

Upton St. Leonards Pupil Premium Review of Expenditure for 2017-18

Review of expenditure for 2017-18				
Previous Academic Year				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned/	Cost
<p>Provision for PP pupils is overseen by a senior leader, including enriching their opportunities and ensuring provision is in place to diminish the difference between themselves and their peers</p> <ul style="list-style-type: none"> • Set up start and end assessments for intervention and support • Analyse data of the PP group • Focus on diagnostics for individual PP pupils • Scrutinise work and analyse on a regular basis • Conduct Pupil Voice Interviews • Line managing other Inclusion Team staff members that may provide support to PPG pupils 	<p>Inclusion Lead: Dedicated Inclusion Lead appointed to be focused on monitoring and assessing needs of the PP group.</p>	<p>Senior Leadership Team vision, rationale and monitoring more robust</p> <p>New 'wave 2' published interventions in place to 'diminish the difference for vulnerable learners'</p> <p>Staff audit completed and support staff have had additional professional development opportunities to support pupil outcomes</p> <p>New diagnostic assessment tools now available so even the smallest steps of progress can be measured, strategies evaluated and future actions adapted, to ensure best possible pupil outcomes</p> <p>Inclusion Lead working closely with Assessment Lead (SLT) to scrutinise data to look at outcomes for those children falling into vulnerable groups</p> <p>Ongoing monitoring gathers evidence of impact and the voice of all stakeholders</p>	<p>Inclusion Lead to monitor in more depth in academic year 2018-19 to embed practice and support staff to ensure even greater outcomes</p> <p>Inclusion Lead to focus on those intervention areas which have shown less impact from data scrutiny and explore the reasoning behind this</p>	<p>£12,355 (% of Inclusion Lead Salary)</p> <p>£2,008 (Inclusion TLR)</p> <p>Total= £14,343</p>

<ul style="list-style-type: none"> • Specific emotional support is provided for children and their families, in order to ensure that every pupil achieves their potential through the provision of targeted support, signposting to services and interventions. • Pastoral Care to be available in order to meet basic needs as well as developing SEMH within school. • Outreach to be available to families, where applicable, in order to improve the attendance of vulnerable pupils. 	<p>Pastoral Support Worker</p> <p>Dedicated Pastoral Support Worker appointed to ensure basic needs are met, promote SEMH and provide outreach to families.</p>	<p>Pastoral Support worker support ensures basic needs are met & that children feel safe and special. Research shows that only when these needs are met, are children able to access their 'emotional' and 'thinking' brains.</p> <p>Scrutiny of SDQ/ Talkabout (Self-esteem) assessments and Thrive data showed huge gains for pupils last academic year e.g. Summer Term data showed 100% intervention effectiveness for Lego Therapy and 80% effectiveness for Thrive).</p> <p>Whole school attendance data went from 95.8% to 96.3% last academic year for whole school and from 83% to 86.4% for a particular target group of vulnerable pupils.</p>	<p>Additional Pastoral Support Worker to be appointed to meet growing need of learners in our school.</p> <p>Both Pastoral Support Workers to be Thrive and Lego Therapy trained as this data is showing greatest impact for our vulnerable groups.</p> <p>'The Hub'-Inclusion Room to be open all day to meet pupil need as and when required & to provide 'right time' intervention support as required, rather than withdrawing pupils from lessons they are engaging/achieving in.</p>	<p>£10,555 (Sept-March)</p>
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<p>Secure, safe area for 'containment' is provided in school to ensure;</p> <ul style="list-style-type: none"> • a smooth transition into school for vulnerable pupils (supporting pupil attendance) • a base where children can feel safe, secure (contained) and have their basic needs met • social and emotional development of pupils does not become a barrier to learning • that pupils are supported to manage their strong emotions and sensations well • a central base of the school's Inclusion provision 	<p>Creation of Pastoral/ Thrive/ Inclusion Room</p> <p>'The Hub' was created as a Pastoral/Thrive base central to the school. 'The Hub' operates in the mornings to support transition of vulnerable pupils into school. It is also open during the school day as a base where children can feel safe, secure (contained) and have their basic needs met. Thrive, Play therapies and social/self-esteem targeted intervention work takes place here. Through the Thrive Approach pupils are supported to manage their strong emotions and sensations well.