

Pupil Premium Strategy Statement (primary)

1. Summary information					
School	Borough Green Primary School				
Academic Year	2020//2021	Total PP budget	£58,075	Date of most recent PP Review	December 2020
Total number of pupils	278	Number of pupils eligible for PP	52	Date for next internal review of this strategy	October 2021

2. Desired outcomes, results and commentary.		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase attainment in SPAG for pupils attracting PP funding in KS2	An increase in SPAG attainment for pupils attracting PP funding in KS2 to within 10% of similar children in other schools.
B.	To improve spelling and writing skills in KS1 for PP pupils so that the gap between pupils attracting PPF and those that do not is significantly closed.	An increase in spelling and writing attainment for PP pupils in KS1 to within 10% of similar children in other schools.
C.	To continue to support social and emotional learning by promoting universal programmes, specialised programmes and school level approaches to support greater engagement in learning.	Significant increase in engagement by monitoring progress in learning as well as monitoring wellbeing using Leuven.

	2019/20 Results*			
Key Stage 1 Attainment	<i>PP/NON SEND</i> (Pupils eligible for PP pupils without special educational need or disability) Borough Green Primary School	<i>NPP/NON SEND</i> (Pupils not eligible for PP pupils without special educational need or disability) Borough Green Primary School	<i>PP - All</i> (Pupils eligible for PP including pupils with special educational need or disability) Borough Green Primary School	<i>NPP - All</i> (Pupils not eligible for PP including pupils with Special educational need or disability) Borough Green Primary School
	The following data for KS1 represents six children with PPF.			
	% making expected plus standard or above in maths	100% (4)	76% (37)	67%(6)

% achieving expected plus standard in Reading	75% (4)	73% (37)	67% (6)	66% (42)
% achieving expected plus standard in Writing	50%(4)	73% (37)	50% (6)	67% (42)
	<p>Figures highlighted in dark green show pupils that attract Pupil Premium funds are doing better than pupils that do not attract Pupil Premium Funding.</p> <p>Light Green = Performing as well as pupils who do not attract PP Funding.(significant difference 5% or more)</p>			
Key Stage 2 Attainment	<p><i>PP/NON SEND (Pupils eligible for PP pupils without special educational need or disability)</i></p> <p>Borough Green Primary School</p> <p>Represents 3 children</p>	<p><i>NPP/NON SEND (Pupils not eligible for PP pupils without special educational need or disability)</i></p> <p>Borough Green Primary School</p> <p>Represents 33 children</p>	<p><i>PP (Pupils eligible for PP including pupils with special educational need or disability)</i></p> <p>Borough Green Primary School</p> <p>Represents 6 children</p>	<p><i>NPP (Pupils not eligible for PP including pupils with Special educational need or disability)</i></p> <p>Borough Green Primary School</p> <p>Represents 39 children.</p>
% making expected plus standard or above in Writing	67%	85%	50%	74%
% making expected plus standard or above in Grammar, Punctuation and Spelling.	67%	88%	50%	77%
% making high score in Grammar, Punctuation and Spelling.	0%)	39%	17%	28%

% making expected plus standard or above in Reading	66%	88%	50%	79%
% making expected plus standard or above in Maths	33%	94%	50%	82%
% making high score in Maths.	0%	42%	17%	36%
% making expected plus standard or above in maths/reading/writing combined.	66%	94%	50%	79%
% making higher score on maths/reading/writing combined	33%	80%	33%	62%
Key Stage 2 Progress	Pupils that attract Pupil Premium Funding at Borough Green School			Pupils that don't attract PP Funding at Borough Green School
Reading Expected Progress	50%			75%
Reading Accelerated Progress	17%			33%

Writing Expected Progress	83%	67%
Writing Accelerated Progress	33%	3%
Maths Expected Progress	83%	85%
Maths Accelerated progress	33%	49%
Spelling, punctuation and Grammar Expected Progress	84%	72%
Spelling, punctuation and Grammar Accelerated Progress	17%	26%

Commentary of attainment and progress.

Writing and spelling, punctuation and grammar.

In KS2, significantly more pupils that attract Pupil Premium Funding made accelerated progress in writing compared with pupils who do not attract Pupil Premium Funding.

In KS2 significantly more pupils that attract Pupil Premium Funding made expected progress in SPAG compared with pupils who do not attract Pupil Premium Funding/

In KS2, attainment increased by 33% in spelling, punctuation and grammar for pupils who attract Pupil Premium Funding and don't have special educational needs and by 25% for all pupils who attract Pupil Premium Funding.

