

	Pupil Premium Forecast Spend 2018/2019	
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Forecast Spend of Pupil Premium Grant 2018/2019	
1. Summary Information	
Total amount of PPG due (pre EYPPG)	£231000 + LAC PPG
Total number of eligible pupils on roll in September 2018	381 including Nursery and Reception
Total number of pupils eligible for PPG	144 (Years 1 – 6)
Date of most recent Pupil Premium	May 2018
Pupil Premium Grant	£1320 per eligible child
Pupil Premium Grant – Looked After Children	£1900 per eligible child
Pupil Premium Grant – Early Years	£300 per eligible child

2. Attainment and progress 2017-18			
Early Years – children achieving Good Level of Development			
	2017-18	2016-17	Difference %
All Pupils (45)	67%	69%	-2
Pupil Premium (18)	64%	68%	-4

KS1 Phonic Screening			
	2017-18	2016-17	Difference %
All Pupils (39)	72%	72%	0
Pupil Premium (17)	76.5%	64%	+12.5
Average Score All Pupils	32.38	30.33	+2.05
Average Score Pupil Premium	32.24	26.92	+5.32

End of Key Stage 1 - Year 2 Children at the Expected/Greater Depth Standards							
		2017-18		2016-17		Difference %	
		EXS+	GDS	EXS+	GDS	EXS+	GDS
All Pupils (50)	Reading	70%	28%	63%	20%	+7	+8
	Writing	62%	12%	54%	12%	+8	0
	Maths	72%	22%	59%	19%	+13	+3
Pupil Premium (16)	Reading	63%	13%	63%	26%	0	-13
	Writing	50%	13%	52%	15%	-2	-2
	Maths	50%	13%	56%	26%	-6	-13

End of Key Stage 2 - Year 6 Children at the Expected or Greater Depth/Higher Score Standards							
Figures reflect 2 intended disapplications							
		2017-18		2016-17		Difference %	
		EXS+	GDS	EXS+	GDS	EXS+	GDS
All Pupils (44)	Reading	66%	16%	55%	14%	+11	0
	Writing	82%	27%	75%	23%	+7	+4
	Maths	86%	30%	66%	27%	+20	+3
	Combined	66%	7%	48%	5%	+18	+2
Pupil Premium (26)	Reading	58%	15%	50%	18%	+8	-3
	Writing	77%	27%	73%	18%	+4	+9
	Maths	81%	31%	64%	27%	+17	+4
	Combined	58%	12%	50%	5%	+8	+7

KS1 to KS2 Progress						
All Pupils	2017-18			2016-17		
Progress Scores KS1 to KS2	Writing	Reading	Maths	Writing	Reading	Maths
	+7.7	+3.2	+6.6	+5.5	+1.2	+2.7

3. Barriers to future attainment for pupils eligible for Pupil Premium, including higher ability.		
(i) In-school barriers (issues to be addressed in school, such as poor oral language skills)		
<p>September 2018 (Years 1 - 6)</p> <ul style="list-style-type: none"> • 21.5% (31 children) of the disadvantaged group are EAL. • 22% (32 children) have additional special needs and are on the SEN register, including 3 EHCPs. • Level of oral competence on average below national expectations, which impacts on learning. High number of EAL pupils. • High mobility – gaps in prior learning 		
(ii) External barriers (issues which also require action outside school, such as low attendance rates)		
<ul style="list-style-type: none"> • Attendance and punctuality remains an issue for some of those eligible for PP funding. • Low aspirations; what can be achieved and how to be successful. Limited access to positive role models. • Parental engagement with school and perceptions about education. Priority on learning and achievement. • Access to resources, books, and life experiences. 		

