

**Pupil Premium Grant: Ongoing & Planned Expenditure**

**2018/19** May

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**Overview of the school**

	<b>Number of pupils and pupil premium grant (PPG) received</b>
Total number of pupils on roll	134
Total number of pupils eligible for PPG (incl. adoption premium, ever 6 & LAC)	25 (19%)
Amount of PPG in cost centre (Sept - March 2018)	£35,456
Total amount of PPG expected in new financial year (April - August 2018)	£14,619
<b>Total for Academic Year</b>	<b>£50,075</b>

**Objectives of PPG Spending 2018-2019**

- Ensure that children achieve exceptionally well when compared to pupils with similar starting points.
- Pupils make expected progress, and in some cases rapid and sustained progress, in order to meet expectations in Reading, Writing & Maths.
- Help pupils overcome identified barriers to learning in reading, writing and maths as well as across the curriculum.
- Ensure pupils develop high levels of self-esteem and confidence leading to a secure feeling of wellbeing and confidence to tackle challenge.
- Engage and work closely with parents and carers of pupils, ensuring home support is consistent and home school partnership is strong.
- Improve attendance of the most vulnerable pupils to in line with National average or better

**Barriers to Future Attainment**

1. Literacy – less able writers in KS2 and difficulties with reading comprehension.
2. Application of spellings in written work
3. Early intervention to close gaps in maths in KS1.
4. Attendance or late arrivals at school
5. Parental engagement in school and level of support at home with homework tasks and daily reading.
6. Identified SEN needs

7. Low levels of self-esteem and anxiety surrounding school based activities
8. Lack of work space in which to carry out interventions in school

## Current Progress Performance

Progress and Attainment data from Spring 2 data (2018-19) collection - :

Year Groups	Reading		Writing		Maths	
	At ARE	Progress	At ARE	Progress	At ARE	Progress
Reception (1)	100%	4.0	100%	4.0	100%	4.0
Year 1 (3)	100%	4.3	100%	3.3	100%	3.3
Year 2 (1)	100%	5.0	100%	5.0	100%	3.0
Year 3 (4)	75%	3.0	75%	3.5	50%	3.0
Year 4 (4)	50%	3.0	25%	3.0	50%	3.3
Year 5 (5)	40%	4.2	60%	4.2	40%	3.8
Year 6 (7)	71%	4.3	71%	5.5	71%	5.6

## Summary of PPG spending 2018-19

Allocated Spending & Actions:	Evidence & Rationale
Designated Senior Leader Hours for PPG Pupils	<p>The Senior leader is able to monitor and organise interventions and provision for PPG pupils. During 2017-2018 this led to intervention being quickly amended or altered when it was clear it was not effective.</p> <p><u>Evidence Base:</u> NFER Report (Whole school ethos, high quality teaching, clear responsive leadership) &amp; Ofsted PP Report 2017 (designated senior leader &amp; monitoring of interventions)</p>
Emotional First Aider (EFA) Support	<p>EFA's able to provide one to one support for pupils and in-school case studies show this leads to an increase in engagement in learning. Individual pupils have been identified as having clear attachment needs. This training supports the adults working with the pupils to meet those needs effectively.</p> <p><u>Evidence base:</u> EEF Toolkit (mentoring +2 months for disadvantaged pupils) NFER Report (meeting individual needs)</p>
Jane Halls, Support Worker	<p>Jane works closely with families in the home environment and support on behaviour, attendance, wellbeing etc... In school case studies demonstrate positive results.</p> <p><u>Evidence Base:</u> EEF Toolkit (Social &amp; Emotional Learning +4 months), NFER Report (attendance ) &amp; Ofsted PP Report 2017 (link with families)</p>

