

Pupil premium grant expenditure report to parents for the year 2016/17

Since 2011-12, schools have been allocated 'Pupil Premium Funding'. The terms of the grant are very broad and merely state:

'The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school, or for the; benefit of pupils registered at other maintained schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated'.

The grant is to be allocated in two parts, which are:

- Pupil premium for pupils known to be eligible for free school meals (FSM) in any of the previous six years and service children in mainstream schools
- Pupil premium for looked-after children and pupils eligible for FSM in any of the previous six years in non-mainstream settings

From September 2012, the Department for Education (DfE) has required schools to publish information about how they plan to use the Pupil Premium grant. The report below details our school's plan for 2016-17.

Overview of the school

Number of pupils and pupil premium grant (PPG) received for 2016/17	
Total number of pupils on roll	105
Pupils eligible for PPG	29 children on FMS and children Ever 6 3 children with a parent in the services
Amount of PPG received per pupil	£1,320
Amount of Service Children Premium per child	£300

Total amount of PPG received	£37,765
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Barriers to achievement 2016/17
<ul style="list-style-type: none"> • Academic support from home – opportunities to discuss learning, support with homework including reading • Poor oral language skills • Poor home learning environment • Opportunities to experience wider cultural experiences and gain a broader knowledge and understanding of the world. • Emotional issues at home which lead to lack of focus in school • Attendance for individuals • Poor diet

Nature of support 2016/17 and reasons why in italics
<ul style="list-style-type: none"> • Teaching assistant supports other children in the class allowing the teacher to work with pupil premium children – <i>so that the children receive high quality classroom teacher support to meet their needs and support progress within the classroom setting.</i> • Bespoke intervention groups e.g. phonics, precision teaching – <i>identified precision support based on assessment to support good levels of progress.</i> • Additional Teaching Assistant or Teacher used to release a member of staff with particular expertise e.g. able, gifted and talented math's provision – <i>To give specialist support to ensure good progress for all disadvantaged children including, most able disadvantaged.</i> • Support for children to attend residential and educational visits and clubs– <i>To ensure that all children receive extracurricular activities to support cultural knowledge and understanding.</i> • Teaching assistant time to work with children who require 'catch up' – <i>So that children are given the time to discuss their learning and address misconceptions before their reach the next lesson. This supports good level of progress.</i> • Extra individual reading time within the school day – <i>To ensure that children are not disadvantaged</i>

if parents and carers do not read with them at home.

- *Holiday club – To give parents respite in the holidays and provide alternative professional care for the children.*
- *Use of Dreadnought, Emotional First Aid and Thrive – To address and support children with social, emotional and mental health needs. This supports emotional health and progress in school and as part of lifelong learning.*
- *Fresh fruit and vegetables available at playtime – As part of our drive for healthy eating. This ensures that all children eat fresh, raw fruit/vegetables daily. The impact over the years has been that children then ask for it at home and are making healthy choice at home as well as school.*
- *A teacher who provides support for children in class and one to one tuition - To provide high quality specialist support that identifies areas that need developing from assessment and addresses these either in the classroom or on an individual basis to promote good progress.*
- *Half price music tuition – To ensure that children have the opportunity to develop their musical knowledge and skills.*

How will we measure impact?

We measure the impact of pupil premium by the progress made by the child/ren.

- We do this academically using school pupil tracker online to measure to impact of our interventions and support.
- We do this emotionally and for behaviour using our emotional audit to monitor emotional support put in place.
- We monitor attendance termly with our Educational Welfare Officer

Most of our support is included in our School Development Plan (SDP). This is evaluated termly for impact. Below is part of the SDP that monitors the progress of our pupil premium children. The next governor monitoring of Pupil Premium will be November 2016. The next evaluation of impact of the pupil premium strategy will be December 2016. The next annual review of the school's pupil premium strategy will be July 2017.