4. Planned Expenditure					
Academic Year		2018 – 2019			
The three headings below enable the school to demonstrate how it is using the PPG to improve classroom pedagogy, provide targeted support and support whole school strategies.					
(i) Learning and Teaching					
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?
<p>a) Improved rates of attendance for PP children.</p> <p>Better whole school attendance – aim to exceed the national target of 95%.</p>	<p>Attendance monitored daily and implement support / guidance for families requiring it.</p> <p>Monitor attendance of pupil premium children.</p> <p>Target persistent absences.</p> <p>Clear expectations will be set in line with school policy.</p> <p>Early interventions and support will be put in place by school and the Local Authority.</p> <p>Attendance incentives – certificates, trophies etc.</p> <p>Information banners for attendance stats.</p>	<p>NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Attendance and punctuality has an impact on learning; amount of teaching time lost.</p> <p>Social emotional impact of entering a lesson late.</p>	<p>School policy will be followed – daily routines, procedures and follow up on pupil absence. Tracking and first day calling.</p>	DH	Termly
Impact: To follow					
<p>b) Increased attainment and progress toward achieving or exceeding national age-related expectations for targeted groups.</p>	<p>CPD opportunities; ongoing staff training on feedback, questioning and growth mindset.</p> <p>Subject leaders’ release time.</p>	<p>EEF toolkit recognises pre-teaching and over-teaching as effective interventions.</p> <p>EEF toolkit recognises high quality feedback as an</p>	<p>Monitoring schedule: observations, book scrutiny, drop-in visits, and Governor learning walks.</p> <p>NFER research shows schools who identify pupils</p>	SLT	Half-termly at Pupil Progress meetings.

	<p>Intervention Teaching</p> <p>Smaller Maths sets in targeted year groups led by HLTA and qualified teachers.</p> <p>Pre-teaching and over-teaching by LSAs to familiarise with vocabulary, revisit tricky concepts and skills taught in the morning.</p> <p>AIEP – Explore effective strategies for children working towards age expected and for those working at greater depth.</p> <p>AIEP - English working group looking at raising attainment in Reading across the whole school and the attainment of boys in writing.</p> <p>AIEP – Science co-ordinator to lead development of Science skills and understanding to further raise standards</p> <p>AIEP – further develop the Connected Curriculum</p>	<p>effective way to improve attainment.</p> <p>Raising the standard of teaching across the school will impact on learning and attainment.</p> <p>Aim for more teachers to consistently be delivering outstanding lessons.</p>	<p>underachieving or in danger of underachieving and target these pupils do well.</p> <p>Time for peer observation / reflecting each half term.</p> <p>Ensure that targeted pupils are identified early and tracked. Half-termly Pupil Progress meetings will be used effectively.</p>		
Impact: To follow					
c) To enable children across the school to make progress	Early Talk Boost Talk Boost KS1	The EEF toolkit suggests that oral language interventions	Planned schedule of support – target pupils to work in	SENCo / PPG Lead	Talk Boost every 6 – 8 weeks.

with their language and communication skills, leading to increase in confidence and self-esteem.	<p>Talk Boost KS2</p> <p>Speech and Language Therapist doing Reception Screening as part of the A Better Start programme.</p> <p>Abetter Start Southend project with Nursery.</p> <p>EAL Provision – EAL Teacher and Resources</p>	<p>consistently show positive benefits in learning in oral language skills and reading comprehension.</p> <p>Pupils will improve their spoken language, expression and articulation of ideas with intensive support and guidance.</p> <p>Pupils will benefit from small group sessions allowing for development of self-esteem and confidence.</p>	<p>small groups with specialist trained LSAs.</p> <p>Purchase additional KS1 and KS2 sets.</p> <p>Training for staff leading the interventions.</p> <p>Reproduction of relevant materials.</p> <p>Purchase of dual language books.</p>		<p>ABS SALT – on completion of data analysis – October.</p> <p>EAL – half-termly.</p>
Impact: To follow					
d) To enable children across the school to make progress in reading, leading to increase in confidence and self esteem.	Catch Up Literacy LSAs trained to run the intervention.	A book based approach that supports both dimensions of reading: word recognition (including phonics) and text comprehension.			
Impact: To follow					
e) Targeted children are better able to access learning and manage their own learning behaviours.	Learning Support for Inclusion – PP children with additional learning needs to work with SEN staff, class teachers and LSAs to implement interventions / support programmes.	EEF toolkit and MITA recognise the impact of LSAs when the support is targeted and purposeful. John Hattie and EEF show that small group interventions with highly qualified staff are effective.	Progress will be checked half termly at Pupil Progress meetings.	SLT	Half-termly
Impact: To follow					
				Total cost	£178000