Speech & Language Therapist	<p>Specialist speech and language programmes have been put in place during 2017-18 for pupils, leading to increase in language skills and access to classroom learning.</p> <p><u>Evidence Base:</u> EEF Toolkit (Oral Language Intervention +5months), NFER Report (meeting individual learning needs)</p>
<p>Music Fees Aylmerton Assistance Rock Steady Bursary (Music) Coach Travel</p>	<p>For our PPG families meeting the cost of significant extra curriculum activities can be challenging and mean the child is at risk of not being provided with that opportunity. PPG is used to support families in that instance.</p> <p><u>Evidence Base:</u> EEF Toolkit (arts participation +2 months) &amp; (outdoor adventure learning +3 months)</p>
Breakfast Club	<p>Recent research by the EEF indicated that Breakfast Clubs can make a significant impact on a child's progress at school. We sent a survey out to all parents which had a high return rate and clearly indicated that our PPG families were very interested in attendance at the club. 2017-18 the Breakfast Club was incredibly popular with our PPG families.</p> <p><u>Evidence Base:</u> EEF Research (Magic Breakfast Project + 1-4 months)</p>
Forest School	<p>The school have been running Forest School in Reception for a significant number of years and had clearly seen the benefits of the provision. Further research indicates that these benefits can extend into any age group accessing Forest School. With this in mind Forest School has been extended throughout the year groups with all classes experiencing a block of three sessions.</p> <p><u>Evidence Base:</u> <a href="http://www.forestschoolortraining.co.uk/forest-school/the-benefits">www.forestschoolortraining.co.uk/forest-school/the-benefits</a> &amp; Forest School: A Marvellous Opportunity to Learn, Research Summary at Forestry.gov.uk</p>
Maths Intervention	<p>The EPS Maths Intervention is a programme of number based learning sessions designed to boost and secure the basic number skills expected in key stage 1. Having an intervention to use at this early stage will ensure gaps are closed for PP children as early as possible.</p> <p><u>Evidence Base:</u> The Essex EP service ensures that the content and delivery of the programme has been developed from evidence-based psychological research.</p>
Writing (Narrative) Intervention – Story Invaders	<p>Story Invaders is an upper KS2 speech and language intervention, aimed at developing oral narrative skills, in order to promote writing skills. This intervention also incorporates strategies outlined in Talk for Writing (Pie Corbett) and Narrative Therapy (Becky Shanks). Achievement in writing for PPG pupils in upper KS2 had been identified as a weakness and a targeted intervention was needed to develop this.</p> <p><u>Evidence Base:</u> EEF Toolkit (Oral Language Intervention +5 months). Research by Joffe (2013) and Snowling (2012) demonstrates the need for strong oral language skills as a pre-requisite for age appropriate</p>

	writing skills.
Interventions to improve self-esteem and confidence: Specialist teacher for Autism – anxiety support for ASD children Theatre skills intervention	Pupil perceptions questionnaires showed that the school's pupil premium children showed heightened levels of anxiety and low self-esteem, especially for pupils within KS2 and those with SEN. <u>Evidence Base:</u> Working with a specialist teacher will allow evidence based support strategies to be implemented. To be measured by 'Spence Children's Anxiety Scale' to see reduction in anxiety levels.
Developing school site, to provide a designated space for interventions	Improvements to school site by building a 'learning hub' to provide a designated space for interventions to be carried out. This is much needed by the school as current space for interventions or group work is limited. The building will provide an additional classroom for PP children. <u>Evidence base:</u> To be measured by increased number of intervention groups and children involved.
<b>Potential Future Spending &amp; Actions 2018-19</b>	
Almerton Trip – Summer term funding	

<b>Record of PPG spending by item/project 2018-19 Financial Year</b>			
<b>Item/project</b>	<b>Cost</b>	<b>Objective</b>	<b>Outcome &amp; Impact</b>
Designated senior leader support for Disadvantaged Pupils	£9,502	To provide allocated leadership time to the progress and attainment of disadvantaged pupils in the school.	Senior Leader has supported implementation of 'Structured Conversations'. These have been positively received by staff and parents, as a way of further developing relationships between staff, parents and PPG children. PPG Interventions, training and implementation led by senior leader this term have included:  <b>Precision Teaching</b> – Training attended by all staff has led to a precision teaching approach to spelling. This will hope to close the gap in spelling for PP children. Two PP children are currently having the precision teaching intervention. Senior leader is monitoring and supporting this.  <b>Toe by Toe Reading Intervention</b> – Training and supporting implementation of these resources with SEN children.  <b>Anxiety and self-esteem interventions</b> – Supporting with interventions, organising activities and ensuring implementation.