Fourlanesend School Development Plan 2016-17

Priority: Leadership and management

Writing in bold is a new addition

Action for a co-ordinator /staff- italics

Autumn evaluation in purple. Spring in green. Summer in red and achieved/not achieved in **BOLD CAPITALS**

Success Criteria – what we want to achieve.	Actions – used to ensure success criteria is achieved.	Leader	Start and finish dates	Resources	Monitoring of Implementation How? Who? When?	Termly Evaluation or as appropriate.
<p>2.12 B Leaders and governors effectively track the progress of groups of pupils to ensure that none falls behind and underachieve.</p>	<ul style="list-style-type: none"> Leaders will track progress using SPT termly to ensure that all children from all groups are on track. Termly meetings between class teachers and a member of the SMT to discuss any underachieving children/groups of children. Interventions to be put in place for any children/groups of children who are identified as underachieving. Termly social and emotional tracker used to support identification of underlying issues that may affect progress. The assessment governor, pupil premium governor and most able governor meet with the SMT (hold to account) to discuss progress of groups. 	<p>All Teachers</p> <p>C of G</p>	<p>Sept - July</p>	<p>£1000 SPTO costs</p>	<p>Governors to termly meet with SMT to share data, discuss interventions in place and impact of these. Governors to use SPTO to check on this and prepare challenging questions for these meetings</p>	<p>The termly emotional tracker has been completed for every class, this is evidenced in the staff meeting minutes from 5th October. Please read the data sheet attached.</p> <p>Termly pupil progress meetings track the progress of all groups of children. All teachers are aware of all groups of children (inc most able disadvantaged). This is evidenced in the teachers class provision and planning. Interventions are monitored closely for impact using our tracking system.</p> <p>Please see governor</p>

						<p>report from March 2017 on assessment and governor report March 2017 on maths. Both exemplify how progress is tracked and how governors are aware of what happens, interventions that are put in place and challenge. In January all teachers completed the termly social and emotional tracker.</p> <p>The termly emotional tracker is completed and will be handed on to the new teachers as part of our transition process within school. All termly progress meeting take place and are evidenced in the Pupil Progress Meeting file. At the end of the year information on children not progressing as expected will be given to the next teacher, it is also tracked using our SPTO system. The impact of all interventions is evaluated and this is used to plan future interventions.</p>
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	<ul style="list-style-type: none"> • Termly parents evenings • Teachers wherever possible available on the gate at the end of the day. • Celebration assembly on a Friday • All staff adhere to the open door policy so that parents and carers can contact staff quickly. • Records and reports from meetings with other agencies need to demonstrate support for all children. • Case studies demonstrate positive outcomes from their involvement. 	<p>RN RN RN RN and HI HI and RN</p>			<p>policy and impact of it – termly. Feedback from parents evenings, meet with SMT twice a year. Meetings between SENCo governor and SENCo to discuss case studies, records from meetings and reports.</p>	<p>Our FAQ explains our open door policy. This is used daily by parents and carers, some parents also call or email the school. RN has evidence of this. Teachers have evidence of meetings with parents. Case studies shared with the SIP and an anonymous one shared with governors on 3rd November demonstrates the very positive outcomes from working in partnerships with agencies and parents. Currently in school we work with CLEAR – who provide music therapy for a child. We have Dreadnought who is a counsellor that works all day, every Tuesday see children, we also work with Brighter Futures who work with families and focus on building relationships both families involved are in receipt of pupil premium. Natalie Perry held 2 works for parents explaining phonics for FS and Y1. All parents completed feedback forms and all parent said that their understanding had improved through the sessions. She plans to hold more next term. Our school website continues to</p>
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						<p>be updated weekly by all teachers and a text system is in use for reminders. We hold termly parents evening. The parents evening in March was to discuss the progress of the children, to look at the children's books and to discuss how we can work in partnership with parents to support progress. The staff are currently chasing up all parents. It is imperative that all parents are spoken to. This was something we introduced last year to ensure equality of opportunity for all our children. Teachers are able to conduct the meetings via phone if necessary. Evidence of this can be seen on the staff meeting minutes. Teachers are always available before school and at the end of the school day. We hold a Celebration Assembly most Fridays and parents come and share what we have been doing during the week. Our Chair of governors attended our Celebration Assembly on Friday 3rd March. All teachers have produced case studies during the Spring Term to explain where children have issues that impact upon their learning. This can be</p>
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						<p>evidenced in the staff meeting minutes.</p> <p>In school we currently have Brighter Futures working with 2 families. Dreadnought providing counselling for 6 children. We also work closely with the school nurse, the speech and language team, the Social, Emotional, Behaviour support service and the Educational Psychologist who are involved with children in school.</p> <p>Our school website continues to be updated weekly by all teachers and a text system is in use for reminders. In July annual reports will be sent out to all parents. Evidence from our staff meeting on the 14th June demonstrates how staff used the parent feedback from last year's reports to plan this year's reports. Changes this year will include an attitudes to learning sheet, a grid to show how the children are doing in all subjects and a letter which explains what we have to report on and how we do it – some parents complained about the content, however we have no choice on it. Following reports all parents are invited into school to discuss the</p>
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						<p>report should have any concerns. Teachers are always available before school and at the end of the school day. We hold a Celebration Assembly most Fridays and parents come and share what we have been doing during the week.</p> <p>In school we currently have Brighter Futures working with 2 families. Dreadnought providing counselling for 6 children. We also work closely with the school nurse, the speech and language team, the Social, Emotional, Behaviour support service and the Educational Psychologist who are involved with children in school.</p> <p>All of the above has continued. Overall parents are engaging more positively with the school – we know this as we have less parental complaints.</p> <p>ACHIEVED</p>
<p>2.14 B Leaders effectively use additional funding, including the pupil premium, and measure its impact on outcomes for pupils.</p>	<ul style="list-style-type: none"> All data is inputted onto the SPT regularly by teachers. Governors to use SPTO to hold leaders to account for their use of pupil premium money SMT monitor the progress made by all groups of children half termly. Effective interventions are put in place as necessary to prevent children from 	<p>NP, LC, RW, FF, HI, J D RN, LC and</p>	<p>Sept – July</p> <p>Oct – July</p> <p>Sept – July</p>	<p>N/A</p>	<p>To be monitored by pupil premium governor. Who will need to meet with HT and discuss the progress the children are making and the impact of the inventions, this will</p>	<p>Please see governor monitoring report of pupil premium 28th November.</p> <p>All interventions are recorded on SPTO – HT monitoring. Evidence from our Autumn term data is that children in receipt of pupil premium are making more progress than child not in receipt</p>