</p>	<p>Improvement in removing barriers to learning;</p> <ul style="list-style-type: none"> - Thrive Intervention data showed an overall effectiveness rate of 66.6% effectiveness (although only 3 pupils included in data this time around and 1 was hospitalised) in the Spring Term and 80% effectiveness in the Summer Term - Lego Therapy data showed 100% effectiveness in the Spring Term and 100% effectiveness in the Summer Term - Talkabout Self-Esteem data saw a 66.66% effectiveness rate in the Spring Term and a 33.33% effectiveness rate in the Summer Term - Talkabout Social Skills data saw a 70.07% effectiveness rate in the Spring Term and a 83.33% effectiveness rate in the Summer Term <p>Pupil voice monitoring revealed that pupils felt that 'The Hub' was now an important part of our school. Pupils felt supported by the Inclusion Team, were listened to, were able to calm and therefore return to class feeling more equip to access learning.</p>	<p>IL to work closely with PSW's to see how we can tailor self-esteem work to better meet pupil need bearing in mind Lego Therapy was so much more effective than Talkabout last academic year.</p> <p>'The Hub' to continue to 'evolve' with PSW's continuing professional development in Thrive, Mental Health First Aid and Lego Therapies.</p> <p>'The Hub'-Inclusion Room to be open all day to meet pupil need as and when required & to provide 'right time' intervention support as required, rather than withdrawing pupils from lessons they are engaging/achieving in.</p>	<p>Total: £1691.98</p>
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<p>In line with our new Behaviour Policy, ensure that;</p> <ul style="list-style-type: none"> • The school's 'Time Out' rooms at break time and lunch time facilitate children to reflect on their behaviour in a restorative manner • That behaviour is monitored throughout the school • That pupils can spend their House Points on their chosen reward • That the delivery of pupil rewards is co-ordinated thoroughly • That strategies are created and implemented to support children with their behaviour • Vulnerable children on the playground are signposted to, and access, additional Inclusion resources available as applicable e.g. Use of The Hub/ Homework Club/ The Inclusion Office • That structured, published intervention programmes necessary to meet the emotional, social and physical needs of the group or individual, are delivered 	<p>Behaviour Mentor</p> <p>A new 'Behaviour Mentor' was employed to;</p> <ul style="list-style-type: none"> - Staff Amber Time-Out Sessions to facilitate children reflecting on their behaviour in a restorative manner. - To monitor behaviour data through the use of EPraise, under the direction of the Inclusion Lead - To stock and oversee the running of an EPraise shop, run by the School Captains, where pupils can spend their House Points on behaviour rewards. - To support pupils identified as needing support with behaviour, during un-structured times, signposting them to additional Inclusion support as required e.g. use of 'The Hub' / Homework Club/ adults/ strategies - Leading structured, published interventions relating to emotion/impulse/behaviour 	<p>Amber and Red behaviours at the start of our new Behaviour Policy totalled 63 'demerits' in Week 2 & 70 'demerits' in Week 3. By March EPraise data shows total demerits per week to be between 20-30 'demerits' per week.</p> <p>Pupil voice monitoring activities also reflect an improvement in Behaviour. Pupils report an improvement in Behaviour around school, children being clear of the expectations and feeling that Behaviour in school is dealt with consistently and fairly. Those that had attended 'Time Out' also reported feeling that the restorative nature of the 'reflection sessions' helped them reflect on their Behaviour and know what could be done differently/ to help them in the future.</p> <p>Gloucestershire County Council 'Education Outcomes and Performance Team' reported that pupils at Upton St Leonards Primary School talk with "confidence, clarity but also demonstrated courtesy and respect when listening to the contribution of their peers."</p>	<p>'Behaviour Mentor' role to come under the 'umbrella' of a much wider remit of a new Pastoral Support Worker to support the Inclusion Lead</p> <p>'Amber' Time Out sessions to be manned by teachers on a rolling timetable- more impact seen since this change came into effect- evident through EPraise Data.</p>	<p>£4,300 (December 17-August 18)</p>
