

**Pupil Premium Report 2015 – 2016 Moorside Primary**

The Federation of Arthur’s Hill Primary Schools are committed to ensuring all pupils have the best opportunities to enable them to make accelerated progress and achieve their potential. At the heart of the provision is quality first teaching, a strong ethos, high quality curriculum and high expectations of all pupils.

In 2015 – 2016 Moorside Community Primary had 192 pupils (42%) who met the Pupil Premium criteria. The number is similar to 2014-2015 when there were 193 children (41%). The level of actual per pupil funding has increased over the last three years, in 2013-2014 it was £953 a pupil, 2014-2015 it increased to £1300 and in 2015 - 2016 the funding was £1320 per pupil. The Looked after children received additional funding amounting to £1900 pupil. The total funding for the financial year 2015-2016 was £276,045 which included £22,412 carry forward from 2014-2015.

|  |
| --- |
| Pupil Premium Funding 2015/16 academic year |
| Pupils Eligible for Free School Meals (last 6 years) | 192 pupils @£1320 | £253,440 plus some small adjustment and the carry forward = £276,045 |
| Pupils from Service Families | 0 Pupils  | £ 0 |
| Pupils in Local Authority Care | 0 Pupils  | £ 1,900 |
| Total Pupil Premium  | 192 | £276,045 |

The funding is systematically used to improve outcomes for these pupils. Interventions and resources are regularly reviewed in order to monitor their impact on pupil progress and attainment. At the Federation of Arthur’s Hill Primary Schools we combine funding from Pupil Premium and funding from other sources in order to sustain provision targeted at a wide range of disadvantaged pupils. This range included, but was not restricted to, pupils who attracted the Pupil Premium.

|  |
| --- |
| Use of Funding 2015/16 Academic year in general  |
| * Strengthen leadership
* Proportion of salary of Higher Level Teaching Assistant targeted support
* Training and qualifications for all HLTAs (x7)
* Employment of two additional HLTA’s to support Teaching and Learning
* Proportion of salary of Teaching Assistant Posts to support phonics across the school
* intervention support –focused pupils
* Employment of supply teachers (x2) and support assistant to support and target specific PP children
* Breakfast Club
* Sports coach targeted support and free lunch clubs (Hatrick) (Breakfast club) and free lunch clubs
* Providing musical activities through Rock Pop to enhance the learning experience
* Proportion of the cost of specialist visitors to school to broaden pupil experiences such as Play in a Day
* Independent consultant support from Liz Bailey and Maureen Hughes and Eric Ferguson
* EYFS support from LA consultant Lesley Cook
* Extra support and challenge from Achievement Partner Pauline Piddington
* Additional training for staff to enable better support in class – Dyslexia, RWInc and other specific training linked to needs of staff
* Purchase of improved learning resources such as Lexi Programme
* Proportion of EWO and Family Advisor time for focus support
* Contribution towards employing a translator
* Small contribution toward pupils attending Residential Trips
* Enhanced ICT/Resources to support learning
* Kalmer Counselling
 |

|  |
| --- |
| Use of Funding 2015/16 Year EYFS  |
| * Set up of third classroom – with HLTA (part time) and supply teacher and resources for appropriate environment
* Specific support for children with SEN and PP from TA
* Improved Outdoor learning area with resources
* RWInc training and resources including staff books
* Monitoring of RWInc
* Proportion of the cost of specialist visitors/consultants to school to broaden pupil experiences such as music and ballet
* Action Plans for specific staff and ongoing monitoring
* Motor intervention group (twice weekly)
* Action Plans for specific staff and ongoing monitoring
* HLTA (part time) and supply teacher targeting specific PP children for phonics/maths/reading/writing interventions (one to one and small group)
* New ICT resources
* TA for each class
 |

**Progress and attainment - Reception**

|  |
| --- |
| **Reception** |
| **Children Achieved Prime Areas of Learning** | **Pupil Premium****Achieved Prime Areas of Learning** | **Children Achieved GLD** | **Pupil Premium****Achieved GLD** |
| **57.6%** | **17.6%** | **44%** | **19.2%** |

**Impact**

Reception had a cohort of 59 with 29% of these children being identified as being entitled to Pupil Premium for which the school received funding. 44% of children achieved a Good Level of Development (GLD) overall with 19.2% of them being Pupil Premium 15% were girls and 3.8% boys, with two of the girls exceeding in both reading and writing. Comparisons on attainment can be made to previous years as Profile procedures have remained the same and attainment has improved overall with an increase to 44% of all the children in reception gaining a Good Level of Development (GLD) as appose to 38% of children.