<p>Governors effectively hold them to account for this.</p>	<p>falling behind – these are recorded on SPTO</p> <ul style="list-style-type: none"> HT reports on what is in place for pupil premium children in her termly reports to the governing body. Pupil Premium governor monitors progress of pupil premium children termly and the impact of any interventions and reports on it to the governing body. 	<p>FF RN, FF, LC and gov ern ors NP, LC, RW ,FF, HI,J D</p> <p>RN</p> <p>Gov ern or</p>	<p>Oct - July</p>		<p>be reported to the governing body.</p> <p>The chair of governors will monitor and ensure that the pupil premium governor has met with the HT and reported back to governors.</p>	<p>of pupil premium. Overall they are making 1.4 points progress compared with children who are not in receipt of pupil premium who are making 1.3 points progress over the term. Expected progress for a term is 1 point. Therefore the money is effectively being used to diminish the differences. We have 5 children who are pupil premium children with SEN and they are making 2.1 points progress on average. Please note the average is worked out by combining the progress for reading, writing and maths.</p> <p>HT reports on the school website cover pupil premium spending and the impact of it for governors and do the termly pupil premium visit reports also on the school website.</p> <p>Pupil Progress meetings took place in January with a particular focus on Pupil Premium children and children in groups. In KS2 there was a focus on the most able and the most able disadvantaged. Interventions were planned from these meetings to support progress. This can be evidenced in the progress meeting file. This was</p>
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						<p>shared with the Chair of Governors during his assessment visit on the 3rd March and can be seen in his report to governors from this date which is also published on the school website. The impact of the interventions will be measured at the end of the Spring Term and evaluated during the pupil progress meeting at the beginning of the Summer Term.</p> <p>All data is inputted onto school pupil tracker regularly by teachers this is monitored by the head and was reported on in the Governor Report on assessment March 2017.</p> <p>All interventions are recorded on SPTO – HT monitoring.</p> <p>Evidence from our Spring term data is that children in receipt of pupil premium are making the same progress as those without it. Therefore the money is effectively being used to diminish the differences. We have 5 children who are pupil premium children with SEN and they are making 2.9 points progress on average. Children who are pupil premium and FSM are making 2.4 points progress Please note the average is worked out by</p>
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						<p>combining the progress for reading, writing and maths. HT reports on the school website cover pupil premium spending and the impact of it for governors and do the termly pupil premium visit reports also on the school website.</p> <p>Our recent OFSTED report covers this in detail.</p> <p>ACHIEVED</p>
<p>3.2 F Teachers and other staff have consistently high expectations of what each pupil can achieve</p>	<ul style="list-style-type: none"> • Completing assessments – use of pupil tracker weekly to track progress. • Lesson observations at least 3 per year which demonstrate high expectations of ALL children from ALL staff. • Planning scrutiny termly – planning must evidence high expectations of all groups – Use Strand 4 – High Expectations and Challenge termly • Marking/response scrutiny – linked to new Learning Walls – high expectations of all groups. Use Strand 1 – Marking and Feedback termly. • Staff to agree what deeper learning in maths looks like and ensure that it is planned into every lesson as applicable 	<p>RN/ LC and FF</p> <p>RN</p> <p>RN</p> <p>RN</p>	<p>Sept –July</p>	<p>PPA time and staff meeting time.</p>	<p>Governors through focused governor visits with challenging questions following their analysis of SPTO – evidence to be recorded in a governor report.</p> <p>Governors to meet with teachers and discuss impact of deeper learning and SPaG focus. Evidence of progress in these areas to appear in HT report to the governing body, SPTO data book scrutinies and lesson observations.</p>	<p>Please see Jackie Eason’s report to the governing body from the 17th November which is published on our website for details of monitoring and how we achieving this.</p> <p>Lesson observations for the autumn term have been undertaken. All lesson demonstrate high expectations and how teachers plan for and facilitate through their questioning depth of learning.</p> <p>A new marking policy is now in place which needs to be read alongside our assessment policy. This policy was updated in October 2016 in light of the Eliminating unnecessary workload around marking report</p>