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<p>To motivate and reward children for behaving in a positive manner</p>	<p>Behaviour Rewards</p> <p>A new 'EPraise' shop was created in order to facilitate children spending their House Points on rewards, promoting good behaviour.</p> <ul style="list-style-type: none"> - Pupil voice activities were conducted to see what children would like as rewards - Senior Leaders discussed implications and practicalities of suggestions - With support for the Behaviour Mentor, and EPraise 'Shop' was set up and run at lunchtimes - The Head Teacher launched EPraise/ the reward system as a whole school approach - An EPraise 'shop' trolley was set up with rewards scaling from 100 points to 800 House Points. 	<p>Amber and Red behaviours at the start of our new Behaviour Policy totalled 63 'demerits' in Week 2 & 70 'demerits' in Week 3. By March EPraise data shows total demerits per week to be between 20-30 'demerits' per week.</p> <p>Pupil voice activities reveal pupils are fond of the new EPraise system and express the opinion that 'It helps them what the right way to behave is'</p>	<p>EPraise shop to be run twice a week- once for KS1 and once for KS2 so it is accessible to all.</p> <p>Rewards to be evaluated annually.</p>	<p>£83.06</p>
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<p>A whole school behaviour/tracking system was required set to;</p> <ul style="list-style-type: none"> -reward and motivate pupils to behave well -promote attendance (more sessions in school equates to more House Points) -allow teachers and senior leaders to rigorously monitor and log any patterns of behaviour - allows senior leaders to monitor teachers management of behaviour - highlights those children who need targeted support to address the needs of pupils who misbehave -ensure consistent escalation of sanctions for pupils who persistently misbehave 	<p>EPraise Behaviour Tracking System</p> <p>An EPraise Behaviour Tracking system was purchased and set up by senior leaders to meet the needs of our school.</p> <p>EPraise;</p> <ul style="list-style-type: none"> - Allows pupils to view their achievements and be positively and publicly rewarded for positive behaviour - Allows teachers to record red and amber behaviours (demerits) - Allows senior leaders to monitor patterns of behaviour and teachers management of behaviour - Highlights those children who need targeted support to address the needs of pupils who misbehave 	<p>Amber and Red behaviours at the start of our new Behaviour Policy totalled 63 ‘demerits’ in Week 2 & 70 ‘demerits’ in Week 3. By March EPraise data shows total demerits per week to be between 20-30 ‘demerits’ per week.</p> <p>Pupil voice activities reveal pupils are fond of the new EPraise system and express the opinion that ‘It helps them what the right way to behave is’</p> <p>Pupil voice activities reveal that bullying and misbehaviour are dealt with consistently and fairly. They can talk about the sanctions and impact.</p> <p>Senior leaders are confident about what patterns of behaviour ‘look like’ at Upton St Leonards Primary School and are better informed to make decisions regarding further actions for improvement.</p> <p>Teachers, Senior Leaders, and the Inclusion Team, are confident that the correct pupils are flagged for additional support in managing their behaviour/ impulse/ emotions.</p>	<p>Continue the use of EPraise and further embed as a whole school culture.</p> <p>Consider the possibility in adapting EPraise to enable parents to view pupil achievements.</p> <p>Continue to track patterns of behaviour and analyse as staff/ Inclusion Team to ensure the right levels of support are put in place for vulnerable pupils.</p>	<p>£750 (Annual cost)</p>
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<p>Facilitate a level of flexibility for SEMH/Social intervention lead to staff 'The Hub' in the morning to ease transition into school, and during unstructured times e.g. break times.</p> <p>To carry out structured intervention work for targeted vulnerable learners.</p>	<p>Additional TA Salary</p> <p>An additional TA role was facilitated to;</p> <ul style="list-style-type: none"> -support learning for particularly vulnerable learners in the classroom in the morning -To support/ staff 'The Hub' in the mornings to ease transition into school, and during unstructured times e.g. break times. -To carry out structured intervention work in the afternoons for targeted vulnerable learners. 	<p>Improvement in removing barriers to learning;</p> <ul style="list-style-type: none"> - Thrive Intervention data showed an overall effectiveness rate of 66.6% effectiveness (although only 3 pupils included in data this time around and 1 was hospitalised) in the Spring Term and 80% effectiveness in the Summer Term - Lego Therapy data showed 100% effectiveness in the Spring Term and 100% effectiveness in the Summer Term - Talkabout Self-Esteem data saw a 66.66% effectiveness rate in the Spring Term and a 33.33% effectiveness rate in the Summer Term - Talkabout Social Skills data saw a 70.07% effectiveness rate in the Spring Term and a 83.33% effectiveness rate in the Summer Term <p>Pupil voice monitoring revealed that pupils felt that 'The Hub' was now an important part of our school. Pupils felt supported by the Inclusion Team, were listened to, were able to calm and therefore return to class feeling more equip to access learning.