In KS1, 50% more pupils who attract PPF achieved the expected standard in writing compared to last year.

Maths

- In KS1, pupils without special educational needs that attract Pupil Premium Funding did significantly better at reaching the expected standard (100%) compared with pupils (76%) who do not have special educational needs and do not attract Pupil Premium Funding.
- In KS1 all pupils that attract Pupil Premium Funding do as well in maths as those who do not attract Pupil Premium Funding.
- In KS2, pupils who attract Pupil Premium Funding make the same expected progress as pupils who do not attract Pupil Premium Funding.
- In KS2, significantly more pupils that attract Pupil Premium Funding (33%) made accelerated progress from the same point the previous year than pupils who do not attract Pupil Premium Funding.

Reading

- In KS1, pupils with and without special educational needs and that attract Pupil Premium Funding did as well as pupils with and without special educational needs who do not attract Pupil Premium Funding.
- In KS2, 17% of pupils who attract Pupil Premium Funding made accelerated progress from the same point last year.

- Results are not representative of a full year's education due to COVID-19 lockdowns and comparisons between previous years should be used with caution.

3. Review of expenditure

Previous Academic Year

2019/20

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
-----------------	------------------------	--	--	------

<p>To increase attainment in SPAG for pupils attracting PP funding in KS2</p>	<p>Increased focus on PP group in KS2 Spelling, punctuation and Grammar with systematic monitoring and evaluation of small group and individualised teaching and intervention.</p> <p>Continue to strengthen our teachers and TA skills in supporting mastery learning.</p> <p>Increased focus on assessment of high frequency words, common exception words and tricky words.</p> <p>Increased cognition assessment of pupils with spelling difficulties to identify dyslexia or other processing difficulties.</p>	<p>A significant increase in spelling, punctuation and grammar attainment and progress for pupils attracting PP funding in KS2 was achieved.</p> <p>The gap between pupils with PPF and those who do not attract PPF has significantly reduced.</p> <p>Attainment in SPAG for all pupils with PPF have significantly increased from 13% of pupils making expected standard in 2018/19 to 50% of pupils making expected standard in 2019/20. This has resulted in closing the gap between pupils with PPF and pupils without from 63% to 27%.</p> <p>Attainment in SPAG for pupils with PPF and that do not have special educational needs has doubled from 34% last year to 67% this year.</p> <p>12% more pupils with PPF reached expected progress than pupils without PPF resulting in a close in the gap in progress between pupils.</p>	<p>Increase in training and understanding of different approaches to spelling, punctuation and grammar have helped to vary teaching approaches. To be continued next year.</p> <p>Increased cognitive assessments of pupils with PPF who have difficulties in literacy has resulted in an increase in the identification of dyslexia and other processing difficulties in KS2. To be continued next year.</p> <p>Observations of classroom strategies and book scrutiny by senior leaders has supported teaching. To be continued next year.</p> <p>Purchase of effective resources to support intervention in spellings such as ACE dictionaries, word games and ICT learning tools. To be continued next year.</p> <p>Regular assessment against targets with new targets set every 6 weeks has enabled any slow progress to be addressed quickly by teachers through intervention. To be continued next year.</p> <p>Effective interventions reviewed every three/six weeks by TAs and Inclusion Manager have ensured that interventions are timely, effective and appropriate. To be continued next year.</p> <p>Additional teacher targeted grammar in extra sessions each week has aided faster progression and the strategy to continue next year.</p> <p>Teaching approaches which encourage learners to plan, monitor and evaluate their learning have supported SPAG effectively. To be continued next year.</p> <p>Phonics and dyslexia training and support for teaching assistants in-house training by Inclusion Manager has improved understanding and feedback. To be continued next year.</p> <p>Home packs of spelling and grammar practice for vulnerable pupils.</p>	<p>£4706</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
<p>To improve writing and spelling skills in KS1 for PP pupils so that the gap between pupils attracting PPF and those that do not is significantly closed.</p>	<p>Targeted writing and spelling opportunities timetabled throughout the week.</p> <p>Effective intervention for pupils not making expected progress</p> <p>Targeted phonics opportunities</p> <p>Feedback from teacher and others staff to address spelling inconsistencies.</p> <p>Daily phonics (45mins inc. handwriting) and then tricky words Phase 2– 5 followed by common exception words, spelling rules and patterns for those children ready for that.</p> <p>Spelling ages to be taken and tracked for children below expected.</p>	<p>A significant increase in spelling and writing skills for pupils attracting PP funding in KS1 was achieved.</p> <p>An increase of 50% in attainment in writing was achieved.</p> <p>Pupils with PPF made significantly more progress in SPaG than pupils without PPF. 84% of pupils with PPF made the expected progress compared to 69% of pupils that do not attract PPF.</p> <p>Pupils with PPF made significantly more progress in writing than pupils without PPF. 84% of pupils with PPF made the expected progress compared to 72% of pupils that do not attract PPF</p> <p>The gap between pupils who attract PPF and those who do not decreased from 71% to 17% in writing attainment.</p>	<p>Phonics-based reading books for greater percentage of children with age specific content to support phonics. To continue to use next year.</p> <p>Regular spelling sessions taught by class teacher. To be continued next year with an increased focus on spelling strategies.</p> <p>Focus on mastery of letters and sounds, and high frequency and tricky words. To continue next year.</p> <p>Regular assessment against statutory word lists and progression monitored by SLT – good progress shown. To continue to collect data and monitor next year. .</p> <p>Trained Beanstalk volunteer readers targeting PP groups – due to Covid-19 the volunteers needed to self-isolate and were no longer able to offer this service. To re-establish next year.</p> <p>Colourful semantics embedded in school as an effective approach to grammar in pupils finding it difficult to write a grammatically correct sentence. Continue to use as an intervention alongside The Write Stuff next year.</p> <p>Improve outcomes for PP group with special educational needs by tracking spelling ages. Good progress seen as well as some small steps of progress with pupils with literacy difficulties.. To continue next year.</p> <p>Monitoring No Nonsense phonics intervention against progress.</p> <p>Access to clicker for pupils in KS1 who require extra support in grammar, spelling or fine motor control. New ipads to be purchased next year and a view to trial Clicker 8.</p> <p>Access to activities that promote fine motor control.</p> <p>Precision teaching for spelling for pupils with a difficulty.</p> <p>Inclusion manager trained to identify cognitive difficulties early with appropriate strategies and interventions given.</p>	<p>£17,224</p>