	<ul style="list-style-type: none"> • SPaG focus across school. Introduction of KungFu punctuation. Teachers to agree high expectations for SPaG (what is acceptable) and that all staff implement this • Interventions in place to ensure those having difficult keep up and rapid graspers stretch and deepen their learning. • Depth of learning to be monitored termly and is a whole school priority and linked to all teachers Performance Management 	<p>FF</p> <p>JD</p> <p>JD, FF and HI</p> <p>RN</p>				<p>of the independent teacher Workload review group March 2016 and links to our whole school SDP priority 2.10 on health and well-being.</p> <p>Following our marking scrutiny in October. In Strand 1 Marking and Feedback all classes are securely good and working towards outstanding –some elements of outstanding are achieved. In Keystage 2 the teachers are using depth of learning displays which support children’s understanding of what is required and encourages high expectations. Staff have agreed what deeper learning looks like and answered questions about deep learning at Foulanesend. This document has been emailed to all governors in November.</p> <p>Courses attended by staff to support SPaG: 18/10/16 – SPAG success – Jo Dennehy and 23/11/16 – Spell it! Richard Wilde and Fran Ferguson</p> <p>KungFu punctuation in place across school, this is demonstrated by the displays in the classrooms, evidenced in lesson observation notes and from discussions with children. It</p>
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					<p>is also evidenced in the Standards Committee report from 18th October where governors dropped into a classroom and questioned children about it. Interventions such as catch-up and one to one support to ensure all children keep up. Depth of learning is linked to all teachers' performance management with a measurable target that has been checked by our SIP.</p> <p>Strand 1 – Marking and Feedback – a scrutiny took place 12/10/16 and targets were set from it. Another scrutiny will take place before Feb half term.</p> <p>Strand 1:1 KS2 – all securely good with an outstanding feature. KS1/FS - all securely good</p> <p>Strand 1:2 All good across school. KS2 evidenced development in several areas of outstanding. The whole school area to develop was to ensure an immediate response from pupils to feedback received and future work shows that much of this work has been sustained. It was discussed about the importance of giving time for feedback on marking in lessons. Much work has been focused on</p>
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						<p>this and in November there was a whole school focus on all children being able to identify work that they were proud of and work that the teacher has supported progress through their feedback. All children could identify this. This is evidenced in assembly 28/11/16 when RN asked the whole school to come in with their books and share this. It is also evidence in the governor report published on the school website 17/11/16, High Expectations.</p> <p>Strand 1:3 Securely good across school with 2 elements of outstanding achieved in Y5/6</p> <p>Evidence in the assessment governor visit report form March 2017 demonstrated that all teachers use SPTO to plan and support high expectations of all children. This report also cover pupil progress meetings and interventions. All interventions are tracked and evaluated. Pupil progress meetings support this as do the higher than average levels of progress achieved in the Autumn term – please see data on outcomes for children from the Autumn term. Please see governor visit report on deeper</p>
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						<p>learning in Maths from March 2017 which demonstrates what is in place across school and the impact it is having. SPaG is a focus across school. In March a new set of interactive power points were purchased for £200 for use from Y1-Y6 to support SPaG. Evidence in the staff meeting minutes from 8th March 2017 demonstrates monitoring of strategies used to improve it across school.</p> <p>Strand 1 – Marking and Feedback Strand 1:1 Across school – all securely good with 1 to 2 outstanding elements. Strand 1:2 All classes securely good. Y3/4 are working on pupil feedback to marking and have one element of outstanding hatched. The rest of school have 3 elements of outstanding secure. Strand 1:3 Securely good across school with 3 elements of outstanding achieved in Y5/6 and 2 in KS1 and FS. Strand 4 –High Expectations and Challenge Strand 4:1 All securely good and all working in outstanding across school. KS1/FS have 3 elements</p>
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						<p>hatched in outstanding and are now working on 'The pace of learning is clearly demanding and ensures that learners will have met the year group objectives before the end of the year. In KS2 both classes have at least 2 elements secure and all the rest now hatched.</p> <p>Strand 4:2 All good across the, the only hatched area of good is learner completing what is expected of them in terms of quality and quantity in each lesson. Again this is down to a few individual children in each class who have emotional issues and often don't come to school ready for learning (RN, again, I believe the teachers are harsh here and their expectations are very high) All of the children involved are subject to support/interventions.</p> <p>KS1/FS have an element of outstanding secure and 2 areas hatched. KS2 have 3 elements of outstanding hatched.</p> <p>4:3 Securely good and working within outstanding across school. All classes have at least one element of outstanding secured and the rest are hatched.</p> <p>Our recent OFSTED inspection</p>
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						<p>demonstrated that teachers have a good understanding of greater depth and high expectation of children.</p> <p>SPaG has been a focus of the Summer Term lesson observations and expectations were high across school, this is demonstrated in the data.</p> <p>Strand 1 – Marking and Feedback</p> <p>Strand 1:1 Across school – all securely good with at least secure outstanding elements per class.</p> <p>Strand 1:2 All classes securely good. Classes Cremyll , Plym and Lynher have between 3-4 secure elements in the outstanding criteria. Class Tamar are working towards this and currently have 2 areas hatched in the outstanding criteria.</p> <p>Strand 1:3 Securely good across school with 3 elements of outstanding achieved in Classes Plym, Cremyll and Lynher.</p> <p>Strand 4 –High Expectations and Challenge</p> <p>Strand 4:1 All securely good and all working in outstanding across school. Class Lynher have 3 element of outstanding secure and one hatched. Class Tamar have 1 secure and 3 hatched;</p>
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						<p>Class Cremyll have 2 secure and one hatched and Plym have 3 hatched.</p> <p>Strand 4:2 All good across the school. Lyhner, and Cremyll have 2 secure elements and the rest hatched. Tamar have 3 secure and the rest hatched. Plym have 3 secure and one hatched (out of 6).</p> <p>4:3 Securely good and working within outstanding across school. Class Lynher and Cremyll have 2 elements of outstanding secure; Class Plym has 3 elements secure and Class Tamar have one secure. All the rest are hatched in all classes.</p> <p>ACHIEVED</p>
<p>4.1 D Overall absence is reducing and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils.</p>	<p>Attendance is monitored half termly and attendance letters sent out as necessary (where attendance has dropped or is below 90%).</p> <p>Outside agencies to be used to support good attendance – Together for families.</p> <p>Attendance clinics are held termly with the headteacher and the EWO and written agreements are drawn up at the meeting to help improve attendance and these are then reviewed at the next meeting.</p>	<p>RN</p> <p>RN</p> <p>RN</p>	<p>Sept – July</p> <p>Sept – July</p> <p>Nov – July</p>	<p>£571 EWO SLA</p> <p>Outside agencies – Together for Families (no cost)</p> <p>Dreadnought (£30 per child per session) and Brighter Futures (cost</p>	<p>Attendance Governor to monitor attendance termly and ensure all actions are completed.</p> <p>All governors to receive attendance information in the HT report to the governing body termly.</p>	<p>Please see governor report on attendance to the governing body which is published on the school website for details of how EVERY action has been achieved in the first half term.</p> <p>Please see governor visit report from 3rd March, this explains how every action for this point has been addressed.</p> <p>Attendance for 2016/17 was 96.1% This is above our average. Attendance was a line of enquiry</p>

