

West Chiltington School Pupil Premium Grant allocation 2017-18. Grant value : £7600

We continue to have a much smaller group of children than other schools both nationally and locally for whom we receive pupil premium funding. In allocating this relatively small sum, we give consideration to the specific personal needs of each child and plan to spend it so that:

- we have sufficient additional adult support in classrooms;
- all adults have the training needed to support the well-being and progress of those children;
- we can provide precise interventions to help overcome barriers to learning;
- we can provide additional enrichment.

Barriers to progress for children

- Attachment difficulties which affect ability to:
- Interact positively;
 - Sustain concentration;
 - Focus on improving learning;
 - Specific literacy difficulties including dyslexia

Desired outcomes

- Meet personal needs of individuals in order to:
- improve their personal well- being and self-esteem;
 - improve their ability;
 - for all children in this group to be working within the expected standard for their age in reading and in writing.

Strategies

Quality First Teaching

- Two staff meetings to include attendance of teaching assistants and teachers reviewing their deployment and planning for more responsive graded approach to support and intervention
- Customised one to one support targeting specific literacy difficulties.

Personalised interventions

- Teaching assistant hours
- Provision of play therapy for individual children delivered by expert therapist from "Your Space;"
- Funding for enrichment and other therapeutic activities including equine therapy, musical tuition and drama;

	<ul style="list-style-type: none"> • Provision of personalised literacy support based on recommendations of educational psychology reports; • Family support.
Budget Allocation £5022	Budget Allocation £2600
<p>Review</p> <p>Review periods for this support plan are half termly. Progress is assessed:</p> <ul style="list-style-type: none"> • Through judgements about progress towards age related expectations; • Childrens social and emotional well-being and subsequent ability to access the curriculum. <p>Reviews take place as part of the regular pupil progress discussions with class teachers and teaching assistants</p>	