

**East Harling Primary School and Nursery
Pupil Premium Plan 2018 / 2019**



Date of most recent pupil premium review: Sep 2018

Date of next pupil premium internal review: January 2019

Funding

Total number of pupils on roll (excluding Nursery) - 218

Number of children attracting pupil premium (free school meals, looked after children and service children).	23
Total amount overall	£25 140

Identified barriers to learning

Barriers to future attainment – in school	
<p>1. Some of our pupil premium children start school with weaker speech and language skills</p> <p>2. A significant proportion of our pupil premium children also have special educational needs and require access to specific programmes of support.</p> <p>3. Some of our pupil premium children have specific difficulties in relation to auditory and short term memory skills, this significantly impacts upon their progress in maths.</p> <p>4. Some of our pupil premium children have specific needs in relation to their emotional development and well-being.</p>	
Barriers to future attainment – external factors	
<p>5. A small proportion of our pupil premium children have poor attendance; of these a few families have particular issues in relation to late attendance. This has a negative impact on their attainment and progress.</p> <p>6. Some of our pupil premium children have limited support at home; these children often have limited opportunities to read to an adult or help to support their homework. These children also often have poorer attendance.</p> <p>7. Some of our pupil premium families have a complexity of issues at home which can impact upon the children’s readiness to learn</p> <p>8. Many of our pupil premium children have limited access to wider cross curricular or cultural experiences.</p>	
Desired Outcomes	Success criteria
1. Higher percentage of pupils (pupil premium and vulnerable groups) reaching age related expectations at the end of Nursery and against the Early Learning Goals at the end of Reception in the areas of speaking and listening	1. All children who have accessed the programme are assessed to be within the development matters description for their age range for speaking and listening. The percentage of pupils reaching the Early Learning Goals for speaking and listening increases.
2. Higher rates of progress for pupil premium in English across KS1 and KS2 – measured through RWI assessment data, assessments against age related expectations, monitored through pupil progress mtgs	2. Lower attaining pupil premium children make good progress from their starting points.

<p>3. Higher rates of progress for pupil premium children in maths - measured through Sandwell assessment data, assessments against age related expectations, monitored through pupil progress mtgs</p>	<p>3. Pupils make at least 12 months progress on the Sandwell assessment over the First Class programme. Analysis of progress in year and against end of key stage expectations show that pupil premium children make good progress from their starting points, in line with non-disadvantaged pupils.</p>
<p>4. Pupils who access the 'Time for you' and our nurture provision programme have raised self-esteem and greater resilience, meaning that they are in a better place to learn – progress measured using Boxall assessments.</p>	<p>4. Boxall assessments over time show that the children are emotionally more secure and in a better place to learn.</p>
<p>5. The attendance of pupil premium children is in line with all children and they attend on time – monitored every two weeks.</p>	<p>5. Overall pupil premium attendance improves from 94% to 96% (national average)</p>
<p>6/7. Families feel well supported; children are able to engage in their learning, supported by their parents.</p>	<p>6/7 Pupils come to school ready to learn. Parents feel well supported.</p>
<p>8. All pupils will have access to residential trips and learn to play a musical instrument.</p>	<p>8. All pupil premium children attend residential trips and have access to playing a musical instrument. Evidence from pupil voice assemblies, pupil surveys and informal monitoring of behaviour and attitudes shows increased engagement, participation and enjoyment.</p>

Planned expenditure and outcomes

Pupil Premium used for (intervention):	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups, subject and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	What is the evidence and rationale for this choice?
Quality First Teaching for All						
1, 2	Provide staff training and development days from the Ruth Miskin team to deliver RWI £2050 (3x development days, training for 2x staff)	Continued	All staff to have regular and up to date training to deliver the Read Write Inc programme to groups of children	The vast majority of pupils are on track to meet age related expectations across EYFS/KS1. The vast majority of pupil premium pupils reach the expected level in the year one phonics check.	Termly monitoring of teaching. RWI assessments every 6-8 weeks to review progress. RWI Lead/ HT	Teaching phonics (reading and writing) in small groups ensures that all children are receiving high quality teaching pitched accurately at their level. Regular CPD ensures that RWI teachers are adhering to the programme, maintaining the five core principals within their teaching. Research by the Education Endowment Foundation (and other agencies) illustrates the significant impact that the use of a systematic phonics programme has on pupil's early reading. Seven meta-analyses, which include studies of 5-7-yearold pupils, have consistently demonstrated the impact of phonics on early reading.