</p>	<p>Additional Pastoral Support Worker to be appointed to meet growing need of learners in our school.</p> <p>Both Pastoral Support Workers to be Thrive and Lego Therapy trained as this data is showing greatest impact for our vulnerable groups.</p> <p>IL to work closely with PSW's to see how we can tailor self-esteem work to better meet pupil need bearing in mind Lego Therapy was so much more effective than Talkabout last academic year.</p>	<p>£18,614</p>
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<p>Facilitate personalised support and intervention at an individual/ group level to 'diminish the difference' for PP pupils and other pupils falling into 'vulnerable groups'.</p>	<p>Purchase of Personalised, Published Interventions</p> <p>Published, research based intervention materials were purchased to cater for varying areas of need e.g. Reading, Spelling, Maths, Fine Motor Skills, Phonics, Self-Esteem, Social Skills</p>	<p>Spring Term Intervention Effectiveness Rates; Pindora's Box (Fine Motor)= 100% Lego Therapy=100% Numicon=90% (Average of 13.55 months pupils progress in 4 month period) Rapid Reading= 86.66% (Average of 7 months reading age pupil progress in 3 months and 1 year 5.53 months pupils progress in comprehension) Wordblaze=86.11% (Average of 1 year 9.72 months progress per child in 4 month period) Dancing Bears= 77% Social Skills= 74.07% Self Esteem= 66.66% Jimbo Fun= 64.28% Bearing Away= 45.45%</p> <p>Summer Term Intervention Effectiveness Rates; Lego Therapy=100% effectiveness rate Fizzy-100% effectiveness rate Dancing Bears= 100% Numicon= 85.36% (Average of 14.48 months progress per pupil in 4 month period) Social Skills= 83.33% Pindora's Box (Fine Motor)= 83.33% Jimbo Fun= 76.47% Wordblaze= 53.33% (Average of 7.46 months progress per pupil in a 2 month period) Bearing Away= 50% Rapid Reading= 48.27% (Average of 6.93 months progress per pupil in a 2 month period) Rapid Phonics-46.66% Behaviour-Impulse/Emotion 42.85% Self Esteem= 33.33%</p>	<p>Continue to replenish resources for intervention as required</p> <p>IL to continue to research published, researched based resources to meet pupil need.</p> <p>Monitor changes in impact data from Summer Term following re-deployment of intervention leads</p> <p>Carefully monitor the progress of pupils using the graduated approach (Assess/Plan/Do/Review) and adapt provision accordingly based on individual pupil need.</p>	<p>£11,024.46</p>
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<p>To provide high quality Inclusion provision which;</p> <ul style="list-style-type: none"> • Ensures learner's feel safe, special and have their basic needs met in order to access their 'emotional' and 'thinking' brains making them ready to learn • Facilitates targeted support for our most vulnerable learners, particularly those that may have struggled with difficult life events. • Supports vulnerable pupils re-engage with life and learning. • Improves relationships between peers and between learners and staff • Sees an improvement in SEMH which consequently links to an improvement in Behaviour (Behaviour is a way of communicating) • To build on recent advances in neuroscience, attachment theory and child development. • Facilitates an improvement in pupil attendance 	<p>Development and use of the Thrive Approach</p> <p>Over the course of the academic year both the Inclusion Lead and our Pastoral Support Worker became Licenced Thrive Practitioners.</p> <p>The Head Teacher and Social/ Self-Esteem Lead also began their Practitioner Training.</p>	<p>Thrive Intervention data showed an overall effectiveness rate of 66.6% effectiveness (although only 3 pupils included in data this time around and 1 was hospitalised) in the Spring Term and 80% effectiveness in the Summer Term</p> <p>Amber and Red behaviours at the start of our new Behaviour Policy totalled 63 'demerits' in Week 2 & 70 'demerits' in Week 3. By March EPraise data shows total demerits per week to be between 20-30 'demerits' per week.</p> <p>Pupil voice monitoring revealed that pupils felt that 'The Hub' was now an important part of our school. Pupils felt supported by the Inclusion Team, were listened to, were able to calm and therefore return to class feeling more equip to access learning.</p> <p>Whole school attendance data went from 95.8% to 96.3% last academic year for whole school and from 83% to 86.4% for a particular target group of vulnerable pupils.</p>	<p>Whole School Approach to be implemented from September 2018 to ensure a whole school approach, rather than isolating Thrive Provision within the Inclusion Team.</p> <p>Whole school Thrive screening to be conducted in order to facilitate a ridged SEMH whole school screening tool.</p>	<p>£1,645 Thrive Practitioner Training (Inclusion Lead)</p> <p>£2,632.00 Practitioner Training (HT and Pastoral Lead)</p> <p>£3,240 Thrive Online Subscription</p> <p>Total: £7,517.00</p>