Overall within reception (with both Pupil Premium and Non-Pupil Premium) there were 42.4% of the children who did not achieve in the Prime areas of learning across the year group. The vast majority of these children needed to further develop their communications and language development or their movement and handling skills (especially their fine motor skills). With this in mind target work has already been planned to further develop their speech and language and fine motor skills in Year 1. As a school we have also invested in the LA motor development programme in Y1 and in Reception for September and within early years we will be working with the Speech and Language Therapist team two days a week throughout the year.

Many of the children that had been in our nursery longer than the normal three terms managed to do better whether they were Pupil Premium or not. This reinforces our approach to offer all children in nursery a full time place in order to develop their Prime areas of learning sooner and more consistently so that once in reception the children will continue to develop, strengthen and consolidate their skills even further.

|  |
| --- |
| Planned Use of Funding 2016/17 Academic Year EYFS  |
| * High Proportion of salary of supply teacher and Teaching Assistant used to maintain full time places in nursery
* Improve attendance in nursery with children attending every day as the changeover on a Wednesday brought attendance down
* Proportion of the cost of specialist visitors/consultants to school to broaden pupil experiences such as music workshops and local artists (Creative Arts - mobile class)
* Purchase learning resources and furniture for new nursery area
* Building work to change area for new nursery area and include toilets
* Cover to ensure in depth pupil progress meetings take place at least three times a year
* Observations and tight scrutiny
* All early years staff to be on Action Plan for the phase throughout first half term initially
* Speech and language therapist in early years twice a week with staff training and support
* Family learning and Inspire workshops
* Extra Motor skills group and staff training
* Head of school time allocation to meeting with Educational Psychologist and speech and language therapy team on consistent basis
 |

**Year 1 Cohort of 60 with 13 entitiled to Pupil Premium**

|  |
| --- |
| Use of Funding 2015/16 Year 1  |
| * Three classes of 20
* SEN - TA as well as three other TAs one of which is HLTA
* Proportion of time for family support and family interventions including Head of School support
* Ballet
* Assistant Head/English leader supporting within phase
* Supply teacher support focus teacher – re phonics cover for Assistant Head for focus teaching and intervention also used for phonics/maths/reading/writing interventions (one to one and small group)
* Large well-resourced learning area
* Outdoor learning area improved and new resources
* RWInc training and resources including staff books
* Monitoring of RWInc
* Action Plans for specific staff and ongoing monitoring
* Phonic and Blending intervention (1 to 1)
* Motor intervention group
* Lunchtime clubs – music, arts and crafts, LEXIA
* New interactive white board, ICT resources
 |

**Progress and attainment Year 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 1 | Reading Expected | Writing Expected | Maths Expected | RWM |
| Whole cohort  | 55% | 46.6% | 53.3% | 43.3% |
| Pupil Premium  |  46.1% |  46.1% |  38.4% | 46.1% |

|  |  |  |  |
| --- | --- | --- | --- |
| Year 1 | Phonics screening 2016 | Phonics screening 2015 | Phonics screening 2014 |
| Whole cohort  |  56.7% | 63.3% | 50% |
| Pupil Premium  | 30.8% | 60.9% | 36.05% |
| Non pupil Premium | 63.8% | 64.9% | 60.05 |

**Impact**

Given the three smaller classes throughout the year the impact on attainment and progress was not as good as predicted for all children in Year 1. Attainment and progress for Pupil Premium children was slow and for some very poor with three making next to no progress at all across the core subjects. Six of this slow moving group also had SEN with two of them having been kept back a year. These children have a plan in place for September to consistently target key areas of their learning in much smaller steps.

