrounds.	Weekly review and monitoring between counsellor and Intervention and Inclusion manager.  Identification of targeted students through referral system.  Timetabled therapy sessions, communicated to whole staff.	ME/RJ JM	Mini reviews completed of targeted interventions on a session-by-session basis.
A/C) To develop relaxation techniques and reduce stress and anxiety for targeted pupils.	Employment of complementary therapist x1 day a week.	Students find it difficult to self-manage their emotions (see SLEUTH records/ EHCP targets).  Therapy sessions provide opportunities for students to find strategies that enable them to self-regulate their anxieties.	Identification of targeted students through referral system.  Timetabled therapy sessions, communicated to whole staff.	DM	Mini reviews completed of targeted interventions on a session-by-session basis.  Review termly by LST as to effectiveness of strategy.
A) To improve pupil's social engagement and access to learning, reducing the number of play-time incidents.	To deliver sensory circuit interventions and enhance skills of class teams to follow through programmes.	Negative behaviours increase during unstructured times (see SLEUTH incident reports), due to pupil's lack of social awareness and communication issues.  Sensory circuits plan kinaesthetic activities that improve gross motor co-ordination for outdoor play and energise students.	Liaison between intervention staff and classroom teacher(s) for regular and revisited strategies.  Identification of targeted students, using school referral system. Subsequent timetabled sessions, communicated to whole staff.	KLi	Mini reviews completed of targeted interventions on a session-by-session basis.  Review termly by LST as to effectiveness of strategy.
<b>Total budgeted cost</b>					<b>£89,952</b>

<b>i. Other approaches (extra-curricular, personal and social development)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D) To provide transport for those in need in order to attend extra-curricular clubs with the focus on developing social skills and physical attributes.	Provide taxis for: - Youth Club (Monday PM)  - Venture Club (Tuesday PM) - Sports Club (Thurs PM)	Transport is provided for those pupils who would not be able to attend clubs if such provision was not put in place. The majority of students are ferried to and from home via taxi services.  Offering transport home increases attendance to the extra-curricular clubs on offer.	Co-ordination of transport – KCC/ parental/ school logistics.  Review of attendance at after-school clubs.  Review of those who would like to attend, but have no method of transport home (through pastoral teams).	RJ DSh ME MC	Review termly in line with review of clubs as whole – staffing/
D) To provide opportunities to develop personal interests in a variety of fields.	Football Club (Thurs PM)  Fishing trip – flexible deployment.	Developing personal interests is a positive way of allowing students to express themselves and develop engagement in the school setting.  It can be used as part of a reward system, recognising good behaviours, whilst also providing them with opportunities to widen their interest scope.	Identification of targeted students – invited pupils to set sessions, for example as part of Behavioural contract.  Review of attendance at after-school clubs/ interventions.	RJ KW	Review termly in line with review of clubs as a whole – staffing/
C/D) To improve self-esteem and confidence, within team-building activities.	Year 9 Challenger Troop training.	X16 Year 9 pupils on the Pupil Premium list. Challenger Troop is an external provision, set over a week long period, culminating in an overnight stay.  It removes pupils from their comfort zone where they are challenged in an alien environment, thus building their independence and ability to work with others.	Liaison with relevant contacts at Challenger Troop (Uniformed Youth Inclusion Programme).  Parental permission and analysis of funding on an individual basis – liaison between ME, parents/guardians and pastoral team.  Post-assembly demonstration of week's activities. Liaison with PE team.	ME	Review of whole year group intervention post-completion (June 2018).
	Year 11 Sailing Residential (Rona)	X11 Year 11 pupils in receipt of Pupil Premium Grant. The residential will increase pupil's self-confidence, responsibility, as well as develop team building and team cohesion skills and promote independence.	Parental permission and analysis of funding on an individual basis – liaison between ME, parents/guardians and pastoral team.  Post-assembly demonstration of week's activities.	RJ ME	Review of whole year group post completion (October 2018).

