

	Pupil Premium Impact Report 2017/2018	
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Forecast Spend of Pupil Premium Grant 2017/2018	
1. Summary Information	
Total amount of PPG due (pre EYPPG)	£236,920
Total number of eligible pupils on roll in September 2017	375
Total number of pupils eligible for PPG	145
Date of most recent Pupil Premium	02/05/2017
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. 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>As of September 2017</p> <ul style="list-style-type: none"> • 29% of the disadvantaged group are EAL. • 19% (27 children) have additional special needs and are on the SEN register, including one EHCP and three pending EHCPs. 	<p>As of July 2018</p> <ul style="list-style-type: none"> • 28.5% of the disadvantaged pupils are EAL • 20.4% have additional needs and are on the SEN register, including 3 EHCPs
<ul style="list-style-type: none"> • 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 remains an issue for some of those eligible for PP funding. Last academic year there were 12 children below 85% attendance; 18 below 90% and 47 below 95%. • Low aspirations; what can be achieved and how to be successful. Limited access to positive role models. • Attendance and punctuality. • Parental engagement with school and perceptions about education. Priority on learning and achievement. • Access to resources, books, and life experiences. 	

3. Planned Expenditure					
Academic Year		2017 – 2018			
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?
a) Improved rates of attendance for PP children. Better whole school attendance – aim to exceed the national target of 95%.	Attendance monitored daily and implement support / guidance for families requiring it. Monitor attendance of pupil premium children. Target persistent absences. Clear expectations will be set in line with school policy. Early interventions and support will be put in place by school and the Local Authority. Attendance incentives – certificates, trophies etc. Information banners for attendance stats.	NFER briefing for school leaders identifies addressing attendance as a key step. Attendance and punctuality has an impact on learning; amount of teaching time lost. Social emotional impact of entering a lesson late.	School policy will be followed – daily routines, procedures and follow up on pupil absence. Tracking and first day calling.	DH	Termly
Impact: Making a significant impact on overall attendance figures for the whole school is difficult due to the nature of the school’s cohort. There are a higher than average number of vulnerable children and the catchment area contains a range of temporary accommodation. Many children join us at various times throughout the year and often move on quickly but remain on roll until a new school is secured for them. Targeted work and support from staff and the local authority for individual families has been very effective in improving attendance for those particular children some of whom were previously persistent absentees.					

b) Increased attainment and progress toward achieving or exceeding national age-related expectations for targeted groups.	<p>CPD opportunities; ongoing staff training on feedback, questioning and growth mindset.</p> <p>Subject leaders' release time.</p> <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>EEF toolkit recognises pre-teaching and over-teaching as effective interventions.</p> <p>EEF toolkit recognises high quality feedback as an 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>Monitoring schedule: observations, book scrutiny, drop-in visits, and Governor learning walks.</p> <p>NFER research shows schools who identify pupils 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>	SLT	Half-termly at Pupil Progress meetings.
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Impact: All our pupils benefited from this work. It has been evident in the resilience the pupils shown through both assessments procedures and in taking direct independence in their learning. Although throughout the school we have a higher than average number of pupils identified as vulnerable learners the majority of pupils are making good progress in all year groups, as evidenced by our statutory data and our in-school progress data.

Early Years – In Writing all Pupil Premium children made expected progress.

In Reading one Pupil Premium child made less than expected progress. This is a child with an EHCP. Two terms progress made.

In Maths one Pupil Premium child made less than expected progress. This is a child with an EHCP. Two terms progress made.

Year 1 – 74% of Pupil Premium children achieved the pass mark in the Phonics screening. This is a ten percent increase on last year.

Year 2 – In Writing two Pupil Premium children made less than expected progress. One of these children is on the SEN register.

In Reading three Pupil Premium children did not make expected progress. Two of these children are on the SEN register, one of them has an EHCP.

In Maths two Pupil Premium children did not make expected progress. One of these children is on the SEN register.

Year 6 – There were very positive increases of children reaching the expected standard and exceeding it, in all areas including the combined scores.

KS1 to KS2 progress for Writing, Reading and Maths was very strong. Writing and Maths progress was well above average (+8.09 and +7.15) and Reading was above average (+2.72). Disadvantaged children made more progress than other pupils in both Writing and Maths.

In Writing sixteen of the twenty-three children made better than expected progress, four made expected progress. Three children made less than expected progress; two of these are on the SEN register and all three have English as an additional language.

In Reading ten of the twenty three Pupil Premium children made better than expected progress, ten made expected progress. Three Pupil Premium children made less than expected progress. Two of these children are on the SEN register and are still relatively new to learning English.