iii. 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
<p>To continue to support social and emotional learning by promoting universal programmes, specialised programmes and school level approaches to support greater engagement in learning</p>	<p>To engage with and promote social and emotional learning approaches to support greater engagement in learning.</p>	<p>Significant increase in engagement by pupils from PP group evidenced by significant progress in writing in both KS1 and KS2.</p> <p>In KS1 significant increase in attainment in maths and reading and pupils who attract PPF are doing as well as pupils who do not.</p> <p>In KS2, there is significant progress in writing, maths and SPaG up to Term 3, however due to Covid-19 and government lockdowns further assessment is restricted.</p> <p>A significant increase in pupils from the PP group being selected as 'Stars of the Week' due to encouragement and feedback from teaching staff.</p> <p>An increase in the use of specialised programmes such as Dandelion (Nurture based programme supporting relationships between vulnerable pupils and parents)and ELSA (Emotional Literacy)</p> <p>An increase in supporting Emotional wellbeing through groups such as Nurture Groups and counselling for some pupils in the PP group have enabled an improvement in wellbeing.</p> <p>A high take-up of extra-curricular activities by pupils on PPF such as singing and music.</p>	<p>Increased parent communication and signposting to services has benefited many pupils and this strategy will continue. Nurture support for targeted pupils have had a very positive impact on both academic progress and attendance and therefore this strategy will be a focus for next year.</p> <p>Counselling services continued throughout school opening and the most vulnerable pupils particularly impacted by school closures and family breakdown or illness were able to meet on a regular basis.</p> <p>The reviewed escalating attendance approach worked well and reduced many attendance issues particularly in Early Years. This strategy will continue.</p> <p>An increase in support for emotional wellbeing through groups such as Nurture based programmes, counselling and therapies for some pupils in the PP group have promoted increased wellbeing. This strategy is to increase and continue.</p> <p>An increase in the Zones of Regulation Approach for certain groups worked well and will be further promoted as a whole school approach next year.</p> <p>Many more children are awaiting access to therapy services for mental health support which could not be accommodated by counselling and the school health service alone. Next year to train a member of staff in Drawing & Talking Therapy in order to meet increased demand.</p> <p>Increased training in nurture provision has helped a small number of pupils. This approach could be used more regularly across other year groups where needed.</p>	<p>£9093</p>