	Year 9 French Residential (Boulogne France)	X13 Year 9 pupils in receipt of Pupil Premium Grant. The residential will boost pupil's French reading. Speaking and listening skills as well as their cultural awareness. It will increase pupil's self-confidence and their resilience to complete activities they would not normally experience. Pupils will also develop team skills and independence.	Liason with MFL subject Leader.  Parental permission and analysis of funding on an individual basis – liaison between ME, parents/guardians and pastoral team.  Post-assembly demonstration of week's activities.	TS	Review of whole year group post completion (October 2018).
	Year 7 Activity Residential (Surrey)	X15 Year 7 pupils in receipt of Pupil Premium Grant. The residential will increase pupil's self-confidence and their resilience to complete activities they would not normally experience. Pupils will also as develop team building and team cohesion skills and independence.	Liaison with PE team.  Parental permission and analysis of funding on an individual basis – liaison between ME, parents/guardians and pastoral team.  Post-assembly demonstration of week's activities.	RJ ME	Review of whole year group post-completion (June 2019).
	Year 6 Chatham Dockyard Residential	X17 Year 6 pupils in receipt of Pupil Premium Grant. The residential will increase pupils self-confidence, responsibility, as well as develop team building and team cohesion skills and promote independence. For some this is pupils first experience of staying away from home and will prepare them for the Year 7 residential.	Liaison with PE team.  Parental permission and analysis of funding on an individual basis – liaison between ME, parents/guardians and pastoral team.  Post-assembly demonstration of week's activities.	RJ ME	Review of whole year group post-completion (June 2019)
<b>Total budgeted cost</b>					<b>£8,697</b>

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £48,278
A) C) To develop the expertise of LSA's and equip them with various mental health and well-being strategies to enable them to manage vulnerable situations as they arise.	<p>Training opportunities to develop LSA's understanding of Mental Health and well-being.</p> <p>Opportunities for LSA's to practise and develop strategies learnt during class/form time.</p>	<p>Moments of well-being and/or reflection have been built into pupils registration time at the beginning of the school day. This has ensured pupils arrive at lessons period 1 in a state ready to learn.</p> <p>LSA's have been more understanding and empathetic in their approach and there is a strong caring ethos in school.</p>	<p>A small percentage of LSA's completed the Level 2 qualification in Mental Health – this has now been extended to all LSA'S. It is hoped that in time all LSA's will have achieved this qualification and better understand the behaviours that present from pupils.</p> <p>It is hoped staretgies learnt by this sample group will be observed and begin to inform practise.</p>	
A) To identify pupils across Key Stages 1-4 better suited to an alternative curriculum, providing support for them, both academically and to nurture their social development	<p>Enrichment programme for students in KS3 and KS4.</p> <p>Nurture programme for students in KS1 and KS2.</p>	<p>The Enrichment and Nurture programmes enabled those pupils at risk of exclusion to access the curriculum.</p> <p>The Enrichment and Nurture programme enabled all pupils who benefited from this intervention to remained in school, or to continue to remain in school until a more appropriate provision could be sourced by the LA.</p> <p>Enrichment has also enabled pupils to transition into school after a long period of no access to a school setting.</p>	<p>The Enrichment Programme will continue; it will now be staffed by a fully qualified teacher as well as two Learning Support Assistants. The Enrichment teacher will also provide tuition to Bower Grove pupils who are not able to attend school due to Mental Health difficulties.</p> <p>During the Academic Year 2017-18 the Nurture Programme provided morning sessions for pupils in Year 2-3 and afternoon sessions for 4-6. This enabled the Nurture team to access classes in the afternoon and ensure nurture principles were occurring in classrooms also.</p>	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £15,040

