

PUPIL PREMIUM (PP) Expenditure Plan 2016.17



Number of children currently on roll Year R-Year 2	177
Total number of children eligible for Pupil Premium Grant (PPG)	95
Amount of PPG per child	£1320
CLA funding per eligible child	£3800
Early Years PPG – estimate based on 15-16	£5415
Total	£134 615

Key areas of focus

When considering expenditure of Pupil Premium Grant it is essential the context of the school is fully considered. The following are factors/characteristics which have been taken into consideration when planning expenditure:

- % of girls in lowest percentile compared to national
- % of FSM in highest percentile compared to national
- % children receiving SEN support in highest percentile compared to national
- the school has a very high number of children and families with social, emotional and mental health issues (Data from NHS confirms this)
- school deprivation indicator is in the highest percentile compared to national
- 87% of children admitted into Nursery have speech and language delay
- intergenerational unemployment is a characteristic of this community
- high level of families with social care involvement

Therefore we focus on:

- teaching is of consistently high standard to diminish and differences in outcomes
- attention to ensuring challenge for higher attaining children
- developing resilience
- improving speech, language and communication skills
- ensuring the maximum number of children pass the phonic check
- ensuring reading is given very high priority
- staff have the appropriate skill set to meet locality need
- families are engaged so they can support their child in learning
- the highest quality early years provision to get children off to the best possible start
- interventions which are highly effective in narrowing the gap

Nature of support is broken down as follows:

	£	% of PPG
Focus on learning (1, 4, 6 and 8)	53 510	40
Focus on Social Emotional and Behaviour support (2)	39 270	29
Focus on Speech language and communication (3 and 5)	28 243	21
Focus on family and community (7)	13 592	10

Total PPG

134 615

Pupil premium proposed expenditure	Predicted Cost	Timescale	Purpose	Desired outcome
1. Early Years Teacher (50%) (EEF +6 – Early intervention)	£18 584 (BL E01)	Apr 2016 ongoing	Early intervention – focus on PSED, early acquisition of communication skills. To release DHT for strategic role to improve EYFS provision/manage speech	High quality provision. Development of nursery team. High quality relationships with families
2. Inclusion team provision (50%) (EEF +8 – Meta Cog and Self reg/pastoral support)	£39 270 (50% Inclusion team)	Apr 2016	To ensure children are equipped with appropriate skills to access mainstream learning. To ensure PP not requiring nurture are	Children able to access learning via adapted provision or in mainstream class. Children develop greater resilience

			able to access learning in mainstream class by supporting children that do require nurture.	to access learning and thrive with challenge. Reduction in school exclusion. Reduction in children assessed as red on Leuvens Scale
3. Speech and Lang therapist (50%)	£18 157 SALT	Apr 2016	To provide three tier support: universal offer; targeted support; one to one individual children. Staff CPD.	High quality CPD to improve universal/targeted support and provision. Staff team have well developed knowledge skill and understanding of SPLCN Welcomm Assessment demonstrates progress from red to amber to green
4. RWI 1:1/ Maths 1:1 small group allocation in KS1	£14 000	April 2015	To work with class teachers on individual targets for children who are not making expected progress or where specific gaps have been identified. To work with individual children who are at risk of not reaching the expected standard in phonics at Y1 and Y2	Accelerated progress from start points at the beginning of KS1. Children able to access learning independently using taufht skills. Continued upward trend in number of children passing phonic check.
5. EY Speech and Lang TA (50%) Inc EYPP allocation	£10 086	April 2015	To provide small group and 1:1 targeted support for Nursery children	Children with SPLCN needs swiftly identified. Increased level of children entering Recp on green using Welcomm asst. Families have access to daily updates and resources to support children at home.
6. Listening and Attention renewable resources	£7 419	April 2015	Resources for Quiet party/talking boxes	Vast majority of children able to demonstrate increased listening attention skills by end of Reception

				year. Children able to use listening and attention skills to access learning.
7. Family Support Worker (50%)	£13 592	April 2014	To provide early help/parenting classes. To identify barriers to children's learning including domestic issues. To provide positive behaviour management strategies .	Increased levels of engagement of families. Decrease in number of families requiring statutory social care intervention. Attendance remains high. Children accessing family Support worker make accelerated progress.
8. Additional FTE teacher RWI/Phase lead (35% of directed time)	£13 507	Sept 15	Allocating support for 1:1 support for reading. Identification of children not making expected progress. Monitoring quality of teaching of reading. Professional development of colleagues including induction of new staff. To work with families to ensure the schools approach to reading is understood.	All children make at least expected progress in reading. Children entering school with poor reading are swiftly identified. Teaching of reading is of a consistently high standard. New members of staff are quickly able to teach at a skilled level. Children develop as independent readers and use their skills for reading for pleasure and across the curriculum.
Total expected expenditure	£134 615			

