

| 2020/21 Spend | How has the funding been used? | What is the impact of spend on Pupil Progress? |
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| £6,500 | Phonics Focus, Rapid Phonics targeted support. | Year 1 children with PP funding made accelerated in passing the phonics screening test and achieving ARE in reading from their starting point, compared to those without PP. |
| £8,420 | SALT and language development support | This support enabled children with targets from the S&L Therapist to improve their ability to express themselves, show their learning and access the curriculum by understanding and listening better . It also supported access to the curriculum for a group of targeted children with EAL/ low vocabulary scores/ poor social language. Language Link was used to discover any difficulties with receptive language across Year R to plan forward action. |
| £6,000 | Reading Support, including ELS intervention. | This improved attainment in reading for children with low DEST scores and reading difficulties. |
| £2,000 | Confidence in Communication Support | This improved confidence, self-esteem and social communication skills for children across the ability spectrum to improve verbal engagement in classroom activities and enable children to build more readily on the ideas of others. |
| £5,500 | Behaviour Support, including Lunchtime support for vulnerable pupils and those with behaviour support to reduce incidents in the playground. | This support has enabled vulnerable children and those with behaviour support to learn to build relationships and self-esteem, and access playtimes more safely. |
| £8,000 | ELSA support, Lego Therapy and therapeutic support | ELSA enabled children requiring emotional support to learn independent calming strategies to enable readiness for learning and friendships with fewer disruptions to social inclusion. Lego Therapy and other forms of therapeutic support enabled children to achieve progress in disrupted SEMH, building relationships, friendships and play skills. |
| £6,000 | TA support- For targeted children to raise attainment and support children with ACT and attachment issues. | Increased ability in learning to build relationships with adults and children, to enhance access to the curriculum. Fewer incidents of disrupted learning, more accelerated progress. |
| £3,000 | Attention and Listening support, including resources, adult support and intervention. | Increased ability to focus on learning activities and access curriculum areas, leading to improved opportunity for learning progress. |
| £4,000 | CPD- Adverse Childhood Trauma and Attachment for all staff (2 x twilights). Emotion Coaching for Teaching staff (1 x twilight). Online Educare courses for all staff. | Staff understanding of ACT has resulted in a clearer understanding and implementation of appropriate environmental approaches. Emotion-coaching is used by staff to de-escalate emotional outbursts more often encouraging faster return to emotional stability and learning, and fewer disruptions to lessons and playtimes. |
| Total | Other funding was also used to support these activities | |
| £49,420 | | |