Provision of Emotional First Aider Support	£2,062	To provide emotional/ well-being support to vulnerable pupils on a weekly basis.	5 PPG children benefitted from weekly EFA support this academic year. Children commented that the sessions are valuable times in which to discuss concerns or anxieties
Support Worker	£3,776	To provide our vulnerable PPG families access to a support worker & home based support.	8 PPG children benefitted from weekly support this academic year. The impact has been improved family relations and increased parental engagement of these children.
Speech & Language Therapist & Intervention	£760	To meet the S&L needs of PPG pupils allowing them to access learning	Staff training occurred in January (2 hours) focusing on implementing Talk for Writing approach across the school. This has been successfully implemented and teachers are now following this approach to literacy teaching. 2 PP children have attended speech and language therapy sessions, where assessments and individualised plans were provided to develop speech and language skills.
Rocksteady Bursary	£330	To improve self-esteem and confidence through music tuition	1 PPG received this bursary and attended Rocksteady on a weekly basis. The impact has been an improvement in the child's engagement and confidence at school.
Breakfast Club	£5,058	To provide daily access to Breakfast club to ensure pupils are effectively prepared for the school day.	6 PPG children accessed breakfast club this term, including 1 high need EHCP child. The impact has been that staff know these children are having a healthy breakfast. Attendance has also improved. Attendance data – Autumn term: 1 pupils – 100% 4 pupils – above 95% 1 pupil – above 92%
Forest School	£2,000	To provide all pupils and classes with a block of time at Forest School.	17 PPG children in Mulberry, Apple, Cherry and Horse chestnut classes attended Forest School sessions this term. 100% of sessions were attended and staff reported increased confidence, resilience and self-esteem in these children.
Braintree Schools 'Year of Culture' Drama Intervention	£390	To develop speaking and listening skills and self-esteem for PPG students.	16 PPG children from across KS2 classes attended 8 weeks of 1.5 hours drama workshops led by trained theatre staff. This led to a performance with children from other local schools. The impact of this has been an increase in confidence for these pupils – this was measured by a self-esteem questionnaire where all pupils showed an increased score following intervention.
EPS Maths Intervention Training	£650	To raise achievement and teacher confidence in maths for pupils in KS1.	Two staff members from KS1 attended 1 day training in using this intervention. A group of 6 children are currently attending the 12 week intervention, including 1 PP child. The impact of this intervention will be measured in June through assessment materials.

Writing Narrative Intervention 'Story Invaders'	£840	To raise achievement in writing in upper KS2.	5 PPG children attended 'Story Invaders' a speech and language based writing intervention, for 12 weeks. The ERRNI (Expressive and Reception, Recall of Narrative Instrument) was used to assess the impact of this intervention. Results showed that all pupils were found to have made progress in both their ability to construct and tell a more detailed oral story. There was an increase the frequency and variety of conjunctions used by pupils. The PP children who attended this intervention have made at least expected progress in writing this year. One child with complex SEN needs made accelerated progress in writing following the intervention.
Specialist Teacher – Anxiety Intervention	£600	To reduce anxiety in PP children with additional ASD	2 PPG children also have ASD diagnosis which led to increased anxiety and low self-esteem in school.
MHFA – Interact Training Materials	£50	To develop practice of EFA staff	EFA staff have attended a 2 day Mental Health First Aid training course to develop subject knowledge and strategies/resources from this training are being implemented.
Resources – Toe by Toe and Plus 2	£95	To develop reading and maths key skills for PP children with additional SEN	2 PP children have followed these programmes. The impact has been that these children have made at least expected progress in maths and writing.
Black Sheep Press 'Oral to Written Narrative' resources	£72	To develop writing skills in lower KS2	6 PP children have benefitted from these materials, which have been used to support writing across KS2. This intervention is ongoing and will be reviewed in April from target tracker data.
Building of 'Learning Hub' to provide a space for interventions.	£21,670	To create a working space for interventions	Learning Hub has been built to provide a designated space for interventions and group work targeting PPG children.
<b>TOTAL EXPENDITURE</b>		<b>£47,855</b>	

<b>Date of Next Review</b>
July 2019