



By Brook Valley Primary School Pupil Premium Strategy Statement

Vision Statement

At By Brook Valley CE Primary School we are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community will be respected and valued.

We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of hope, honesty, forgiveness and friendship. In this way, we will each be the very best we can be.

This strategy should be read and understood from this perspective.

Introduction

The Pupil Premium is a Government initiative that targets extra money at pupils who receive Free School Meals because of low parental income. The Pupil Premium Grant is provided to give extra support to these children to improve their life chances. Schools also receive money for children with a parent in the armed forces, and for Looked After children.

All schools are required to publish information about how this additional money is spent.

Pupil Premium Grant is generated by those children counted on the January Census, but does not appear in the school budget until April of the same year. If the child joins the school but misses the Census by not being at the school at that time, they are not counted until the following January and the money not received until the following April.

Pupil Premium provision at By Brook Valley covers a wide range:

Teaching	<ul style="list-style-type: none">Increased teacher and teaching assistant provision.Training and staff development to enhance the quality of teaching and learningResources procurement to enhance the quality of teaching and learningSmall group support during lessons.Enabling children to access further pastoral support and activities.	Targeted Academic Support	<ul style="list-style-type: none">Additional equipment and programmes for targeted interventionsSpecialist adult provision and support for individuals and groupsIndividual support during the school dayTailored social and emotional support
		Wider Strategies	<ul style="list-style-type: none">Social and emotional group support.Enabling children to access school visits, residential etc.Uniform and PE kit paid for.Subscriptions to clubs.

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Impact

We track the progress of all children in our school continuously, using academic data and also by considering how children's self-confidence, self-esteem, social skills, attendance etc. have improved by receiving extra support. Our cohorts are small and therefore we look at individual attainment and progress rather than whole year groups.

Reporting

It will be the responsibility of the Headteacher, or a delegated member of staff, the Inclusion Leader, to produce regular reports for the Governing Body

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- an outline of the provision that was made since the last meeting and the impact thereof

The Governors of the school will ensure that there is an annual statement on how the Pupil Premium funding has been used published on the school website. The use of Pupil Premium Funding will be carried out within any statutory requirements published by the Department for Education.

What are the barriers to achievement faced by 'disadvantaged' pupils at By Brook Valley?

Nationally, pupils eligible for Pupil Premium achieve less well than others at school. The vast majority of Pupil Premium funding we get is for children who have been eligible for free school meals, meaning that the 'disadvantage' we are referring to is an economic one. Research shows that economic disadvantage is a problem for children's development before they get to school, on average pupils living in poverty are nine months behind others by the age of three. There are many barriers to learning:

- **Access to resources for learning:** Less money means less access to resources such as books, toys and holidays. 'Disadvantaged' pupils may have fewer opportunities to build general knowledge and experience in their broader lives.
- **Access to resources for wellbeing:** Poverty reduces families' access to resources and choices around key things like diet and housing. This can have impact on children's health, wellbeing and development and thus become a barrier to achievement in school.
- **Aspiration:** Aspiration can be an issue for children from 'disadvantaged' backgrounds, if they do not grow up with role-models who have been successful at school and in work. We have seen potentially very able pupils disassociate from success at school, because they don't relate to it in their broader lives.



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- **Sense of agency:** Children growing up in poverty may experience life as a series of volatile situations over which neither they nor their caregivers have any control. Thus they may fail to develop a conception of themselves as free individuals capable of making choices and acting on them to shape their lives. Instead life can be about reacting to crises, magnified by limited choices and by circumstances that make it difficult to plan ahead. This doesn't just affect educational success. Studies have shown that a low sense of control over one's life has major health impacts in all areas, regardless of access to healthcare.
- **Verbal exposure:** The range of vocabulary and number of words children are exposed to at a young age has impact on their academic achievement in later years. If parents speak poorer English, they may find it harder to develop their children's language skills. Research shows a strong link between economic disadvantage and low verbal exposure.
- **Attendance:** Poor attendance is a significant barrier to achievement at school.

