

PUPIL PREMIUM REVIEW Sept 2017

NEWBOLD VERDON PRIMARY SCHOOL'S PUPIL PREMIUM PROFILE AS AT SEPT 2017

Total number of main school and unit pupils: 249

Number of eligible PP pupils:

- 55 main school children – including 3 Special Guardianship Order, 4 Fostered, 1 adopted
- 0 playgroup child
- 9 unit children

There are fluctuations in numbers throughout the year as children move in/out of school or new applications are made.

Amount per pupil:

£1320 per PP child

£1900 per LAC

Total PP Budget

2014-2015 £75,119

2015-2016 £63,620

2016-2017 £78,120

2017-2018 £75,820

Next review due Sept 2018

PROGRESS FOR INTERVENTIONS

1 point difference = approximately half term

Pupils are aiming for 5+points per year and 4+ for Year 1

Number of Pupil Premium children in cohorts: Y6 – 9 pupils, Y5 - 9 pupils, Y4 - 9 pupils, Y3 - 9 pupils, Y2 – 7 pupils, Y1 - 6 pupils.

Some children have Pupil Premium funding and are also on the Special Educational Needs register.

READING	Whole class progress	Pupil Premium progress	SEND progress	Pupil Premium less SEN progress	Intentions Non Pupil Premium progress	All interventions progress
Y6	7.2	7	7.3	6.7	7.9	7.6
Y5	5.9	5.4	0	6.1	5.7	5.5
Y4	5.6	5.7	6.3	5.4	5.3	5.5
Y3	5.6	5.7	5.7	5.8	5.2	5.4
Y2	5.4	5.2	5	5.5	5.9	5.5
Y1	4.9	3.4	3	5		

WRITING	Whole class progress	Pupil Premium progress	SEND progress	Pupil Premium less SEN progress	Intentions Non Pupil Premium progress	All interventions progress
Y6	8.3	8.9	10.7	7.6	10	9.3
Y5	5.7	4.9	-5	6.3	5.6	5.2
Y4	6	5.6	5.7	5.6	6.2	5.8
Y3	5.8	6.1	5.4	6.3	5.6	5.8
Y2	5	3.6	3.2	5.5	5.6	4.7
Y1	4.8	4	4	5		

MATHS	Whole class progress	Pupil Premium progress	SEND progress	Pupil Premium less SEN progress	Interventions Non Pupil Premium progress	All interventions progress
Y6	6.9	6.3	9.7	5.9	8.1	7.3
Y5	5.7	5.5	2	6.1	5.4	5.5
Y4	5.9	5.8	5.3	5.9	5.8	5.8
Y3	5.5	5.6	5.4	5.5	5.4	5.5
Y2	6	4.8	4	6.5	6.6	5.8
Y1	5.8	4.4	4.3	5		

*Year 5 SEND children were re-assessed.

Academic Interventions may include:

- One to one support
- Group support within the classroom
- 5 Minute Boxes – literacy and maths daily one to one support
- Code X – reading and writing small group intervention
- SuccessMaker – interactive computer reading and maths intervention
- Bug Club Reading
- Tutoring after school
- Booster sessions after school
- Weekly Homework Club for Years 3-6
- SAQ – physical training sessions
- Music lessons

Other possible interventions:

- Attendance Management support
- Play Therapy
- After school club 100% fees funded & residential trips 50% funded

Barriers to future attainment

In school barriers:

- Poor starting points in EYFS (61% of children entered Foundation below age expectation in 2017)
- Low level support from home – low level of home reading & support in learning
- Domestic/social issues causing disengagement with learning
- Lack of inspiration for children - low aspirations and few cultural experiences

External barriers:

- Low parental engagement with school
- Poor level of parental education
- Some attendance issues – specific family issues

Outcomes:

- Academic support to reduce the gap in attainment and progress across the school between PP and non-PP.
- Increased parental engagement & guidance in how to support at home. Learning valued and encouraged by pupils and parents
- Inspirational experiences to excite children into learning
- Decrease in stress/anxiety in children's lives to enable better engagement in learning. Support and care
- Improved attendance

Planned expenditure for 2017-2018:

QUALITY OF TEACHING FOR ALL – IMPROVED PEDAGOGY

Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How will you ensure it is implemented well	Staff lead	Milestones and completed dates	When will it be reviewed and by whom?
Academic support	Support staff in	Smaller groups	Class teacher to	Class teachers	Termly Target	Pupil Progress

to reduce the gap in attainment and progress across the school.	every classroom to support learning in small groups within lessons and in booster sessions.	allows for more focused support and encourages confidence in learners. Allows greater focus on targets.	identify pupils needs and monitor LSA impact.		Tracker data reviewed for progress.	meetings and half termly data. (Progress and attainment) End of year external examination results. Essex Tracker data analysis throughout the year.
Inspirational experiences to excite children into learning.	Dragon Day activities, visitors into school, visits out (e.g. theatre trip). Music lessons offered to all from Y3. Year 4 whole class music lessons and instrument loan. Subsidised trips and half price residential. Swimming free. After school clubs paid for to encourage confidence and inspire. Resources to use at school and home to engage learners in their passions.	School to fill the gap in offering inspirational experiences to engage the excitement of pupils. Creating a passion for learning.	Professional events and personnel employed to ensure high quality experiences. Focus on pupils' needs and passions so personalised focus. (e.g. pupils select instrument to study).	Professionals employed for each experience. Quality overviewed by teachers. Research into suitability and ongoing involvement.	All year groups to consider needs of children. E.g. trips linked to curriculum. Clubs offered to all PP free of charge.	Pupil questionnaire and questioning about learning experiences. Data re take up of after school clubs and music lessons.
				TOTAL BUDGETED COST:		£40,000

TARGETTED SUPPORT

Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How will you ensure it is implemented well	Staff lead	Milestones and completed dates	When will it be reviewed and by whom?
Academic support to reduce the gap in attainment and progress across the school	<p>Interventions to be led by LSAs and overseen by teachers. Quality resources purchased e.g. 5 Minute Boxes, Successmaker and Code X.</p> <p>Tutoring after school by LSAs. Focused pupils with specific learning goals. Short booster sessions.</p>	<p>Afternoon sessions ensure QT isn't missed. Reinforces recent learning. Encourages confidence.</p> <p>Focus identified by class teacher and reviewed regularly for impact.</p> <p>Tutoring to help close the gap. Gives support to pupils with less parental support.</p>	Class teacher to identify pupils needs and monitor LSA/teacher's impact.	Class teachers, HLTA, LSA	<p>Term 1</p> <p>Term 2</p> <p>Term3</p>	<p>Pupil Progress meetings and half termly data. Progress and attainment.</p> <p>End of year external examination results. Essex Tracker data analysis.</p> <p>Govs overview of attainment and progress termly.</p>
Focus on specific pupil's poor attendance	Attendance Management support for specific issues.	Improved attendance will promote learning.	Attendance Management consultant engaged.	Attendance Manager		Attendance - half termly review HT and clerk. Govs advised termly.
Decrease in stress/anxiety in children's lives to	Social groups – LSA trained to lead groups and rotated	Some children have serious issues that need overcoming	Professional services are engaged. E.g. Play	Trained in-house staff (LSAs)		Social groups well attended and feedback pupil

<p>enable better engagement in learning. Support and nurturing.</p>	<p>through age range of school.</p> <p>Play Therapy for identified pupils (rotate this resource during year depending on need)</p> <p>One to one support either in class or during unstructured times for children with specific SEN needs.</p> <p>Recruitment of specialist one to one support for specific PP pupils as required.</p>	<p>before they can learn effectively.</p> <p>Some may need specific support to work through issues with a professional play therapist.</p> <p>Unstructured play times may be times of anxiety and pressure. Poor behaviour may result.</p>	<p>Therapist.</p> <p>Staff trained to lead social groups.</p> <p>One to one LSAs with behaviour remit. Reducing anxiety and following professional guidance (PRU, EP or Autism outreach).</p>	<p>Play therapist engaged weekly</p>		<p>questionnaires completed regarding successes.</p> <p>Therapy review meetings to evidence improvement in scores.</p> <p>Fewer behaviour incidents reported for pupils with known underlying issues.</p> <p>Action plans followed and incidents recorded to feed into professional meetings and assessments.</p>
				<p>TOTAL BUDGETED COST:</p>		<p>£35,000</p>

OTHER APPROACHES (WHOLE SCHOOL STRATEGIES)

Desired outcome & success criteria	Chosen action/approach	Evidence and rationale for this choice	How will you ensure it is implemented well	Staff lead	Milestones and completed dates	When will it be reviewed and by whom?
<p>Increased parental engagement & guidance in how to support at home.</p> <p>Learning valued and encouraged by pupils and parents</p>	<p>Workshops & cohort meetings provided by all staff to engage parents in learning.</p> <p>Parents invited in to get involved in school life whenever possible. To be included in inspirational events whenever possible. (e.g. Performances, assemblies, one off events)</p> <p>Parents to be approach with specific suggestions for support their child. (e.g. Phonics packs)</p>	<p>Workshops were poorly attended in the past but we will review this and aim for higher attendance.</p> <p>One off events opened up to parents whenever possible.</p> <p>Teachers to review areas where parents can offer more and consider method of helping parents to get involved. E.g. providing resource.</p>	<p>Staff to plan ways to improve engagement. Use parental feedback.</p> <p>Teachers' commitment to engaging with parents.</p> <p>Teachers to plan for opportunities.</p>	<p>HT, teachers and LSAs</p> <p>Teachers</p> <p>Teachers and LSAs</p>		<p>Attendance levels measured.</p> <p>Review on number of events parents involved in.</p>
				TOTAL BUDGETED COST:		£200