On reflection of teaching and learning the Action Plans that were put in place with specific staff did begin to make a difference however this should have been seen much earlier and at a more rapid pace. The use of the environment and deployment of the adults needed to be more effective and therefore changes to both the environment (both inside and out) and the how staff support children has been evaluated and changes made. Those children (6.7%) that achieved expectations had previously achieved a GLD at end of reception with 50% being boys and 50% girls.

|  |
| --- |
| Planned Use of Funding 2016/17 Academic Year 1  |
| * High Proportion of salary of supply teacher used to focus on PP children who made little or no progress especially across core subjects
* Three small classes (20 in each) with all experienced staff
* Proportion of the cost of specialist visitors/consultants to school to broaden pupil experiences such as music workshops and local artists (Creative Arts - mobile class)
* Learning environment to be enhanced and monitored both inside and outside
* Cover to ensure in depth pupil progress meetings take place at least three times a year
* All year group to be on Action Plan throughout first half term initially
* Observations and tight scrutiny
* Family learning and Inspire workshops
* Extra Motor skills group and staff training
* SEN to be part of the leadership responsibility
* Head of school time allocation to meeting with Educational Psychologist on consistent basis
* Extra teachers in this year group to enable consistent approaches to PPA cover through covering within the year group
 |

**Year 2 Cohort of 60 children with 21entitled to Pupil Premium**

|  |
| --- |
| Use of Funding 2015/16 Year 2  |
| * Supply teacher support focus teacher – re phonics cover for Assistant Head for focus teaching and intervention and phonic and blending intervention (1 to 1)
* Motor intervention group
* Action Plans for specific staff and ongoing monitoring
* Lunchtime clubs – music, arts and crafts, LEXIA
* New interactive white board, ICT resources
* Third teacher during summer term
* Supply teacher support focus teaching and intervention for maths, reading and writing
* Consultant support for reading, writing and maths
 |

**Progress and attainment Year 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 2 | Reading Expected | Writing Expected | Maths Expected | RWM |
| Whole cohort  | 49.15% | 44.07% | 52.54% | 44.07% |
| Pupil Premium  | 47.625 | 42.86% | 47.62% | 42.86% |
| Non-Pupil Premium |  50.00% | 44.74% | 55.26% | 44.74% |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Reading Greater depth | Writing Greater depth | Maths Greater depth |
| Pupil Premium  | 0.00% | 9.52% | 0.00% |
| Non-Pupil Premium | 13.16% | 5.26 | 0.00 |

|  |  |  |  |
| --- | --- | --- | --- |
| Y2 Phonic Resit (41.9%) | **2016** | **2015** | **2014** |
| Pupil Premium | 70.0% | 42.1% | 54.5% |
| Non-pupil Premium | 21.4% | 41.7% | 35.0% |

**Impact**

Year 2 was heavily moderated by Local Authority in June on teacher judgements alongside test results and 44% of the overall cohort achieved expectations in the combined subjects reading, writing and maths. Given the children’s starting points progress was good overall for the majority of children in this year group. Progress for children identified as Pupil Premium was good and almost half of them achieved expectations across reading, writing and maths. 60% of these were boys and 40% girls.

Four of the children whose progress was slow were also SEN and had received more intense support specific to their individual needs. This support will continue into the new academic year with more consistency whilst being monitored closely to measure the effect and impact on individual learning. Those not reaching the expected level were very close though it was felt appropriate to plan for specific targeted work during the autumn term to enable them to make accelerated progress.

During the summer term focused support and intervention work was put in place for a target Pupil Premium group which had a positive impact and on reflection if this had been earlier those almost achieving expectations would have done so. An extra teacher and the English leader were placed in Year 2 during the last few weeks allowed this target support to begin with positive results over a short period of time.

|  |
| --- |
| Planned Use of Funding 2016/17 Academic Year 2 |
| * High Proportion of salary of supply teacher used to focus on PP children who made little or no progress especially across core subjects
* Proportion of the cost of specialist visitors/consultants to school to broaden pupil experiences such as music workshops and local artists (Creative Arts - mobile class)
* Learning environment to be enhanced and monitored both inside and outside
* Cover to ensure in depth pupil progress meetings take place at least three times a year
* All year group to be on Action Plan throughout first half term initially
* Observations and tight scrutiny
* Family learning and Inspire workshops
* Extra Motor skills group and staff training
* SEN to be part of the leadership responsibility
* Head of school time allocation to meeting with Educational Psychologist on consistent basis
* Support staff to support children with SEN to support and meet the individual specific needs
* Purchase of improved learning resources
* Planned consultant support where appropriate
 |