Whilst all the factors above impact on the achievement of some of our disadvantaged children, they do not apply to all. Eligibility for Pupil Premium is broad and covers a wide range of economic disadvantage. When we drill down into our data, what we see is that most 'disadvantaged' pupils do well at By Brook Valley. However, a small number suffer very significant disadvantage and this does impact on their achievement. We find this to be mainly attendance or emotional and self-esteem development. In our data, this lowers our averages for Pupil Premium children generally especially in the attendance data.

How well do children eligible for Pupil Premium do at By Brook Valley?

The key measure of the success of children at primary school is their end-of-year outcomes in English and maths. This, alongside attendance data, is how we measure the impact of our Pupil Premium strategy. Nowadays schools use a range of different methods to assess pupil achievement. We use Insight Tracking data system.

What is our strategy for Pupil Premium?

Quality First teaching (QFT). We believe that the biggest difference we can make to children's lives is through the quality of our teaching. We believe that high-quality teaching is the key to improving our school and ensuring the best possible outcomes for all our children. In practice this means that the school invests time in developing our teachers. We do this through a structured process of monitoring teachers' work and providing them with quick feedback and hands on support.

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Removing Limits to Learning: One of our key aims as a school is to ensure that there are no ceilings to achievement. We have high expectations for all, regardless of background or current ability, and crucially, it is about helping pupils develop high expectations of themselves. Our approach to teaching builds in the expectation that pupils apply themselves and make visible progress in every lesson. This looks like:

In class: All children are assessed in line with school assessment policy.

- Class profiles identify PP children so that monitoring is easier in 'check ins'.
- Book scrutiny of PP pupils undertaken.
- They are targeted in class (in a positive way) to be included in all activities, encouraged to answer questions and given leadership responsibilities eg anything from being a class monitor to very special tasks designed for them to support other pupils or help adults in some way.
- We ensure PP pupils always go on school visits and any activity weeks like PGL. We use their funding for these.
- We have pupil conferencing set up termly for disadvantaged pupils.
- We use meta-cognition strategies to develop reading ie during Guided Reading sessions they are asked a series of questions to accelerate their learning. (This is taken from the research undertaken by the Sutton Trust which found that meta-cognition and self- evaluation are one of the most effective strategies when supporting PP pupils).
- Where necessary pupils do intervention programmes and have their own provision maps.
- Evidence is used to decide on which strategies are likely to be most effective in overcoming barriers to learning.
- PP pupil tracking – 6 times a year in line with SEN pupil tracking.
- Expectation that all teachers and TAs can identify and talk about PP pupils in their class and are able to assess their learning after every lesson. At SLT observation feedbacks teachers are expected to be able to talk about their PP pupil progress.
- Each child has an individual profile to track progress.
- Staff Performance Management is used to reinforce the importance of PP effectiveness.

Action to Address Attendance and Punctuality Issues: Children whose attendance falls below 90% are classed as Persistent Absentees. Low attendance is a barrier to achievement at school. The vast majority of children at By Brook Valley feel very secure and overall attendance is significantly above the national level. We work closely with the LA Welfare Officer in matters concerning attendance and a governor monitors termly who tracks attendance and punctuality closely. We send out letters to parents whose children drop below 90% and will meet with parents to discuss attendance.

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Monitoring

We have a timetable in place which sets out how we monitor pupil premium though out the year and across the school as part of regular SLT meetings and reviews.

Summary

We have a link pupil premium governor who works closely with the SLT and the Inclusion Leader providing support and advice. Our key pupil premium investment is in teaching which we see as the most effective tool we have for raising the achievement of all pupils. A significant part of our work is around developing an inclusive culture for learning; one that promotes language, aspiration and independence. We also invest in a series of interventions for targeted children and when appropriate, families to help them overcome the barriers to learning that economic disadvantage can bring.

1. Summary Information					
School	By Brook Valley Primary School				
Academic Year	2019-2020	Total disadvantaged pupil budget	£30026.48	Date of the most recent PP review	July 2019
Total number of pupils	191	Number of pupils eligible for PP grant	15	Date of next internal review	January 2021
Total number of disadvantaged pupils	19	Number of Forces pupils	4		
£30026.48 = DfE allocation £27766.00 + £2260.48 underspend from last year due to Covid 19 school closures.					