(ii) Learning Behaviours, Social Emotional and Well-being					
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?
a) For pupils to have their basic needs met (Maslow's hierarchy) to ensure readiness to learn, both physically and mentally.	<p>Parent and Pupil Well-being lead (DDSL) / Inclusion LSA / SENCo to support children and families in need or at risk: by referral to other agencies either directly or through the completion of EHFA forms; or by signposting children and families to members of staff who are able to support.</p> <p>Enable parents to support their children.</p> <p>To facilitate parenting sessions linked to need and / or family learning.</p>	<p>The EEF toolkit suggest that positive parental involvement is vital for pupils' success in school.</p> <p>Developing effective parental and familial involvement to improve their children's attainment is challenging but we have seen in the recent past a rise in family engagement.</p>	Inclusion team will keep a log of support given / offered.	SENCo, KT, DD	Termly
Impact: To follow					
<p>b) Children receive support and mentoring before the beginning of the school day ensuring that they are more able to access their learning.</p> <p>Positive impact on attendance – targeted invitations to some families.</p>	Provision of Breakfast Club, staffing, additional food costs, pastoral support provided by Behaviour Support Team.	<p>Maslow's hierarchy of need. Caring for the children physically and emotionally on a daily basis has a positive impact on their attitude to the day's learning, helping them to take full advantage of all learning opportunities.</p> <p>When a child is cared for and feels valued they are more receptive to their learning and to challenges</p>	Good communication between the staff at Breakfast Club, classroom staff and the Inclusion and Behaviour Support teams.	Breakfast Club staff	Termly

		in their learning – Growth mind-set.			
Impact: To follow					
c) Vulnerable children and families receive tailored support to help maintain pupil achievement. Improved attendance. Increased attendance of parents at family learning sessions and other events, including School Nurse sessions.	Parent and Pupil Well-being Lead / Safe-guarding (Deputy DSL) will work with identified children 1:1 as necessary; liaise with their parents and carers on a regular basis. Support for parents to get children into school during difficult periods.	EEF toolkit suggests that interventions have and identifiable and significant impact on children's attitudes to learning, social relationships and ultimately attainment.	Parent and Pupil Well-being lead (DDSL) will keep a log of support / meetings.	KT	Termly
Impact: To follow					
d) Behaviour Support Team	BST to identify children at risk of underachievement due to negative behaviour choices and learning behaviours. BST will support teachers in meeting the needs of these children in the classroom. Vulnerable children receive individualised and targeted support to enable them to better engage with learning opportunities, developing skills / strategies to access learning and experience success.	EEF toolkit suggests that interventions have and identifiable and significant impact on children's attitudes to learning, social relationships and ultimately attainment. Social and Emotional literacy interventions. Modelling of appropriate classroom / learning behaviours. Positive reinforcement.	BST will keep a log of support and its ongoing impact. Analysis of the behaviour logs / serious incident forms will be vital. Reinforce the need for all staff to be completing the behaviour logs and serious incident forms.	BST, SENCo / PPG lead	Termly
Impact: To follow					