<p>To provide an alternative intervention tool to support children with SEMH needs which;</p> <ul style="list-style-type: none"> • Enable pupils to communicate and express themselves through play • To promote healthy, happy, confident children who are ready and open to learning. • The aim is that this will then in turn support academic outcomes. 	<p>Lego Play Therapy Training</p> <p>Both our Social and Self-Esteem Lead and Pastoral Support Worker received Lego Therapy training surrounding Self-Esteem and Bereavement and Loss</p>	<p>100% effectiveness rates in both the Spring and Summer Term for pupils taking part in Lego Therapy intervention.</p> <p>Baseline assessments based on SDQ scores.</p>	<p>Continue to monitor assess and monitor the impact of Lego intervention. IL to work closely with PSW's to see how we can tailor self-esteem work to better meet pupil need bearing in mind Lego Therapy was so much more effective than Talkabout last academic year.</p>	<p>£110.00</p>

<p>Ensure that through Quality First Teaching in the classroom we have;</p> <ul style="list-style-type: none"> • A wave 3 teaching programme to meet the needs of an individual pupil • A way of monitoring the programme • A way of evaluating the programme • A way of providing feedback to pupils on their individual progress 	<p>Precision Teaching training for all Teaching Assistants</p> <p>All teaching assistants underwent Precision Teaching Training in the Autumn Term to provide them with a way of assessing, planning, facilitating and reviewing pupil learning and progress</p> <p>The Inclusion Lead teacher awareness training of Precision Teaching during a whole school INSET.</p>	<p>Individual pupils, particularly those that are identified as having a Special Educational Need, are having their needs met through a tailored, personalised approach.</p> <p>Impact can be evidenced through individual Pupil My Plans or in some instances, Class Provision Maps.</p>	<p>Continue to embed the Precision Teaching approach through Quality First Teaching.</p> <p>Inclusion Lead to continue to monitor the impact of Precision Teaching through My Plan monitoring, pupil data monitoring, learning walks and pupil voice discussions.</p>	<p>£75</p>
<p>Ensure that through Quality First Teaching in the classroom we have tools which support individual pupils to overcome their barriers to learning.</p>	<p>Purchase of Site Licence for Clicker 8</p> <p>Purchase of additional laptops</p> <p>A laptop was purchased for every classroom in order to facilitate pupil access Clicker 8, Rapid Reading, Rock Star Maths etc. in the classroom</p> <p>A site license for Clicker 8 was purchased.</p> <p>All staff had twilight training in the use of Clicker 8.</p>	<p>Staff confident in the use of Clicker in order to meet individual pupil need.</p> <p>Those vulnerable pupils who have fine motor difficulties, processing difficulties or any particular barrier to learning, have a powerful tool to support their recording and organising of ideas in the classroom.</p> <p>Access tools should in turn lead to greater academic achievement of individuals.</p>	<p>Inclusion Lead to continue to monitor the impact of these new tools through My Plan monitoring, pupil data, learning walks and pupil voice discussions.</p>	<p>£2,207.95 Clicker 8</p> <p>£5,377.00 Class Laptops</p>
<p>To ensure that we are able to gather diagnostic baseline and exit assessment data in order to measure the impact new structured interventions</p>	<p>Diagnostic Assessment Materials</p> <p>Diagnostic Assessment materials such as the Sandwell Early Numeracy Test were purchased to ensure diagnostic assessment data was available for pupils so that even the smallest levels of progress could be measured.</p>	<p>Diagnostic assessment data available to measure individual pupil progress.</p> <p>Additional data supports teacher and PUMA/PIRA judgements.</p> <p>The above, overall intervention effectiveness rates can be gathered in order to carefully monitor the suitability and effectiveness of individual programmes of intervention.</p>	<p>IL to continue to research assessment resources available to meet need.</p> <p>IL to continue to analyse data produced in order to review intervention and make carefully informed decisions regarding 'next steps'.</p>	<p>£160.53</p>