	<p>A letter at the beginning of the year to be sent to all parents and put on the school website reminding parents/carers of the laws surrounding school holidays.</p> <p>Unauthorised holidays are G coded and letters go out to families explaining the consequences. Where necessary penalty notices are issued.</p> <p>Letters to go out in Sept setting targets where attendance last year was below 90%. To be monitored closely and when drops again call attendance meeting.</p>	<p>RN</p> <p>RN</p> <p>RN</p>	<p>Sept – Oct</p> <p>Sept – July</p> <p>Sept</p>	<p>dependent on usage – money taken from PP as applicable for particular children).</p>		<p>during our recent OFSTED visit where it was found that a robust system is in place for tracking attendance of all groups of children. All letters on attendance were sent out at the end of the Summer Term.</p> <p>ACHIEVED</p>
<p>4.2 D Low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%).</p>	<p>Low attendance is tracked and EWO is and other agencies are involved to improve attendance.</p>	<p>RN</p>	<p>Sept - July</p>	<p>£571 EWO SLA Attendance Governor to monitor attendance termly and ensure all actions are completed.</p> <p>Outside agencies – Together for</p>	<p>Attendance Governor to monitor attendance termly and ensure all actions are completed.</p>	<p>Again, see governor report of how attendance is being address so that it is improved over time.</p> <p>Again please see governor visit report for the 3rd March to demonstrate how the action is being addressed.</p> <p>Letters sent out at the end of the summer term.</p> <p>ACHIEVED</p>