e) Increased pride in appearance and pride in being a member of the school community. Pupils appropriately dressed for school and P.E.	School uniform loan and subsidy.	Developing confidence and a feeling of belonging allow children to better access learning.	Log kept by school office of use of loan uniform or fund.	Office Manager	Termly
Impact: To follow					
g) To provide targeted, expert support to enable children to develop life skills such as confidence, self-esteem and resilience in order to develop strategies to express themselves, work with emotions and access learning opportunities.	Play Therapists	Pupils referred requiring support / play or art therapy will have an individualised 1:1 support package put in place.	Play therapists will provide the SENCo session reports (non-specific) which will be stored electronically in the child's electronic file and password protected. Half-termly meetings to discuss the progress of the pupils. Parents and pupils are kept informed of support offered.	SENCo / TF	Half-termly
Impact: To follow					
h) To further develop and embed the principles of good health – both mental and physical well-being.	AIEP – Embed the principles of Growth Mind-set across the whole school. AIEP - Ensure our focus on healthy eating is reflected in all areas of school life. Opportunities to visit food workshops to explore different ingredients and recipes.	Maslow's hierarchy of need. Caring for the children physically and emotionally on a daily basis has a positive impact on their attitude to the day's learning, helping them to take full advantage of all learning opportunities	Regular visits will be booked and evaluated. Children will be encouraged to share what they learn in school and at home.	PPG lead/ Healthy School lead	Termly.
Impact: To follow					

i) To raise pupil aspirations and expectations of their education and employability beyond primary school.	Fix Up Seminars - Embed the principles of Growth Mind set in Year 6. Encourage children to plan for a future that involves higher / further education (or alternative path) and greater choice of careers.	<p>Data suggests that disadvantage pupils are more likely to be part of the NEET statistics.</p> <p>The 2014 Government research paper “School and College-level Strategies to Raise Aspiration of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation” suggests that a commonly-cited challenge in the survey (by students in KS4) included students not feeling like Higher Education is ‘for them’ and that early intervention before KS3 would be beneficial.</p>	A day of workshops and a year group assembly will be booked for Year 6.	PPG lead / EK	On completion and then termly
Impact: To follow					
					Total cost £35000

(iii) Enrichment					
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?
a) For all children to have experience of a traditional British pantomime. Link to English curriculum (with cross curricular opportunities)	Book theatre group for pantomime performance to all year groups.	Watching live performances inspires children, encouraging a love of reading, developing skills for drama, speaking and listening; providing a 'hook' for writing opportunities across the school and curriculum	Liaison between Literacy leads and year groups to ensure that work is planned to take advantage of the opportunities presented before and / or after the performance.	ZB, SH and KDS (English Leads)	January 2018
Impact: To follow					
b) Increased participation in a variety of music lessons delivered by peripatetic music tutors. Opportunities to play in school events (carol concerts, consultation evenings, class performances) and to represent the school at larger events such as the Junior Music Festival.	Subsidy towards peripatetic music lessons.	Research has shown that learning to play an instrument enhances children's academic performance in all areas of the curriculum. The discipline of learning a new skill and commitment to practise helps foster skills of independent learning. Social music making enhances development in listening, social interaction and co-operation.	Music lead will invite all interested Pupil Premium children to sign up for peripatetic music lessons. Analysis to determine degree of impact on attainment / learning skills and strategies.	SB (Music lead)	Termly
Impact: To follow					
c) All children will have equal access to school clubs. The range of activities offered will encourage development of social skills.	Subsidy of extra-curricular clubs. Resources for extra-curricular clubs.	Learning opportunities will be maximised. The pupils' social skills, confidence and self-esteem will be positively impacted.	Analysis of pupils taking part in activities in each year group.	Office Manager / PPG lead	February half-term 2018
Impact: To follow					

d) All pupils will have equal access to a range of social, cultural, sporting experiences, visits and activities.	Subsidise trips and visits enabling access to enrichment activities.	Pupils' will have a broader experience allowing for new and different learning opportunities, encompassing culture, geography, history and the world they live in.	Analysis of pupils taking part in activities in each year group. Review of programme of activities.	SLT	February half-term 2018
Impact: To follow					
e) Increased parental engagement in PP children's educational development.	AIEP – further engage the parent community in the school. Parental Engagement Projects: Adult Education courses run by the local colleges; Workshops; Coffee mornings; after school drop-in sessions; good news texts / postcards	EEF toolkit and the NFER report on parental engagement (Aston & Grayson) detail the positive impact on learning of parental support and engagement. Increased parental engagement also allows for relationships to be built between the school, child and parents.	Record and monitor the parents who engage with opportunities to come into school.	SLT	Termly
Impact: To follow					
				Total cost	£18000