2. Attendance – 2019-2020 From beginning of academic year until the beginning of Covid 19 lockdown and school closures							
Academic Year	Number of Disad' pupils	School	National	School	National	School	National
		% average attendance - Disa' pupils	% average attendance - Disa' pupils	% average attendance- Non Disad' pupils	% average attendance- Non Disa' pupils	Difference between Disad' and Non Disad'	Difference between school Disad' and National Disad'
2016-2017	14	96.97%	94.0%	97.53%	96.3%	-0.56	+2.97
2017-2018	16	97.24%	93.4%	97.35%	96.7%	-0.11	+3.84
2018-2019	18	94.80%	94.1%	96.91%	96.5%	-2.11	+0.7
2019-2020	19	95.32%	Not available	96.34%	Not available	-1.02	Not available

3. Current attainment 2019-2020 Predicted end of year outcomes due to Covid 19 pandemic			
	Pupils eligible for PP	All Pupils	National Other 2019
EYFS	1	30	
% of pupils achieving a Good Level of Development	100% (1/1)	77%	71.8%

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Phonics Screen			
Year 1	50% (½)	50% (15/30)	82%
Year 2 resists	-	83% (5/6)	
			91%
KS1	6	56	
% of pupils meeting expectations in Reading	83% (5/6)	93%	76%
% of pupils meeting expectations in Writing	83% (5/6)	86%	70%
% of pupils meeting expectations in Maths	83% (5/6)	95%	76%
KS2	12-13	105	
% of pupils meeting expectations in Reading	42% 5/12	85%	73%
% of pupils meeting expectations in Writing	8% 1/12	77%	78%
% of pupils meeting expectations in Maths	33% 4/12	80%	79%
*Note the number of pupils in EYFS & KS1 are so small that it is meaningless to compare percentages.			

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. Social, emotional and mental health issues

B. Attitude to learning

C. Academic ability – READING

D. Academic ability – WRITING

E. Academic ability – MATHEMATICS

F. Behaviour (for some pupils)

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

G. Attendance (for some pupils)

H. Resources / basic needs

5 Desired outcomes

Desired outcomes and how they will be measured

Success criteria

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A	<p>Social, emotional and mental health issues- All staff understand what health and wellbeing is and its fundamental importance in equipping children and young people to live a healthy and happy life in the 21st Century</p> <p>All children are provided with maximum opportunities to acquire knowledge, understanding and skills which they can apply effectively and with confidence to help them live a happy and healthy lifestyle.</p> <p>Measured using Children's Society Good Childhood Index Questionnaire</p>	<p>Inclusion of wellbeing provision is a key focus in the school improvement plan.</p> <p>The Children's Society Good Childhood Index Questionnaire</p>
B	<p>Attitude to learning- Children will be confident learners with positive attitudes to learning. Pupils know what their next steps are in learning and how to achieve this.</p> <p>Pupil interviews/assessment data/pupil progress meetings</p>	<p>Children will share ideas, ask questions, learn from mistakes, keep trying, and apply learning in different situations.</p>
	<p>Low self-esteem- Children will demonstrate increased confidence and independence in the classroom.</p> <p>Strength and difficulties questionnaires (SDQ's) / pupil progress meetings.</p>	<p>Children will feel valued and important members of the school community. Pupils will show an increased responses and contributions in class.</p> <p>Children's SDQ scores from home and school will show an improvement in attitudes and behaviour at home and school.</p>
C	<p>Academic ability – READING- Disadvantaged pupils will make 3 steps progress in reading from their starting points.</p> <p>Pupil interviews/assessment data/pupil progress meetings.</p>	<p>2020-21 achievement data analysis will demonstrate that pupils in receipt of pupil premium make equal or better progress in comparison to pupils who are not in receipt of pupil premium in reading.</p>
D	<p>Academic ability – WRITING - Disadvantaged pupils will make 3 steps progress in writing from their starting points.</p> <p>Pupil interviews/assessment data/pupil progress meetings.</p>	<p>2020-21 achievement data analysis will demonstrate that pupils in receipt of pupil premium make equal or better progress in comparison to pupils who are not in receipt of pupil premium in Writing.</p> <p>EYFS and KS1 Children will develop a more extensive vocabulary and language skills.</p>
E	<p>Academic ability – MATHEMATICS Disadvantaged pupils will make 3 steps progress in maths from their starting points.</p> <p>Pupil interviews/assessment data/pupil progress meetings.</p>	<p>2020-21 achievement data analysis will demonstrate that pupils in receipt of pupil premium make equal or better progress in comparison to pupils who are not in receipt of pupil premium in Maths.</p>
F	<p>Behaviour (for some pupils) Behaviour issues are addressed in partnership with families and other agencies as necessary.</p> <p>Restorative Justice records monitored by SLT</p>	<p>Restorative Justice System informs interventions and therefore reduces behaviour incidents.</p> <p>Analysis of Restorative Justice forms tells Inclusion Manager where to target interventions which leads to up to date profile of pupils to inform multi agency work and improved outcomes for disadvantaged pupils.</p>
G	<p>Attendance (for some pupils) – The attendance of disadvantaged children improves</p> <p>Termly attendance checks and prompt action taken to address drops in attendance for disadvantaged pupils.</p>	<p>Reduction in the no. of persistent absentees among disadvantaged pupils. Attendance for all disadvantaged children is in line with national at 96%</p>