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Targeted support							
3	Deliver First Class@ Number One and Two intervention programme	£2100 to deliver two groups through the year	Continued	Intervention targets pupils who need support at the level of the year one or two curriculum. 2 x 30 minutes weekly sessions (Over 15 weeks) focusing on basic number.	Targeted pupils make good progress from their starting points. All increase their maths age by at least 1 year using the Sandwell assessment.	Quality of teaching monitored by SENDCo termly. Review of pupil progress from start to end of programme	Research by Edge Hill University shows that pupils taking part in the First Class at number programme make an average Number Age gain of 12 months in only 3.5 months – over 3 times the expected progress (using the Sandwell assessment).
1, 2	Deliver Fresh Start (RWI) programme for year four, five and six pupils who are working well below age related expectations in reading and writing	£2139 HLTA to deliver intervention (for two terms) £120 resources	Continued	Target group of 6 - 8 children who are working approx. 2 years below the expectations for reading/writing their age.	Targeted pupils will make good progress from their starting points. Pupils will demonstrate positive attitudes to reading and writing within class.	6-8 weekly RWI assessments Quality of teaching monitored by RWI lead/HT/SENDCo	Research by the Education Endowment Foundation showed that pupils made, on average, an additional three months progress over a 12 month period through following the Fresh Start programme.
1	Provide targeted support to support children's early speaking and listening skills in Nursery and Reception	£1320	Continued	Target group of 6 – 8 children, identified using the Early Talk Boost assessment toolkit in the Autumn term 3x 15 minute weekly sessions	Targeted pupils will make good progress from their starting points against the Talk Boost assessment. Pupils will demonstrate increased listening focus and participation in	Quality of teaching monitored by HT/ Class teachers/ SENDCo through pupil progress meetings	Research shows that the Early Talk Boost programme can boost a child's communication by an average of 18months after a 10 week period of intervention.

					listening and talking activities.		
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2, 6	Provide engaging, reading age appropriate, texts for less able readers at key stage two	£2000	New	Additional reading material available to support pupils with a reading age below that of their age group			
Targeted Support							
4	Deliver nurture group	£5278 for staff to deliver programme. £300 for resources Additional small lunchtime group - £667	Continued – additional sessions added	Nurture group provision to meet children's emotional and development needs.	Pupils demonstrate positive attitudes towards each other and about themselves.	Pupil progress reviewed using the Boxall assessments. Termly by teaching assistants leading group with class teachers. SENDCo to monitor teaching	Increased percentage of children who are demonstrating anxieties that are impacting on their readiness to learn, relationships with others and emotional well-being. Thrive is a proven programme to support children with emotional difficulties and provides a structured approach to support their emotional development.
4	Time for you programme – Benjamin Foundation	£85 per afternoon (5 children)	Continued	Time for you is delivered by a trained youth worker, 1:1, 30	Time for you practitioner assesses that the child is more emotionally resilient	Cases reviewed termly with Time for you	Increased percentage of children who are demonstrating anxieties that are impacting on their

		£2660 per year		minutes a week for as long as the child requires the support.	and has strategies to support their emotional well being	practitioner and HT for impact.	readiness to learn, relationships with others and emotional well-being.
	Employ a Parent Support Advisor (with other schools from within the Acorn Alliance)	£2603	New	PSA to provide individual support around issues such as attendance that are impacting on achievement. PSA to take the lead in FSPs. School referrals as well as family self-referrals	Outcomes identified in family support plans achieved. Attendance of pp children is at least in line with other children. Late attendance issues resolved.	Impact reviewed through FSP mtgs, analysis of attendance. At least termly reviews of caseloads.	More families seeking parenting support, limited access locally through Children' Centres etc for parents.
Other approaches							
7	Provide whole class instrumental teaching in KS2	£2950	Ongoing	All KS2 children to be able to learn to play a musical instrument.		Annual review of impact	Research by the Education Endowment Foundation shows that participation in arts activities can have impact on average of an additional 2 months progress.
5, 6, 7	Support attendance on residential trips	£1000	Ongoing	Support to attend yr 4 and 6 residential trips	To raise children's self-esteem, confidence and independence.	Class teachers Pupil's own evaluations of their experiences.	Research by the Education Endowment Foundation shows that participation in adventurous activities can have impact on average of an additional 4 months progress. Participation in adventurous activities raises pupils' self-esteem and resilience and develops pupils' collaborative skills, all of which support their skills as a learner.
5, 6	Provide access to wider cultural experiences	£1000	Ongoing	Support to attend day visits		HT to monitor	