<p>In relation to attendance ensure that;</p> <ul style="list-style-type: none"> • Data relating to attendance is collected and analysed • Personalised strategies are in place to improve the attendance of particular pupils and monitor the impact of such strategies • That school absence is investigated on a daily basis • That evidence and reasoning for those pupils who arrive after 9:15am is collected • That any children that may have at least 10 days absence are carefully monitored and if necessary report them as CME • That Attendance Rewards are co-ordinated and that there are evident displays promoting good school attendance 	<p>Attendance Officer</p> <p>Attendance Officer appointed, To work as a member of the Inclusion Team, under the direction of the Inclusion Lead, with a responsibility for Attendance</p>	<p>The Attendance Officer and Inclusion Lead now meet weekly.</p> <p>A new attendance policy was written in line with county guidance.</p> <p>Database tracking pupil attendance has been set up and Attendance levels are now carefully tracked</p> <p>Families with low attendance are sent warning letters, invitations to meetings with the Inclusion Lead and if necessary an AIM (Attendance Improvement Meeting) is put in place.</p> <p>Personalised support has been put in place for particular families.</p> <p>Home visits put in place as required.</p> <p>School absence investigated and children that may be CME monitored closely. Lateness is also tracked and discussed by the Attendance Officer.</p> <p>Rewards are celebrated and Attendance Ambassadors are being set up.</p> <p>Whole school attendance data went from 95.8% to 96.3% last academic year for whole school and from 83% to 86.4% for a particular target group of vulnerable pupils.</p>	<p>Attendance Awards to be reviewed Annually</p> <p>School to raise further awareness of taking holidays in term time and impact on pupil progress.</p> <p>Attendance Ambassadors to be set up a lead by example.</p> <p>School to liaise more closely with county, enforcing warnings of, and if need be enforcing, penalties for particularly low attendance.</p>	<p>£5,525 Attendance Officer Salary</p> <p>£428.21 Attendance Awards</p>
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Facilitate a wide range of adventure activities as research has shown these experiences are linked with increased academic achievement. The main effects tend to be on self-confidence, self-efficiency and motivation.	Outdoor Learning The school operate Forest School with whole class and targeted opportunities for pupils as appropriate.	Pupil voice monitoring activities evidence pupils speaking highly about their experiences in Forest School. An improvement in pupil behaviour has been evident through these sessions where pupils are engaged in kinaesthetic, 'hands-on' experiences which they may not have previously experienced. SDQ scores, Thrive baseline scores, Talkabout Scores for those pupils monitored, show high percentages of pupils Social Emotional needs improving.	Consider the possibility of extending Forest School opportunities to more classes/ age groups.	£500
Ensure we are able to subsidise the cost of Residential trips during the course of the academic year for any pupil in receipt of the Pupil Premium to ensure equality of access.	Educational Visits Costs of Residential trips during the course of the academic year for any pupil in receipt of the Pupil Premium subsidised to ensure equality of access.	Pupils have wider breadth of life experiences than that they may have previously experienced. Research shows that first hand experiences lead to improved academic outcomes.	Continue to facilitate in the future.	£2843.92
A raise in academic achievement of a particular pupil.	Dedicated PP teacher Dedicated teacher in place to provide specific tuition and support for a particular vulnerable pupil.	Rise in academic achievement in particular subject areas evident through pupil data and monitored through My Plan.	Structured, published interventions now available in school may facilitate these academic gains.	£328.68
To see an improvement in the Social Emotional Well-Being of two targeted pupils whose attendance and learning are dramatically impacted.	Play Therapy for Targeted Individuals	Improvement in Social Emotional well-being evident through My Plans and Play Therapy reports. An improvement in transition to school for these targeted individuals. An improvement in Attendance for terms where Play Therapy was implemented for these families. Less recorded incidents in the Red 'Bound and Numbered	Consider the use of Play Therapy for targeted pupils in the future, where an alternative approach than Thrive is required.	£1214.40

Total Spend= £87,649.19 including carry forwarded from the previous academic year