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H	Resources- disadvantaged pupils have all the equipment they need for learning in school and can access the same extra-curricular opportunities as other pupils. Disadvantaged pupils start the day having had the opportunity to have breakfast. Financial records of School trips	All pupils have correct equipment in school. All pupils are able to access school trip, Residential and extracurricular clubs.
<small>*Note – The barriers typically associated with Forces children relate to higher levels of pupil mobility and military deployment of a parent. Our forces families are all in long term accommodation/position, and as such their children's education is not disrupted in this manner.</small>		

6. Planned expenditure

Barriers to learning well		Strategies to address the need	How will it be implemented?	Staff Lead	Cost
A	Social, emotional and mental health issues (it is anticipated that this areas will be of exceptional need post Covid 19 pandemic) <ul style="list-style-type: none"> Children's mental health and well-being Parental mental health Family illness Family bereavement Possible child protection concerns Low self-worth Lack of confidence Anxiety OCD Phobia 	<ul style="list-style-type: none"> Training opportunities for all staff on promoting mental health and pupil wellbeing and recognising the signs of social, emotional and mental health issues. Each pupil identified as having Social Emotional and Mental Health Needs (SEMH) on the schools Vulnerable Children register to be allocated a trusted adult who will regularly check in with their pupil. Jigsaw PHSE program taught on a weekly basis including specific input on emotional wellbeing and mental health built into curriculum and practicing weekly mindfulness exercises. Identified pupils to receive regular time allocated Sandtray Therapy or Lego Therapy with Inclusion manager/ TA to talk about feelings/ worries/ emotions and to foster good peer relationships. School based ELSA support in small group or 1:1 on weekly basis, reviewed termly 	<ul style="list-style-type: none"> All staff trained to recognise and respond positively and proactively to a pupil's emotional needs. Inclusion Manager will ask all pupils in SEMH category on vulnerable children list to identify their own trusted adult in school. This trusted adult will check in with their pupil at least once per week. Staff will communicate with parents regularly, positively and realistically to create a partnership approach to pupils' emotional health and well-being Sandtray Therapy input over short term (typically 8-12 sessions) for small number of pupils delivered 1:1 for pupils identified who have low level SEMH needs. ELSA support offered to a small groups of identified pupils at least once per week for 10-12 sessions. KS1 and KS2 groups Relate 'Time to Talk' input for 6 weeks led by Relate counsellor for identified KS2 pupils. 	Headteacher/ Inclusion Manager (IM) IM IM ELSA TA	½ day per week Inclusion Manager time £10,000.00 to run Sandtray sessions and Forest School sessions to support attitudes to learning and social skills. ELSA TA time £2575.00 'Time to Talk' £270.00 for x 7 week block