REVIEW OF EXPENDITURE 2016-2017

QUALITY OF TEACHING FOR ALL – IMPROVED PEDAGOGY

Desired outcome	Chosen action/approach	Estimated impact (Attainment, progress, case studies)	Lessons learnt	Cost £41,542
Academic support to reduce the gap in attainment and progress across the school.	Support staff in every classroom to support learning in small groups within lessons.	See data above.	Teachers need to oversee the target setting and review and use observations to ensure quality maintained.	Teachers, HLTA and LSAs.
Inspirational experiences to excite children into learning.	Dragon Day activities, visitors into school, visits out (e.g. theatre trip). Music lessons offered to all from Y3. Subsidised trips and half price residential. Swimming free. After school clubs paid for (homework, dance, drama) to encourage confidence and inspire. Resources to use at school and home to engage learners in their passions.	Children take part in wider opportunities and engage in learning across the curriculum. Children are able to socialise without money being a barrier. Children learn to swim. Children learn to play an instrument. They are inspired by professional teachers. Homework is supported and children without ICT at home don't miss out.	Continue to provide such activities and try to establish an even wider set of after school activities. Use PE Funding too to inspire athletic activities.	

TARGETTED SUPPORT

Desired outcome	Chosen action/approach	Estimated impact (Attainment, progress, case studies)	Lessons learnt	Cost £33,253

<p>Academic support to reduce the gap in attainment and progress across the school</p>	<p>HLTA to supervise the provision of interventions and assess progress over time. LSA interventions overseen by teachers.</p> <p>Tutoring after school by LSAs. Focused pupils with specific learning goals. Short (6 week) booster sessions.</p> <p>Attendance Management support for specific issues.</p> <p>LCFC Reading Stars – inspiring pupils to read regularly. Promoting good reading habits.</p>	<p>See above</p>	<p>To continue with these support schemes. Essex Tracker data used to analyse success over time and ensure success of interventions.</p> <p>LSCF Reading Stars to end this year and use funding for more proven academic interventions.</p>	
<p>Decrease in stress/anxiety in children's lives to enable better engagement in learning. Support and nurturing.</p>	<p>Social groups – LSA trained to lead groups and rotated through age range of school.</p> <p>Play Therapy for identified pupils (rotate this resource during year depending on need)</p> <p>One to one support either in class or during unstructured times for children with specific SEN needs.</p>		<p>Only one member of staff trained for leading social groups. Difficult to timetable.</p> <p>Social Club not running consistently and will cease this year. Staffing not available as many LSAs have LTS role.</p>	

OTHER APPROACHES (WHOLE SCHOOL STRATEGIES)

Desired outcome	Chosen action/approach	Estimated impact (Attainment, progress, case studies)	Lessons learnt	Cost £0
<p>Increased parental engagement & guidance in how to support at home. Learning valued and encouraged by pupils and parents</p>	<p>Workshops & cohort open evenings provided by all staff to engage parents in learning.</p> <p>Parents invited in to get involved in school life whenever possible. To be included in inspirational events whenever possible.</p> <p>Parents to be approach with specific suggestions for support their child. (e.g. Phonics packs)</p>	<p>6 families attended workshop event. Very poor take up and therefore minimal impact. Cohort open evenings popular.</p> <p>Parents invited into to school at themed days and sporting activities. Performances well attended. Parents' evening well attended.</p>	<p>Poor attendance. Need to make the offer more attractive. Combined with other more popular events or smaller group work.</p> <p>Even greater involvement to be encouraged next year.</p>	<p>Teacher time planning event.</p> <p>Planning needed for these opportunities. Low cost.</p>
<p>Challenge from governors sufficient to propel action plan forward</p>	<p>PP regularly reviewed as part of curriculum and standards meeting and data sharing.</p>	<p>Governors holding HT and school to account for spending decisions regarding PP.</p>	<p>PP information to feature within Full Governors' meetings and be included in Head's Report.</p>	<p>Time to prepare review.</p>