**Year 3 with Cohort of 60 children with 34 entitled to Pupil Premium**

|  |
| --- |
| Use of Funding 2015/16 Year 3  |
| * Staffing consisted of TLRs(including SENCO)/Deputy headteacher, HLTA as well as TA and SEN support on daily basis
* Large well-resourced learning area
* Phonic and Blending intervention (1 to 1)
* Motor intervention group
* Extra SEN support
* Proportion of time for family support and family interventions including Head of School support
* Lunchtime clubs – music, arts and crafts, LEXIA
* New interactive white board, ICT resources
* Curriculum enhancements such as Rock Pop
* Behaviour plans for specific children with support from Educational Psychologist and support staff
* Extra support with the teaching of phonics for specific children
 |

**Progress and attainment Year 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 3 | Reading Expected  | Writing Expected | Maths Expected  | RWM |
| Whole cohort  | 63%  | 51.6%  | 60.0%  | 51.6% |
| Pupil Premium  | 50% | 47% |  58.8% | 47% |

**Impact Year 3**

More Pupil Premium children achieved the expected level in maths and then in reading with writing being the weaker subject. This cohort of children had a high number of children who had not passed the phonic screening in Year1 and again when resitting in Year 2 therefore there was an extra focus and support for these children including the use of Lexia. The result of this for the Pupil Premium was very positive with the vast majority passing the test or being two to three marks from this. There are more boys than girls entitled to Pupil Premium and the boys outperformed the girls in all three areas of the curriculum. Both boys and girls of Pupil Premium group did better in maths than reading or writing.

|  |
| --- |
| Planned Use of Funding 2016/17 Academic Year 3 |
| * High Proportion of salary of supply teacher used to focus on PP children who made little or no progress especially across core subjects
* Proportion of the cost of specialist visitors/consultants to school to broaden pupil experiences such as music workshops and local artists (Creative Arts - mobile class)
* Learning environment to be enhanced and monitored both inside and outside
* Cover to ensure in depth pupil progress meetings take place at least three times a year
* All year group to be on Action Plan throughout first half term initially
* Observations and tight scrutiny
* Family learning and Inspire workshops
* Extra Motor skills group and staff training
* SEN to be part of the leadership responsibility
* Head of school time allocation to meeting with Educational Psychologist on consistent basis
* Purchase of improved learning resources
* Planned consultant support where appropriate
* Blending and rapid recall for those children just missing the pass mark for phonics test
 |

**Year 4 with Cohort of 58 children with 19 enttiled to Pupil Premium**

|  |
| --- |
|  Use of Funding 2015/16 Year 4  |
| * Lunchtime clubs – music, arts and crafts, LEXIA
* New interactive white board, ICT resources
* Curriculum enhancements such as Rock Pop, Ballet,
* Seeds for Life
* HLTA Support
* Teaching Assistant ratios
* Cover to ensure in depth pupil progress meetings take place at least three times a year
* All year group to be on Action Plan throughout first half term initially
* Observations and tight scrutiny
* Family learning and Inspire workshops
* Extra Motor skills group and staff training
* SEN to be part of the leadership responsibility
* Head of school time allocation to meeting with Educational Psychologist on consistent basis
* Purchase of improved learning resources
* Planned consultant support
 |

**Progress and attainment Year 4**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 4 | Reading Expected  | Writing Expected | Maths Expected  | RWM |
| Whole cohort  | 60.3% | 37.9% | 41.3% | 37.9% |
| Pupil Premium  | 57.8% | 21.0% |  26.3% | 21.0% |

**Impact Year 4**

The children achieving the expected level in the combined subjects for the Pupil Premium children was much lower in this year group with 6.8% of the whole cohort gaining the expected level in the combined subjects with both girls and boys and girls of this small number achieving the combined level. Girls performed better in the reading than the boys. Reading was much stronger across the cohort with 58% of children from the Pupil Premium group gaining the expected level. Maths was only slightly better than writing though both areas of the curriculum need a strong focus to further develop these skills with children who are Pupil Premium and those who are not Pupil Premium. Although as a school writing is improving overall this particular year group need to further develop their writing skills as a whole.