IV Other Approaches
<p>To continue to promote engagement, attainment and progress in maths of pupils who attract PPF</p> <p>To continue to monitor and support attendance of pupils who attract PPF</p> <p>To continue to offer school milk to pupils who attract PPF</p> <p>To continue to promote speech and language therapy service.</p> <p>To continue to support engagement and access to all areas of the curriculum.</p>

4. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

A.	<p>Lack of breadth of reading, spelling and writing skills limit children’s attainment in literacy. Pupils that find it hard to understand phonics from an early age often do so because they have not had enough exposure to reading and writing skills in general at the optimum developmental stage or because there is a particular difficulty. Some children develop later than others and their language levels of understanding impact on their readiness to engage in basic phonics and reading therefore fall behind early on. At Borough Green we aim to identify difficulties early and address these with intervention. Reading, writing and spelling difficulties that persist into KS2 are addressed using a gradually increasing approach of intervention until the pupil is able to begin to close the gap between themselves and their peers. The prevalence of Covid-19 and subsequent government dictated school closures further impacts on pupils who attract PPF who may have missed several months of education.</p>
B.	<p>Learning behaviours, including engagement, aspirations and determination to succeed are key and play a big part in learning. Without these pupils lose self-esteem, ambition and the desire to do well. At Borough Green, we endeavour to build resilience, independence, mastery and a sense of belonging. A positive mind-set is encouraged every day and Growth Mindset is explicitly taught across the school. Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. The prevalence of Covid-19 and subsequent government dictated school closures further impacts on pupils who attract PPF who may have missed several months of education and be disproportionately impacted by events.</p>

External barriers *(issues which also require action outside school, such as low attendance rates)*

C.	<p>Home Engagement during government school closures disproportionately affect pupils and families who attract PPF. Some families do not own appropriate devices to engage with learning, have access to internet or books and are less likely to engage in sufficient learning at home compared to pupils who do not attract PPF.</p>
-----------	--

5. Desired outcomes 2020/21

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
---	-------------------------

D.	To further increase attainment in SPAG for pupils attracting PP funding in KS2	An increase in SPAG attainment for pupils attracting PP funding in KS2 to within 10% of similar children in other schools.
E.	To further improve spelling and writing skills in KS1 for PP pupils so that the gap between pupils attracting PPF and those that do not is significantly closed.	An increase in spelling and writing attainment for PP pupils in KS1 to within 10% of similar children in other schools.
F.	To continue to support social and emotional learning by promoting universal programmes, specialised programmes and school level approaches to support greater engagement in learning.	Significant increase in engagement by monitoring progress in learning as well as monitoring wellbeing using Leuven.

6. Planned expenditure					
Academic year		2020/21			
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 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>To further increase attainment in writing skills in all year groups.</p>	<p>Increased focus on PP group with systematic monitoring and evaluation of small group and individualised teaching and intervention.</p> <p>Continue to strengthen our teachers and TA skills in supporting mastery learning of writing and spelling, punctuation and grammar.</p> <p>Continue to strengthen our children's skills in self-editing and improving spelling, punctuation and grammar skills.</p>	<p>We want to invest some of the PP funding in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest</p> <ul style="list-style-type: none"> Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Teachers need to plan carefully for how to manage the time of pupils who make progress more quickly. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is high, but can be 	<p>Specific spelling and SPAG activities planned into curriculum.</p> <p>Focus on 'The Write Stuff' approach and the associated focus lenses.</p> <p>Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten</p> <p>Spellings assessed regularly and progress monitored against targets by teachers and SLT.</p> <p>Additional tutoring by qualified teacher to support phonics, grammar spelling and writing skills.</p> <p>Use INSET days and in house as well as collaborative staff meetings to deliver training.</p> <p>Observations of lessons and book scrutiny.</p> <p>Specific strategies incorporated into classroom teaching including those recommended by other professionals</p> <p>School action plan to incorporate agreed progression</p>	<p>Stella Martin</p> <p>Gretchen Hemsley</p> <p>Nikki Pilfold</p>	<p>Every Term.</p>

