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Pupil Premium Report to Parents July 2017 – July 2018

OVERVIEW

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on 1 school census figures for pupils registered as eligible for FSM in reception to Year 11. For looked after children the Pupil Premium was calculated using the Children Looked After data returns (SSDA903).

A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

It is for individual schools to decide how the Pupil Premium is spent, as the Government's opinion is it is the School who is best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Expenditure of this funding is considered in the same way as all School expenditure and Governors carefully consider how it is spent and look at the impact of expenditure. Although a named Governor is responsible for reporting on the effective use of Pupil Premium all Governors are aware of tracking groups and individuals to whom the funding applies. The plan is driven by information, data and evidence provided by the Headteacher, Pupil Premium Governor, SEND Support, the teaching team and external advisors. This ensures the funding supports and enhances progress and improvement, reaching the pupils who need it most and in turn raises attainment and standards for all pupils. The Head teacher and governing body have agreed the following objectives for Pupil Premium to guide the use of funds and to ensure that it represents value for money.

SCHOOL OBJECTIVES FOR PUPIL PREMIUM IN THIS SCHOOL

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

ACCOUNTABILITY

The Head teacher and leadership team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the Governing Body on its progress and impact.

STATISTICS

Academic Year	2016-17	Total PP Budget	£16,473	Date of PP review	
Total number of pupils	103	Number of Pupils eligible for PP	10		

Academic Year	2017-18	Total PP Budget	£ 17,160 *	Date of most recent PP Review	March 2017
Total number of pupils	103	Number of Pupils eligible for PP	13	Date for next internal review	

Academic Year	2017-18	Total PP Budget	£ 17,160 NB SEE BELOW RE NUMBERS MAY ALSO IMPACT DATA IN TABLE 2 AT END	Date of most recent PP Review	March 2018
Total number of pupils	103	Number of Pupils eligible for PP	13 (+6 EYFS)	Date for next internal review	July 2018

*Working below age related expectations but making average progress from previous term's assessment

** Working within age related expectations but less than average progress since previous term's assessment

Pupil outcomes show that the school is using the PPG funding effectively.

Below are tables showing how we have used the PPG funding in our school to achieve these successful outcomes and how we are spending the PPG funding this academic year (2017-18)

1. Review of expenditure				
Previous Academic Year		2016-2017		
1 Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children will attend school every day.	<p>Targeted intervention at start of day- Gym Trail. Close monitoring of attendance rates. Regular contact with home. Positive rewards in school for good attendance rates.</p> <p>Close monitoring of attendance rates. Regular contact with home. Positive rewards in school for good attendance rates.</p>	<p>Most children are keen to attend. Class teachers and parents report seeing benefits of attending, particularly enthusiasm to come and readiness to learn. 1 child continues to have poor attendance- regular meetings with Head Teacher to try to improve. Those children not in receipt of PP, but meeting criteria for benefitting from Gym Trail have been able to access the club on a Key Stage rota basis.</p>	<p>Encouraging improvements noted in the group suggestive of a possible positive impact to general classroom. These children to continue with intervention into next academic year as appropriate.</p>	£1080 term

All children have access to support with reading and other homework within school from class teachers, if not accessible at home.	Small group support for those who do not have support with homework/reading etc. outside school. Homework club- in school run by teacher with QTS.	All children are reading 1:1 with Class teachers each week, as well as <i>additionally</i> by LSA if it is felt there is a need (e.g. lack of adult support at home). Attendance to homework club is actively encouraged for those who class teachers feel it would benefit. Homework club is free to attend.	Latest research (Nfer, EEF 2016) indicates use of most qualified adult supporting those most vulnerable. All children are reading more appropriate reading texts as continually monitored by class teachers. Continue 1:1 reading weekly, alongside group reading. Some families are unkeen to send to homework club but continue to support homework at home (may not be able to do so). Consider timing of club- move to lunchtime??	
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1 Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve speech and language skills for those children with identified needs.	Daily speech and language programme with trained LSA. Weekly speaking and listening skills group.	Independent Speech Therapy Maldon have reviewed all children and been able to discharge 1 PP child. All children have made good progress and have new targets which are being implemented by LSA leading S&L interventions.	Speech and Language difficulties appear to be having a greater impact on children's access to the curriculum and more children are entering school with some S&L difficulties. Next year we plan to focus more on improving S&L skills early in KS1 to try to limit the impact on learning in KS2.	£500 approx.
Children arrive in class happy, settled and ready to learn (before school and following break/lunchtimes).	Meet and greet and settling activities. Emotional well- being support through provision of key adult and 'time to talk'. 'Worry monster' to eat and destroy worries.	Most children in receipt of PP are happy and settled. Class Teacher and LSA provide targeted support to any who require (not all PP) and always available at break and lunchtimes as needed.	EEF- Social Emotional Aspects of Learning- children shown to make up to 4 months improved progress when they are aware that someone in class cares about them and is aware if their presence in the classroom. Any children who show anxiety in following year will be supported as necessary.	