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	<ul style="list-style-type: none"> Self-harm Eating disorders 	<ul style="list-style-type: none"> Signposting for parents/carers to parenting courses or training workshops (Challenging behaviour/ SWAPP course) Referrals made on behalf of identified pupils for counselling with 'Relate' Inclusion Manager will continue to signpost parents/ carers to GP or local CAMHS team. Referrals will be made on behalf of identified pupil or their parent/carer with consent. Individual Health Care Plan for pupils with identified mental health problems indicating risk and arrangements to facilitate access to the curriculum and remain safe within school. 	<ul style="list-style-type: none"> Play Therapist input over short term (typically 10 sessions bought in directly by the school) for a small number of pupils with more complex needs. Individual Health Care Plan drawn up where necessary. Regular communication between school and clinician or therapist working with pupils open to CAMHS, including six monthly ADHD medication reviews. 	IM/ Play Therapist IM All staff	Play therapy £ 6,190.00 per academic year
B	Attitude to learning <ul style="list-style-type: none"> Having a fixed mind-set and 'can't do' attitude. Lack of resilience Lack of aspiration 	<ul style="list-style-type: none"> Merits, house points and certificates awarded to all pupil ensuring disadvantaged pupils also receive these awards. Focus on learning about being a 'Global Neighbour' in House parliaments. Well planned transition from primary school to Secondary school Imbed 'Jigsaw' scheme of learning throughout the school with emphasis on emotional literacy, mental health and SMSC, especially spiritual development. Forest Schools Sessions designed to address fixed mind-set, resilience and perseverance 	<ul style="list-style-type: none"> Weekly celebration assemblies to celebrate the use of learning skills in lessons and draw attention to a Growth Mindset Disadvantaged pupils to be involved in all house parliaments. Transition arrangements to continue from previous year. All pupils (from Foundation Stage to Year 6) to access Jigsaw PHSE scheme of work weekly including participating in mindfulness sessions. Each class have 4 afternoons of Forest School Sessions 	Headteacher All staff IM/Yr 6 teacher IM/ PHSE lead	£0.00 £0.00 £0.00 Forest School sessions lead by IM as a qualified Forest School Practitioner (£10000 as detailed above)

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	<ul style="list-style-type: none"> Working below age related expectations Weak spelling Poor language and communication skills Lack of support at home 	<ul style="list-style-type: none"> WELLCOMM assessment carried out in September for all EYFS pupils to allow for early identification of need. Targeted support for disadvantaged pupils through interventions such as IDL Literacy and Beats Dyslexia for dyslexic students. Parent workshop to be held for parents and carers of all year groups on spelling and writing. 	<ul style="list-style-type: none"> Interventions such as Lego therapy, social skills games, speaking and listening activities and speech and language support led by TAs and SALT working in the school. Precision Teaching for identified pupils to increase number of tricky words spelt correctly. School to continue to subscribe to IDL Literacy to target pupils with specific learning difficulties. All teachers to hold parent workshops at least one must focus on spelling strategies and writing. 	IM/SALT IM/ TAs Class teachers	Included in SALT costs/ TA costs above. £1,000.00 £2,000.00
E	Academic ability – MATHS <ul style="list-style-type: none"> Working below age related expectations Difficulties with basic mathematical concepts Maths progress very slow Lack of support at home 	<ul style="list-style-type: none"> Using mathematical apparatus such as Numicon to help disadvantaged pupils understand abstract concepts. Targeted support for disadvantaged pupils both in the class (core learning) and through intervention. Parent workshop to be held for parents and carers of all year groups on mathematics. 	<ul style="list-style-type: none"> Continue to use Breaking Barrier Numicon Maths intervention to support disadvantaged learners. Power of 1 and Plus 2 books to support identified disadvantaged learners. TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision. All teachers to hold parent workshops at least one in the academic years must focus on maths skills. 	IM/maths lead IM Class teachers/ TAs	TA time £2,000.00
F	Behaviour <ul style="list-style-type: none"> Negative behaviour towards others / poor social skills. Behavioural incidents effecting the learning in the class 	<ul style="list-style-type: none"> Clear behaviour and reward systems in place in each class to ensure continuity and a high expectation from all. Persistent poor behaviour communicated home and dealt with in partnership with families. Restorative justice to continue to be consistently implemented by all staff. 	<ul style="list-style-type: none"> Behaviour management systems in place in every classroom and monitored through immersion visits. Restorative Justice System established within in school – to be maintained and monitored for consistency by SLT. 	SLT SALT/TA IM	As above Play therapy see costs above (£ 6,190.00) ELSA see costs above