In Maths all 23 Pupil Premium children made better than expected progress.

c) To enable children across the school to make progress with their language and communication skills, leading to increase in confidence and self-esteem.	<p>Early Talk Boost Talk Boost KS1 Talk Boost KS2</p> <p>Speech and Language Therapist doing Reception Screening as part of the A Better Start programme.</p> <p>EAL Provision – EAL Teacher and Resources</p>	<p>The EEF toolkit suggests that oral language interventions 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>Planned schedule of support – target pupils to work in 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>	SENCo / PPG Lead	<p>Talk Boost every 6 – 8 weeks.</p> <p>ABS SALT – on completion of data analysis – October.</p> <p>EAL – half-termly.</p>
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Impact: Talk Boost has continued to be a successful intervention with very positive results. The vast majority of children made above or well above average progress. The table below shows how successful the intervention was for the Pupil Premium children who received it.

Year Group	Average raw score at entry	Average raw score at exit	Average increase raw score / %	Greatest increase raw score / %
Year R	38.4	48	16 / 21.3%	26 / 34.7%
Year 1	38.5	57.7	20.6 / 27.2%	36 / 48%
Year 5	18.6	37.6	19 / 39.6	26 / 54.3%

d) 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: Support staff have continued to receive training in many areas. This training has allowed staff to work in lessons and interventions more confidently. They have a greater understanding of effective support strategies, the curriculum and their role in enabling the children to develop as learners.					
e) Increased attainment and progress. Improved teamwork and collaboration in the year group – Year 5 moving to Year 6	Summer school – staffing and provisions	Building relationships between the year group and staff early in order to ease transition that in September there will have been no slippage and work can immediately continue at a challenging level.	Pupil survey prior to summer school and one on completion.	EK PPG lead	September 2018
Impact: Staff-pupil relationships in year 6 were good from the beginning with there being a strong element of trust in the year group. Behaviour was also excellent through the year. Majority of the children who attended had positive progress in all three subjects. Thirty children attended the Summer school: In writing 90% achieved the expected standard or better, with 23.3% achieving greater depth. In Reading 70% achieved the expected standard or better, with 13% achieving greater depth. In Maths 90% achieved the expected standard or better, with 23.3% achieving greater depth.					

f) Targeted children able to take responsibility for their learning and develop a growth mind-set.	Incentive Scheme	All research by Professor Carol Dweck tells us that there should be no cap on the aspiration of a learner and that developing a growth mind-set is vital.	Monitoring schedule: observations, book scrutiny, drop-in visits and Governor learning walks. Learning Powers assemblies.	PPG lead	Half termly
Impact: Having weekly learning power assemblies for the children and staff CPD around growth mind-set has been instrumental in developing the ethos throughout the school community. This has been further consolidated by the introduction of learning power awards which are highly valued by staff and children. Children throughout the school are using the modelled language and this has had a positive impact on resilience and perseverance.					

(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 EHFSAs 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
<p>Impact: We currently have 15 open EHFSAs and have closed a further six during this academic year. Many families, approximately 30%, have been directly signposted to other agencies, including: Family Action, Blif, Family Mosaic, School Nurse, Ed Psych, Food bank / Storehouse, Early Help, Social Care, Children's Centres, Citizen's Advice, The Hub, Estuary Housing, Environmental Health, Police Service, Fire Service, Turning Tides, Central Library, Leisure Centres, Charities such as Little Heroes, GP services and via them the Lighthouse Child Development Centre, Adult Mental Health Services, EWMHS, Adult Education for a number of courses including Well-being / Mindfulness.</p>					
<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.	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.	Good communication between the staff at Breakfast Club, classroom staff and the Inclusion and Behaviour Support teams.	Breakfast Club staff	Termly

		When a child is cared for and feels valued they are more receptive to their learning and to challenges in their learning – Growth mind-set.			
Impact: Breakfast Club has a positive impact on both attendance and punctuality for targeted children. Breakfast club staff are able to support children to make a smooth transition into the school day, communicating with classroom staff in order that relevant information is passed on about emotional presentation or significant events in the child's life.					
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: Approximately 30% of our children and families supported directly around emotional regulation, social skills, physical and mental well-being. A number of families signposted to other services and agencies. Improved attendance for targeted children.					
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	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.	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

	skills / strategies to access earning and experience success.	Positive reinforcement.			
<p>Impact: The behaviour logs highlight the number of vulnerable children where behaviour support has had a positive impact on their behaviour choices. The logs also highlight any increases in behaviour incidents and allow staff to identify patterns in the behaviour choices of both individuals and groups and implement a support programme to match the need.</p> <p>10% reduction in logged behaviours between the Autumn term and the Summer term.</p> <p>71% reduction in the number of serious incidents logged.</p> <p>89% reduction in the number of occasions where pupils have required positive handling.</p> <p>Overall 70% of Pupil Premium children receiving support from the Behaviour team made expected progress, or better, in Writing, Reading and Maths.</p> <p>65% of Pupil Premium pupils with SEN receiving support from the Behaviour Team made expected progress or better than expected progress across Writing, Reading and Maths.</p>					