	<i>RN and HI</i>		Oct – Nov Dec, Mar and Jul		<p>All emotional audits were completed –see staff meeting minutes for evidence.</p> <p>We employ a counsellor from Dreadnought for a day a week to work with children weekly who need extra support to build self-esteem and resilience. Brighter Futures work with 2 families to improve behaviour for learning in school.</p> <p>All policies are in place and adhered to. Evidence is in the behaviour books of the headteacher monitoring the behaviour weekly. There have been no incidents that have required teachers to use and record any team teach interventions. Emotional First Aid training has been given to TAs and teachers in March. Evidence of this is available in a governor monitoring report available on the school website.</p> <p>Strategies all in place which has meant that behaviour across the year has been good. An example of good use of emotional first aid is the progress made with a new child in such a short period of time. All behaviour has been monitored closely all year. This is all recorded in behaviour books</p>
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						<p>which are signed off by the headteacher weekly.</p> <p>All emotional audits were completed in the year and transition meetings were set up where children were moving to a new class. Part of the transition was that the emotional audits were passed on and each individual child and their emotional needs were discussed.</p> <p>ACHIEVED</p>
<p>4.8 E Pupils know how to keep themselves healthy and make informed choices about healthy eating, fitness and their educational and mental well-being.</p>	<p>Fruit and vegetable are available to all children at playtime.</p> <p>Pupil voice assembly every available Monday.</p> <p>Thursday assemblies cover keeping healthy, mental and physical well-being.</p> <p>Personal targets SAs and PAs reflects children's understanding in regards to making informed choices about their educational and mental well-being.</p> <p><i>Emotional First aid permeates all aspects of school life and is used in PSHE to promote informed choices by children to support their emotional and mental well-being:</i></p> <p><i>Emotional audit termly</i></p> <p><i>RN and HI to introduce staff to emotional first aid and teach strategies.</i></p>	<p>RW</p> <p>RN and HI</p>	<p>Sept – July</p> <p>Sept – July</p> <p>Sept – July</p> <p>Sept – July</p> <p>Sept – July</p>	<p>Cost of fruit and veg to be taken from PP.</p>	<p>RN to monitor actions – how are children making informed choices?</p> <p>Governors to monitor impact of emotional first aid at FLE through a visit and through reading HT termly reports to the governing body.</p>	<p>Fruit and vegetables are eaten by most children every playtime. Their favourites are apples and bananas and their least favourites are carrots and pears. Reminders given about fruit in assemblies and fruit monitors take out fruit. Mrs Adams is now responsible for rotation and putting fruit out.</p> <p>All emotional audits were completed –see staff meeting minutes for evidence.</p> <p>All emotional audits were completed in January. These track how well the children are settled and highlight when we may need to seek outside agency support or a focus for PSHE for</p>

	<i>RN and HI monitor termly for impact.</i>		<p>Oct – Nov</p> <p>Dec, Mar and Jul</p>			<p>the half term. Emotional First Aid training has been given to TAs and teachers in March. Evidence of this is available in a governor monitoring report available on the school website.</p> <p>All emotional audits were completed in April. These track how well the children are settled and highlight when we may need to seek outside agency support or a focus for PSHE for the half term. Emotional First Aid training has been given to TAs and teachers in May.</p> <p>Healthy school award achieved. The healthy school team asked to publish our case study on giving children daily fruit as they were so impressed. As above co All emotional audits were completed in the year and transition meetings were set up where children were moving to a new class. Part of the transition was that the emotional audits were passed on and each individual child and their emotional needs were discussed.</p> <p>ACHIEVED</p>
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