

Pupil Premium Plus-PPP (currently £2300 per child) is allocated to the school for children who

- Are in local authority care in England
- Have been adopted from care in England or Wales
- Left care under a Special Guardianship Order (SGO)
- Left care under a Child Arrangements Order (formerly known as a Residence Order)

At St Stephen's Primary school there are **seven pupils** eligible for PPP in the current academic year

- Three pupils who have been adopted from care
- Two children adopted from abroad
- Two children under SGOs

The DfE states:

Funding should help adopted children emotionally, socially and educationally by providing specific support to raise their attainment and address their wider needs

It is good practice to consult parents and guardians in making decisions of how money will be spent

Funding should not be used to supplement the general budget but does not have to be spent on the individual child and is deployed at the discretion of the school.

Provision 2018-19	Provider	Impact/Follow Up	% Cost
<p>Meeting with group of adopted parents to discuss any concerns/wishes</p> <p>October 2018</p>	School based	Further training to be organised for staff, child focused consultations/plans to be considered	
<p>School hosts Attachment Friendly Schools Coffee morning</p> <p>November 2018</p>	SENCo shares approach to social and emotional needs e.g. use of school counsellor, Educational Psychologist, consequences chart. Parent shares experience of sensory integration programme	Well received- representatives from adoptive parent community in and out of borough, virtual schools, local schools representatives, social workers. This flags positive practice in school to date. Good use of Educational Psychologist to support vulnerable children.	
<p>Whole staff Training – Supporting Children with Histories of Trauma</p> <p>Am session- teachers Pm session – support staff including after school team</p> <p>January 2019</p>	PAC-UK	Raising sensitivity and understanding of children experiencing adverse childhood experiences (ACEs) and developmental trauma.	3%
<p>Trauma Informed Schools Conference- SENCo attendance</p>	Beacon House- Therapeutic Services and Trauma Team	Discussion and reflection on whole school practice with	1%

January 2019		staff. Review of school behaviour policy Meeting with parents of adopted children to organise individual plans where necessary to begin	
Commitment to train member of staff on ELSA course to gain an emotional literacy support assistant	Local Authority	Five days training for Learning Support Assistant, Three half days training for SENCo ELSA to work with vulnerable pupils on specified targets.	1%
School Improvement Plan focus on Mental Health, three designated days for children on emotionally healthy classrooms, two staff insets on promoting positive wellbeing	School based	Raising issues of need to promote children's emotional wellbeing and resilience through all interactions, with designated lessons and activities over the school week.	
School Counsellor	School has increased services of school counsellor- children who have experienced Adverse Childhood Experiences (ACEs) are prioritised	School Counselling (SC) is embedded in school life with play based approach to therapy. Children have opportunities to self-refer, attend short-term 'soundbite' sessions. Option for parents to meet and discuss concerns with SC also available.	30%
Sensory Integration (SI) Programme	Three year bid- (John Lyons Charity) accessing services of Maximum Potential	Occupational Therapist visits school 1 day per week to run SI programme. Children who have experienced Adverse Childhood Experiences (ACEs) are prioritised	
Speech and Language Intervention	Talk boost Language Intervention targeted at Reception and Y1 children following Autumn Term screening.	Higher Level Teaching Assistant (HLTA) is responsible for English as an Additional Language (EAL) and some SEN support and delivers Talk Boost intervention following screening of Reception pupils- pupils make excellent progress as a result of intervention	10%
Additional adult support in the classroom	Children are identified for additional literacy and numeracy intervention to close gaps with peers.	Additional staff support with focus and attention, provide reading, spelling, handwriting support as necessary.	50%