e) Increased pride in appearance and pride in being a member of the school community. Pupils appropriately dressed for school.	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: Interventions that have helped develop relationships between the school and families have had a positive impact on the level of pride in being part of the Porters community and this is clear to see in the vastly increased number of children who consistently come to school in appropriate uniform. In cases where there is a genuine barrier to providing full uniform the school has been able to address this. Approximately 10 families have been helped in this manner. The children are able to approach their learning with more confidence.					
f) Increased pride in appearance and pride in being a member of the school community. Pupils appropriately dressed for PE lessons and sporting opportunities.	School PE kit for loan	To promote participation in Physical Education including developing confidence, co-ordination and agility.	Classroom staff will identify children who do not have a PE kit. Parents will be encouraged to provide their children with their own kit.	EB (PE lead) and class teachers	Half-termly
Impact: All children are able to fully participate in class P.E. lessons and clubs with full kit. More children are representing the school in sporting events and competitions. The number of children who do not have PE kits has decreased massively. In cases where there is a genuine barrier to providing a full P.E. kit the school has been able to address this.					
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 / Creative Arts 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.	SENCo / TF, KR	Half-termly

			Parents and pupils are kept informed of support offered.		
Impact: Nine out of the eleven children benefiting from Play Therapy were disadvantaged. This targeted, expert support enabled the children to further develop life skills such as confidence and resilience. This allowed them to develop strategies in order to express themselves, work with emotions and access learning opportunities more successfully.					
h) Well-being: to enable children to feel good about themselves by encouraging the swift detection and eradication of headlice.	Head lice combs Information leaflets Referral to School Nurse for persistent Headlice.	Links to Maslow's hierarchy of need – well-being, positive impact on self-esteem and in turn on readiness to learn.	All staff to inform parents if they have seen head lice in their child's hair. If persistent staff to inform the Parent and Pupil Well-being lead – comb and leaflet to be given to parents. If the situation does not improve a referral should be made to the School Nurse with the parent's permission.	Class teachers / KT	Termly
Impact: Having the head lice combs and the accompanying leaflets has enabled staff to have informed conversations with families where there have been recurring or persistent instances of head lice. Families have also been signposted to the school nurse drop-in sessions for additional support.					

(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: All children from Reception to Year 6 watched the performances and used the experience as the inspiration for a very successful whole school writing project covering different writing genres.					
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: Fifteen children were able to access a variety of music lessons delivered by peripatetic music tutors, which they would have otherwise not attended. These children were identified for participation by the school's Music Leader and the PP Lead.					
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	Analysis of pupils taking part in activities in each year group.	Office Manager / PPG lead	February half-term 2018

		self-esteem will be positively impacted.			
Impact: Children from all year groups, from Reception to Year 6, have been able to access a variety of extra-curricular clubs. These clubs have helped the children to develop many skills, some very particular to the club's activities and others which are more widely applicable including social communication and fine and gross motor skills.					
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: Children throughout the school from Nursery to Year 6 have been able to experience additional learning opportunities and experiences through a number of educational visits, activities and visitors. These have been varied and have addressed particular curriculum areas and skills: Nursery and Reception – Gemma's Farm; Reception – Hyde Hall; Reception to Year 6 – Christingle Services; Year 1 – Hadleigh Rare Breed Farm, Southchurch Hall Gardens; Year 2 – Hadleigh Country Park, Southchurch Park; Year 3 – Hadleigh country Park Celtic Roundhouse; Year 4 – Colchester Zoo; Year 5 – St Mary's Church and Priory Park, Sutton Hoo; Year 6 – Belfairs Woodland Centre, Residential Trip, Ask Italian, Southchurch Park, Author Workshop at The Forum; Key Stage 1 choir – Music Festival at the Freight House; Key Stage 2 choir = Christmas at the Cliffs Pavillion, carols at the Maranatha Care Home, Key Stage 2 Music Festival at the Cliffs Pavillion. 57 separate Pupil Premium children have represented the school in a number of sporting events, including Key Stage 1 and 2 Borough Athletics, Cricket, Football, Sportshall Athletics, Netball, Dodgeball, Goalball, Rugby and Cross Country.					

e) Increased parental engagement in PP children's educational development.	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
<p>Impact:</p> <p>Parental engagement has continued to increase this year. There have been a number of workshops held for parents around phonics, reading and maths particularly in Early Years and Year 1. Having gained the Enhanced Healthy School award last academic year we have continued to develop this and have hosted workshops around healthy eating.</p> <p>Parents' evenings were well attended as was the Key Stage 1 Bedtime Story event.</p> <p>We have hosted courses run by the Adult Education College. These included basic literacy and numeracy skills as well as ESOL courses. The links between school and college have also encouraged some parents to investigate further courses.</p>					