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		<ul style="list-style-type: none"> • Staff training to support understanding of children's behaviour in the context of attachment disorders and past trauma. • Play Therapist employed to work with pupils who have significant social, emotional and mental health issues. • Sandtray and Lego therapy used to support children with poor mental health and well-being • Forest School Forest Schools Sessions designed to address social skills and interpersonal interactions. 	<ul style="list-style-type: none"> • IM deliver whole staff training on attachment disorder, trauma and child anxiety. • Play therapist employed ½ day per week. • ELSA support for identified pupils to manage behaviour. • Sandtray and Lego therapy • Each class have 4 afternoons of Forest School Sessions 	Play Therapist ELSA IM/TAs	Forest School sessions lead by IM as a qualified Forest School Practitioner (£10000 as detailed above)
G	Attendance <ul style="list-style-type: none"> • Persistent absentees (below 95% attendance) in disadvantaged groups. <small>Data to be collected at start of 2020-21 as data from 2019-20 affected by Covid-19 pandemic</small> 	<ul style="list-style-type: none"> • Termly overview sheet of attendance for all pupils, year groups and vulnerable groups. • Pupils dropping close to 95% attendance are tracked carefully. • Phone call or face to face meeting held for parents of any pupil dropping below 95% to gather 'the story' and offer support. • Persistent absentees will meet with IM regularly. EWO called in if necessary. • Special certificate and small prize given to class with the best attendance this term. • Regular attendance updates and reminders go out in the school newsletter. 	<ul style="list-style-type: none"> • Inclusion Manager to track and monitor the attendance of all pupils including PP. Any pupils whose attendance drops close to 95% to be addressed. • Letters and phone conversations will be used to highlight the school concern and then a face to face meeting with families is arranged if needed. Where absences are persistent, IM will arrange for the EWO to become involved. • Strategies have been introduced to celebrate the attendance of those pupils who are in school every day throughout the term / year. 	Headteacher/ Inclusion Manager	EWO £306.00
H	Resources / basic needs <ul style="list-style-type: none"> • Lack of proper school uniform (clothes not fitting / unwashed...) 	<ul style="list-style-type: none"> • Uniform purchased for the family in extreme cases • Breakfast club subsidised *Toast provided for highlighted families 	<ul style="list-style-type: none"> • This decision is made by SLT in consultation with our Inclusion manager. Each situation is different and the school will do its best to provide what each child needs. 		Resources/ uniform £100.00

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	<ul style="list-style-type: none"> Lack of proper PE kit Hunger - Not eating breakfast before school Lack of opportunity 	<ul style="list-style-type: none"> Regular meetings with Inclusion Manager to discuss needs and barriers – support offered by school or through referring to the appropriate agency. CAF written to address needs and request support if necessary. Educational visits and residential trips funded for disadvantaged pupils throughout the school year. 	<ul style="list-style-type: none"> Headteacher and Inclusion Manager meet regularly to discuss families that may have been referred by class teachers. Current provision / support is reviewed and further actions are set if the need is there. CAF assessments written by Inclusion leader. 		clubs/ trips/ Residential £100.00
				Total projected spend	£30,341

*** *These may be included throughout the year as different needs arise.* ***