Grand Total £26 187

Previous Academic Year – Review of expenditure

1. Quality first teaching for all				
Desired outcome	Chosen approach	Evaluation of impact	Lessons learned	Cost
The vast majority of pupils are on track to meet age related expectations across EYFS/KS1 in phonics, reading and writing	Provide staff training and development days from the Ruth Miskin team to deliver RWI	<p>90% of year one pupils reached the expected level in the Phonics Screening Check in June 2018 which was above the national average and significantly higher than the previous year. 73% of EYFS pupils achieved the literacy early learning goals (reading and writing), this was in line with the national average.</p> <p>The school was awarded the Ruth Miskin Training Phonics accreditation badge for 2018-2019; this recognises the fact that we teach RWI with fidelity and passion, raise standards in reading and writing (ensuring pupils make rapid progress) from their starting points.</p>	Pupil progress was supported by the most vulnerable pupils (progress wise) being taught in smaller groups and by an additional teacher. To sustain this in the future we need to train all new staff to ensure that they can deliver the same standard of provision.	£1500
2. Targeted support				
Targeted pupils make good progress from their starting points. All increase their maths age by at least 1 year using the Sandwell assessment.	Targeted pupils make good progress from their starting points. All increase their maths age by at least 1 year using the Sandwell assessment.	One First Class@Number1 intervention group took place. Average progress using Snadwell assessment was 1 year and two months.	Continue next year	£2100
Targeted pupils will make good progress from their starting points. Pupils will demonstrate positive attitudes to reading and writing within class.	Deliver Fresh Start (RWI) programme for year four, five and six pupils who are working well below age related	Evidence from monitoring shows that the attitude and resilience of the pupils that took part had improved. Pupils were more motivated to write in sessions and across the rest of the curriculum. The majority of pupils were able to access the literacy curriculum back within class. Fresh Start assessments show that the majority of year five	Continue next year for vulnerable pupils in year four and five.	£3246

	expectations in reading and writing	pupils made good progress in their reading scores.		
Support the children's short term memory skills	Purchase Meemo resources to be used in classes	Meemo resources were published in the summer term. Trialled with year five class successfully	Worked well as a whole class resource in older KS2 class; next year use with a mixed target group from across the school. Some SEND pupils needed an adult to support them as they found it difficult to take on the partner role in the activities so need a different approach	£620
Targeted pupils will make good progress from their starting points against the Talk Boost assessment. Pupils will demonstrate increased listening focus and participation in listening and talking activities.	Deliver the Early Talk Boost programme in Nursery and Ginger bear programme in Reception	Evidence from monitoring of Ginger Bear sessions show pupils' increasing concentration and focus when taking part in listening activities and confidence when speaking with others. Pupils made good progress from their starting points. Provision to support pupils in Nursery provided on a more individual/small group basis due to the significant needs of the cohort as a whole.	Continue next year.	£668
Pupils demonstrate positive attitudes towards each other and about themselves.	Deliver Thrive group	Assessments show that the majority of pupils have 'moved up a stage' through the Thrive assessments. Pupils all engage very positively in the sessions and value them as 'their time'.	Whilst very positive within the weekly sessions, some of the children would benefit from more than one session a week. There are also a significant number of other children who would benefit from this support.	£1437
Pupils demonstrate stronger emotional well-being and raised self-esteem as reflected in pre and post evaluations with youth worker	Time for you programme – Benjamin Foundation	All pupils that took part really valued the sessions and developed a positive relationship with the youth worker. All demonstrated stronger self-esteem through pre- and end of term evaluations with her. Over the past year 9 pupils have received 'Time for you' sessions.	Time for you sessions provided the children with the time and space they needed to explore their feelings and emotions in a safe place. This support has been highly valued by	£2350

			pupils and parents and has supported some of our most vulnerable pupils whose backgrounds can make school life challenging. Pupils supported in successful transitions (from class to class or to high school)	
Pupils make good progress in year six from their starting points.	Additional TA support within year six class for maths	All pupil premium children targeted for extra support in maths reached the expected level in maths at KS2. The progress score for disadvantaged pupils in maths was 0.93 (compared with -2.54 for non-disadvantaged). All pupil premium children achieved the expected level at the end of KS1.	Pupils benefited from additional support in year 6, particularly the least able who made good progress overall in maths in year six.	£2514
3 Other approaches				
To raise children's self-esteem, confidence and independence.	Provide whole class instrumental teaching in KS2	Pupils level of engagement and participation in the Music Hub event reflected their enjoyment of instrument playing. pupil premium children have continued with individual lessons within school.	Continue next year.	£2950
To raise children's self-esteem, confidence and independence.	Support attendance on residential trips Provide access to wider cultural experiences	After the year 4 residential in May 2017 trip 100% of pupils said that they had been somewhere new, 96% said that they felt more confident at trying new things and 96% said that they got on better with their friends. Pupil premium children were agreed to each of the above statements. After the year 6 residential to Lakeside	Continue next year.	£1485
To ensure pupils are on time and have good attendance		Last year the attendance of pupil premium children was 92.22% compared with 95.07% of all pupils. A small minority of pupils continue to have late attendance; the majority of pupil premium children have good attendance and attend on time.	Conitnue to support individuals/family groups that require support.	