|  |
| --- |
| Planned Use of Funding 2016/17 Academic Year 4 |
| * High Proportion of salary of supply teacher used to focus on PP children who made little or no progress especially across core subjects
* Proportion of the cost of specialist visitors/consultants to school to broaden pupil experiences such as music workshops and local artists (Creative Arts - mobile class)
* Learning environment to be enhanced and monitored both inside and outside
* Cover to ensure in depth pupil progress meetings take place at least three times a year
* All year group to be on Action Plan throughout first half term initially
* Observations and tight scrutiny
* Family learning and Inspire workshops
* Extra Motor skills group and staff training
* SEN to be part of the leadership responsibility
* Head of school time allocation to meeting with Educational Psychologist on consistent basis
* Planned consultant support where appropriate
* Experienced teachers and support staff in this year group to enable consistent approaches to teaching
* Further assess writing development and motor skills
 |

**Year 5 with Cohort of 58 children with 31 entitled to Pupil Premium**

|  |
| --- |
| Use of Funding 2015/16 Year 5  |
| * Lunchtime clubs – music, arts and crafts, LEXIA
* Peer support
* Talk for writing strategies
* Daily tables and extra resources to support children taking resources home
* New interactive white board, ICT resources
* Seeds for life
* Extra teacher and supply teacher to support specific Pupil Premium children
* Forest school/Linda Lines/opera/rock pop/Ed psych
* Learning environment to be enhanced and monitored both inside and outside
* Cover to ensure in depth pupil progress meetings take place at least three times a year
* All year group to be on Action Plan throughout first half term initially
* Observations and tight scrutiny
* Family learning and Inspire workshops
* SEN to be part of the leadership responsibility
* Head of school time allocation to meeting with Educational Psychologist on consistent basis
* Purchase of improved learning resources
* Planned consultant support where appropriate
* Experienced teachers and support staff in this year group to enable consistent approaches to teaching
 |

**Progress and attainment Year 5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 5 | Maths Expected  | Reading Expected | Writing Expected  | RWM |
| Whole cohort  | 74.1% | 51.7% | 63.7% | 50.0% |
| Pupil Premium  |  61.2% |  32.2% |  41.9% |  25.8% |

**Impact Year 5**

More than half of this cohort are entitled to Pupil Premium and there are almost twice as many boys in this cohort as girls entitled to Pupil Premium and 30% of these boys having SEN. Reading and then maths is much stronger in this year group overall and many of the children who are both Pupil Premium and those who are not have achieved the expected in either reading or in maths and therefore focus has been on developing their skills in writing as well as in their weaker subject. One third of the Pupil Premium children achieved the expected level in reading and they were just outside what is needed to achieve the expected in maths.

This cohort overall have had a range of enhanced curriculum experiences over the last two years to develop their personal and social skills and ability to cooperate with each other in a range of learning experiences. Although not as measurable as the combined areas of the curriculum as a school we are now seeing the benefits of this work in their everyday work and respect towards each other and confidence in approaching their learning.

|  |
| --- |
| Planned Use of Funding 2016/17 Academic Year 5 |
| * High Proportion of salary of supply teacher and Teaching Assistant targeted support
* Subsidising resources to share with parents for Key Year groups
* Proportion of the cost of specialist visitors/consultants to school to broaden pupil experiences
* Additional training for Teachers and Teaching Assistants to enable better support in class
* Purchase of improved learning resources
* Cover to ensure in depth pupil progress meetings take place at least three times a year
* Observations and tight scrutiny
* Lunchtime boosters
* Eastern European support Group and other vulnerable groups??
* Family learning/Family advisors to reinforce appropriate support from parents with key learning
* Extra teachers in this year group to enable consistent approaches to PPA cover through covering within the year group
 |