<p>B) To provide support and deliver individualised provision to improve pupil's speech, language and communication.</p> <p>To screen for and provide assessment for social interaction difficulties and disorder.</p> <p>To provide, support and deliver Lego Therapy to help develop and reinforce play skills and social skills, i.e. verbal and non-verbal communication, joint attention, task focus, collaborative problem solving, improve pupil's speech, language and communication skills.</p>	<p>To employ and deploy Speech and Language therapists (S.A.L.T) to support targeted individuals.</p>	<p>Effective intervention to support language and communication – evidence noted within Boxall profiling and EHCP reports.</p> <p>Assessment particularly useful in aiding access arrangements for KS4 students.</p>	<p>Approach to be continued,</p> <p>A Speech and Language Assistant will be employed to meet the growing need for pupils to receive Speech and Language Intervention and ensure programmes are delivered by specialist staff.</p>	
<p>B) To identify students performing below expected level of progress in Literacy, providing intervention matched to individual needs.</p>	<p>To deploy LSAs/ teaching staff to support targeted students in lessons and in Wave 3 interventions.</p>	<p>Excellent results in KS4 attainment; 85% of students making expected level of progress (when measured against KS2 attainment)</p> <p>74% of Pupil Premium students across KS1-4 made expected, or better than expected, progress across 2017-18.</p> <p><b>Both data sets show an increase from the previous year.</b></p>	<p>Approach to be continued, but refined.</p> <p>Staff absence limited impact of intervention – advised that more staff are allocated intervention time to account for such problems to limit impact.</p> <p>Literacy team to explore specific intervention programmes such as Read, Write, Inc. for use in future support sessions.</p>	
<p>B) To identify students performing below expected level of progress in Numeracy, providing intervention matched to individual needs.</p>	<p>To deploy LSAs/ teaching staff to support targeted students in lessons and in Wave 3 interventions.</p>	<p>Excellent results in KS4 attainment – 90% of students making expected level of progress.</p> <p>76% of Pupil Premium students across KS1-4 made expected, or better than expected, progress across 2017-18.</p> <p><b>KS4 attainment data show an increase from the previous year.</b></p>	<p>Approach to be continued, but refined.</p> <p>Literacy team to explore specific intervention programmes such as Read, Write, Inc. for use in future support sessions.</p>	

C) To support girls in KS3-4 in becoming confident and independent, building relationships with one another, and developing their social skills.	To organise a weekly girls' club – invitation open to KS3-4 girls.	Effective intervention across all key stages, enabled pupils identified to make good or better progress with; 82% of Girls on track in English 68% of Girls on track in Maths	Intervention to be continued.  Girls Club will be recited and led by a different member of staff with a more appropriate skill set.	
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### iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £75,069
A/C) To provide targeted support in and out of lessons for vulnerable children, helping them to manage their behaviour, engage in their lessons and improve their attendance	Employment of x4 student support co-ordinators to work across all key stages to support access to the curriculum.	Effective intervention across all key stages.  SSC support is valued by staff and students alike; particularly in supporting students with BESD/ODD/ADHD diagnosis. Improvements with individual, targeted students recorded on SLEUTH.	Deployment to be continued.  SSC timetables and targeted pupils to be updated weekly (as needs dictate).  Monitoring & feedback to be completed & discussed weekly to ensure most appropriate intervention for pupils.	
A/C) To provide targeted support for our Looked After Children (LAC)	Employment of a Pastoral and Inclusion Support Manager to work across all key stages to support LAC pupils and attend multi-agency reviews-	Looked After Children are a vulnerable group in our school. Last year the numbers of LAC pupils increased from 11 to 14. These pupils needed additional nurture and support as well as a named adult to represent them at meetings.	Approach to continue.  Our Looked After Child coordinator resigned from post in the Summer. A new LAC coordinator is now in post.	
C) Through age appropriate therapeutic work, troubled students address difficulties and improve emotional well-being, in order to access the learning	Employment of play therapist x 5 periods per week	Play Therapy sessions limited due to current play therapist still being trained, cannot take complex pupils at this time.  Play Therapist reigned from role.  Drama Therapy commenced in small groups.	Duration of pupils accessing play therapy is extensive, this will be reviewed and guidelines given.  When play therapist has completed training this will be an effective tool within KS1-2. Provision will increase to include a group Play Therapy session also.  Drama therapists to be employed 5 periods weekly from September to involve more pupils, this will involve individual and group sessions. Termly feedback and monitoring will	