		<p>difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>against targets set every other term.</p> <p>Effective interventions reviewed every three/six weeks by Teachers, TAs and Inclusion Manager.</p> <p>Teaching approaches which encourage learners to plan, monitor and evaluate their learning.</p> <p>Regulation of tools such as concrete apparatus Use of the Pupil Premium Toolkit.</p>		
Total budgeted cost					£8,000
ii. Targeted support					
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>To further increase attainment in spelling, punctuation and grammar</p>	<p>Targeted writing and spelling opportunities timetabled throughout the week.</p> <p>Effective intervention for pupils not making expected progress</p> <p>Targeted phonics opportunities</p> <p>Feedback from teacher and others staff to address spelling inconsistencies.</p>	<ul style="list-style-type: none"> • Setting clear objectives and providing feedback from a variety of sources so that learners understand their progress appear to be key features of using mastery learning effectively. A high level of success, at least 80%, should be required before pupils move on. • High intensity/short intervention such as Precision Teaching is promoted by specialist teachers and educational psychologists as an effective strategy to support reading and spelling. • Spelling activities increased across the school using individual, group work and whole class activities. Programmes such as Reading Eggs, No Nonsense Phonics and Precision Teaching were introduced based on research of successful outcomes for these programmes. • High quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. • There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches • Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils 	<p>Implement phonics-based reading books for greater percentage of children with age specific content to support phonics.</p> <p>Additional tutoring by qualified teacher to support phonics, grammar spelling and writing skills.</p> <p>Use 'The Write Stuff' approach and associated lenses for SPAG.</p> <p>Regular spelling sessions taught by class teacher.</p> <p>Focus on mastery of letters and sounds, and high frequency and tricky words.</p> <p>Regular assessment against statutory word lists and progression monitored by SLT.</p> <p>Colourful semantics embedded in school as an effective approach to grammar in pupils finding it difficult to write a grammatically correct sentence.</p> <p>Improve outcomes for PP group with special educational needs by tracking spelling ages.</p> <p>Monitoring No Nonsense phonics intervention against progress.</p> <p>Access to clicker for pupils in KS1 who require extra support in grammar, spelling or fine motor control.</p> <p>Access to activities that promote fine motor control.</p> <p>Precision teaching for spelling for pupils with a difficulty.</p>	<p>Gretchen Hemsley.</p> <p>Amanda Wibroe.</p> <p>Nikki Pilfold</p>	<p>Every term</p>
---	---	--	--	--	-------------------

Total budgeted cost					£12,000
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>Pupils show increased resilience, good mental health and well-being and consequently improved engagement in learning.</p>	<p>To provide mental health and wellbeing support that leads to significant improvements in children's mental health, and social and emotional skills</p> <p>Targeted nurture provision for those that struggle to meet wellbeing threshold for learning.</p> <p>Targeted counselling and therapy for pupils identified to require support.</p> <p>To improve oral language interventions.</p> <p>To target behaviour interventions.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest:</p> <p>Being involved in extra-curricular sporting activities may increase attendance and retention.</p> <p>A wide range of adventure activities are linked with increased academic achievement.</p> <p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> • universal programmes which generally take place in the classroom; • more specialised programmes which are targeted at students with particular social or emotional needs; and • school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. 	<p>Ensure 'Growth Mindset' is actively taught and consistently promoted in class.</p> <p>Promote mental wellbeing as specific lessons in school using the Zones of Regulation approach.</p> <p>Complete well-being checks twice a year and identify pupils in need of extra support.</p> <p>Engage parents with outside agency support such as Early Help, Educational Psychology services and other family support networks.</p> <p>Increase specific interventions to support needs of pupils in this group such as those that promote resilience e.g.ELSA, counselling or nurture provision.</p> <p>Monitor pupils who attract PP funding have equal opportunities to take on positive roles of responsibility.</p> <p>Identify and promote PP pupils that are positive role models to work collaboratively with other pupils</p> <p>Ensure TA's and teachers monitor the completion of homework that is targeted at the correct level of ability.</p>	<p>Nikki Pilfold</p>	<p>3 times a year.</p>

			<p>Encourage positive relationships between parents and staff.</p> <p>and spelling, punctuation and grammar</p> <p>Track pupil's academic progress while attending SEL interventions and support.</p> <p>Monitor pupil school attendance while accessing SEL interventions and support.</p> <p>Monitor access to opportunities to attend workshops and events aimed at supporting greater depth attainment in both core and foundation subjects.</p> <p>Monitor behaviour of targeted pupils and measure impact of interventions aimed at improving behaviour.</p> <p>Monitor academic progress of targeted pupils and measure impact of interventions aimed at improving speech and language.</p> <p>Use nurture provision eg ELSA to support pupils with low resilience.</p>		
Total budgeted cost					£12,000

7. Additional detail

Additional funding will be spent on other identified areas of need such as school milk, speech and language, counselling and other therapies as well as key worker and teaching assistant support.

Our full strategy document can be found online at: www.bgpschool.kent.sch.uk

Schools own internal tracking system