**Year 6 Cohort of 59 of which there are 36 Pupil Premium childrenand 14 SEN**

|  |
| --- |
| Use of Funding 2015/16 Year 6  |
| * Three classes of 20
* Three teachers and three TAs (one of which is HLTA)
* Lunchtime clubs – music, arts and crafts, LEXIA
* Peer support
* New interactive white board, ICT resources
* Linda Lines
* Reading intervention – YARK Programme
* Easter School
* Focused lunchtime and after school support – reading, writing and maths – small group and one to one work
* Learning environment to be enhanced and monitored both inside and outside
* Cover to ensure in depth pupil progress meetings take place at least three times a year
* All year group to be on Action Plan throughout first half term initially
* Observations and tight scrutiny
* Family learning and Inspire workshops
* SEN to be part of the leadership responsibility
* Head of school time allocation to meeting with Educational Psychologist on consistent basis
* Purchase of improved learning resources
* Planned consultant support
 |

**Attainment – Year 6 All children** (Note: TA refers to Teacher Assessment)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Y6 | Cohort  | Average scale scoreReading Maths | % Working at the Expected StandardReading writing Maths  | % Working at a Higher Standard / Greater Depth (TA) Reading writing Maths |
| All Pupils  | 57 | 96.3 | 100.7 | 37 | 70 | 53 | 7 | 7 | 11 |
| Pupil Premium | 36 | 95.7 | 100.2 | 36 | 67 | 53 | 8 | 8 | 11 |
| Non Pupil Premium | 21 | 97.5 | 101.7 | 38 | 76 | 52 | 5 | 5 | 10 |

**Impact Year 6**

As a cohort the children who were Pupil Premium and those who were non Pupil Premium there was little to no difference in their attainment and both groups made accelerated progress given their starting points especially children who were consistently with us in school throughout from early years to Year 6.

|  |
| --- |
| Planned Use of Funding 2016/17 Academic Year 6 |
| * Year 5 teachers to follow these children into Year 6 limit need for new assessments apart from the third teacher though this will be reinforced through the staff moving up with the children
* Three classes of 20
* Three teachers and three TAs (one of which is HLTA)
* Lunchtime clubs – music, arts and crafts, LEXIA
* Peer support
* New interactive white board, ICT resources
* Linda Lines
* Reading intervention – YARK Programme
* Easter School
* Focused lunchtime and after school support – reading, writing and maths – small group and one to one work
* Learning environment to be enhanced and monitored both inside and outside
* Cover to ensure in depth pupil progress meetings take place at least three times a year
* All year group to be on Action Plan throughout first half term initially
* Observations and tight scrutiny
* Family learning and Inspire workshops
* SEN to be part of the leadership responsibility
* Head of school time allocation to meeting with Educational Psychologist on consistent basis
* Purchase of improved learning resources some of which will support families to support their children with their learning
* Planned extra consultant support to close gaps early for Pupil Premium children
 |

|  |  |
| --- | --- |
| **Breakdown of Moorside Pupil Premium 2015-2015**  |  |
| Staffing | 168839 |
| Bought in Prof Services | 36007 |
| Resources | 19479 |
| Training | 8275 |
| Other /Projects / Uniform / Environment | 28213 |
| Carry forward  | 15232 |
| Total | 276045 |
|  |  |

**Moorside is anticipating £226,300 in funding in 16/17 (170 pupils & 1 LAC). This equates to £241,532 including the carry forward from 15/16 of £15,232.**

**Overall Reflection of Impact of Pupil Premium**

Although children entitled to Pupil Premium continue to make good progress across the different year groups the percentage of those children achieving the expected standard in the combined subjects in some year groups is not yet at an acceptable standard. In Year 6 the numbers were exactly the same for both non Pupil Premium and Pupil Premium. However in the lower year groups and in Year 4 the gaps are much wider and more must be done at a faster pace.

As a school we have tried to offer children the best opportunities to enable them to make accelerated progress and achieve their potential. At the heart of the provision is quality first teaching, a strong ethos, high quality curriculum and high expectations of all pupils. This continues to be our approach however we recognise further targeted interventions and support must also be put in place and evaluated on a regular basis through a very tight monitoring programme. Support from outside professionals has also been identified with the very young children including the employment of a Speech and Language Therapist twice a week and offering all nursery children a full time place in order to close the learning gap for children at an early age.

First wave teaching will continue to be monitored and regular Pupil Progress meetings will take place throughout the year to evaluate progress and adapt interventions to meet the needs of individuals.

A number of children entitled to Pupil Premium were also on the SEN register and therefore we will be seeking to employ extra support for these children.