		Drama therapy trial has been successful. Weekly review has shown that pupils value the intervention and are engaging.	<p>continue to ensure that it is the appropriate intervention for pupils.</p> <p>To continue in the next academic year 1 day weekly. Pupils identified through school referral system.</p> <p>Monitoring has indicated that pupils have made progress and that their wellbeing has improved through drawing and talking interventions.</p>	
C) Through access to counselling, pupils can work through emotional difficulties and feel more empowered and able to learn and engage	<p>Employment of counsellor 2 days weekly.</p> <p>Use of 'Talking and Drawing' interventions.</p>	<p>Successful provision in place.</p> <p>Successful outcomes in supporting students to self-regulate their emotions and feelings.</p>	<p>Approach to be continued.</p> <p>Move toward opportunities for self-referral for pupils.</p>	
A/C) To develop relaxation techniques and reduce stress and anxiety for targeted pupils.	Employment of complementary therapist x1 day a week.	Successful strategy – individual, targeted students have made excellent progress (see SLEUTH, Boxall and EHCP reports).	Deployment of complimentary therapist now fixed each week on a Friday.	
To improve pupil's social engagement and access to learning, reducing the number of play-time incidents.	To deliver sensory circuit interventions and enhance skills of class teams to follow through programmes.	Effective intervention – number of unstructured time incidents in KS1-2 has been reduced.	Approach to be continued, but further work required on liaising with classroom teacher(s)/ pastoral team to ensure strategies are embedded throughout the week for maximum impact.	
<b>i. Other approaches (extra-curricular, personal and social development)</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost £9,919</b>
To provide transport for those in need in order to attend extra-curricular clubs with the focus on developing social skills and physical attributes.	<p>Provide taxis for:</p> <ul style="list-style-type: none"> <li>- Youth Club (Monday PM)</li> <li>- Venture Club (Tuesday PM)</li> <li>- Sports Club (Thurs PM)</li> </ul>	<p>Successful strategy in ensuring identified students can attend clubs and return home safely.</p> <p>Social opportunities expanded and health benefits evident through physical activity</p>	Further promotion of after-school clubs required to increase attendance – subsequent transport needs to be identified.	

<p>D) To provide opportunities to develop personal interests in a variety of fields</p>	<p>1:1 music/ singing tuition to identified students – specific timetable.</p> <p>Gardening Club (Garden Rangers_ - Thursday PM.</p> <p>Judo Club (invite only) – Monday PM.</p> <p>Fishing trip – flexible deployment.</p>	<p>Effective intervention in developing personal interests outside the curriculum, fostering a love of music, impacting positively on their learning.</p>	<p>Intervention to be continued for identified students.</p> <p>Further provision required in interests across a spectrum: sport, nature, music and other creative arts.</p>	
<p>To improve self-esteem and confidence, within team-building activities.</p>	<p>Forest School KS1 &amp; 2</p> <p>Year 9 Challenger Troop training.</p> <p>Year 11 Sailing Residential</p> <p>Year 7 Activity Residential</p>	<p>Excellent provision, utilised for several years.</p> <p>Pupils engage in the intervention and challenge themselves in a setting outside the classroom, communicating with unfamiliar adults and environments. Positive outcomes upon returning to school (see SLEUTH records).</p> <p>Generally pupils less engaged in forest school this year as have completed this intervention a number of times previously.</p>	<p>Intervention to be ceased for one academic year. This will then be reviewed to see if it is oce again appropriate.</p>	

### 7. Additional detail

For specific data, referenced in the above document, please refer to:

- **Pupil Asset data** – analysis of attainment/ achievement across KS1-4 (MBr/ACo).
- **SEF (School Evaluation Form)** – analysis of performance overall, and as relates to Pupil Premium students and provisions (LS/ ACo).
- **Specific provision mapping**, identifying individual interventions across KS1-4 (KC).
- **EHCP reports** as relates to pupil’s targets both academic and as relates to their social development.
- **Boxall profiling** – termly developmental targets across KS1-4 (see Staff Drive).