1 Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children will develop their writing composition and writing accuracy though small group writing sessions additional to literacy lessons.	Small group intervention additional to normal lessons focusing on GPS, composition and writing at speed (areas from school SIP).	All children in receipt of PP (except those with SEN including EHCP) are making progress in writing. <i>Awaiting writing moderation to look at ARE.</i>	Latest research (Nfer, EEF 2016) indicates use of most qualified adult supporting those most vulnerable. Intervention groups have been class teacher led with focus on writing across the curriculum, not just literacy lessons. <i>Review of use of PP to support writing depending on writing moderation results (end of June).</i>	£3900 term

2. Planned expenditure

Academic year

2017-2018

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will attend school every day (be on time).	<p>Targeted intervention at start of day - Gym Trail.</p> <p>Close monitoring of attendance rates.</p> <p>Regular contact with home. Positive rewards in school for good attendance rates.</p>	<p>Parents and children who have previously attending are keen to continue and benefit from additional support.</p> <p>A continuation of previous years focus on attendance as it is expected that improvements can take 3-5 yrs to show impact (Nfer 2015).</p> <p>Nfer Report (2015) 'supporting the attainment of disadvantaged children' sites lower attainment association with poor attendance.</p>	<p>Register of attendance and <i>weekly</i> contact between attendance officer and parents to emphasise the importance of attendance to the intervention group.</p> <p>Attendance figures shared with parents to highlight patterns or gaps that parent may be 'unaware' of.</p> <p>Seek involvement from external agencies (home school liaison, Traveller services etc.) to support families who continue to struggle.</p>	<p>SENCO Head Teacher Attendance Officer</p> <p>Gym Trail run by trained LSAs.</p>	February 2018

All children have access to support with reading and other homework within school from class teachers, if not accessible at home.	Small group support for those who do not have support with homework/reading etc. outside school. Homework club- in school run by teacher with QTS. Survey parents about best time for this club- lunchtime or after school?	Nfer briefing cites one of most effective ways of supporting children as use of 'best teachers to support those who need most support'. Sutton Trust Toolkit 'Believe in better (2016)': Disadvantaged children should have additional encouragement and support to 'enable them to engage in self-directed study'.	All children are able to consolidate what they have learned in class and therefore make progress in line with their peers. Children will demonstrate positive attitudes to homework.	Class Teachers	February 2018
Total budgeted cost					£450 (year)
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve speech and language skills for those children with identified needs.	Weekly individual targeted speech and a language programme for those with identified needs. HLTA 1 / 2 day per week.	Essex Provision Guidance Toolkit- 'Distributed Practice' recommendation.	HLTA trained by qualified S&L therapist and following their learning plans. Termly review of progress by Class teachers, HLTA and SENCO. Speech and Language therapist to review if possible.	SENCO HLTA	February 2018

					Total budgeted cost	£1770 (year)
iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
Children will make expected progress in maths across Key Stage 2 through small, year group, maths lessons.	Employment of additional teacher with QTS for 4 mornings a week. Key Stage 2 separated into year groups for maths -taught in small groups.	Latest research (Nfer, EEF 2016) indicates use of most qualified adult supporting those most vulnerable. Separate year groups will be taught by class teachers (QTS) as smaller groups with greater adult: child ratio means higher level of intervention from most qualified staff.	Baseline assessments at beginning of intervention (Autumn Term) compared with middle and end. Expected progress to be in line with none PP and all children (with exception of sp LDD) to reach ARE.	Class teachers	February 2018	
					Total budgeted cost	16, 369 (year)