Our school has a welcoming and open ethos. As part of this the leadership team and governors welcome your comments and ideas about this expenditure plan. If you would like to comment please email office@westearlhaminfant.norfolk.sch.uk.

IMPACT and EVALUATION of 2016-17 expenditure

Area of expenditure	Analysis
<p>1.Early Years Teacher (50%) (EEF +6 – Early intervention)</p>	<p>Our nursery staff are led by a qualified teacher who has been critical and intrinsic in embedding the strategies and programmes planned by the speech and language therapist including ‘Quiet party/Box time/ Early Years Talk Boost and ‘Teaching Vocabulary in Early Years’. This high quality planning and modelling has enabled provision to be of the highest quality as other less experienced/qualified staff follow this lead.</p> <p><u>In school assessment summary:</u> Non Early Years talk boost - average gain 18.2 months Early Years talk boost - average gain 21 months Pupil premium – average gain 18.24 months Non Pupil premium – average gain 21.25 months (WellComm Speech and Language Assessment)</p> <p>Whilst the gain is slightly lower for Pupil Premium historic dates shows that the gaps continues to narrow over time by the end of Key Stage 1.</p>
<p>2.Inclusion team provision (50%) (EEF +8 – Meta Cog and Self reg/pastoral support)</p> <p>4.RWI 1:1/ Maths 1:1 small group allocation in KS1</p> <p>8. Additional FTE teacher RWI/Phase lead (35% of directed time)</p>	<p>Within the Y2 cohort, there were 7 children who at times were at high risk of exclusion. The inclusion team, with class teachers planned bespoke programmes in order to reduce this risk. Support was provided in class and in small group and 1:1 sessions to enable the individual to be successful whilst supporting the smooth running of the class, enabling other children including those for whom we received PP to access learning in a calm environment.</p> <p>78% of children with Inclusion Plans were PP and had complex family issues.</p> <p>Internal behaviour analysis indicates a significant reduction on low level disruption. There powerful individual case accounts that demonstrate how effective and coherent the system for managing behaviour has been in enabling some of the most vulnerable to achieve. See also section 7. Family Support Worker.</p> <p><u>Attainment and Progress for PP from EYFSP 2015</u> Reading: 84% Expected standard+ (62% Nat); 100% expected progress; 64% made very good progress Writing: 73% Expected standard+ (53% Nat); 100% expected progress; 47% made very good progress Maths: 70% Expected standard+ (60% Nat); 92% expected progress; 44% made very good progress</p>

Working at greater depth PP

Reading: 31% (25% Nat; 13% Nat PP.2016)

Writing: 11% (13% Nat; 7% NatPP.2016)

Maths: 25% (21% Nat; 10% NatPP.2016)

Attainment and Progress for all children from EYFSP 2015

Reading: 86% Expected standard+ (76% Nat); 96% expected progress; 63% made very good progress

Writing: 69% Expected standard+ (68% Nat); 91% expected progress; 40% made very good progress

Maths: 76% Expected standard+ (75% Nat); 93% expected progress; 46% made very good progress

- Attainment was broadly in line with all pupils.
- Achievement from very low starting points is exceptionally good.
- PP children marginally performed better in Writing by 4%
- PP children were 6% lower in Maths. However of those PP children not at the expected standard 72% had a significant SEND need.
- School PP significantly outperformed National PP in each area of learning.

Future spending will take into account the difference in performance in Mathematics as SEND PP children did not perform as well in Maths as they did in Reading and Writing. Due consideration will be given to improving interventions and development of Mathematical concepts and associated vocabulary to continue to have aspirations for all learners.

Phonics

89% of Y2 re-taking phonic check were PP; 1 child was dis-applied and taking into account this 100% of children who re-took the check passed.

The number of children working at required standard to pass phonic check in **Year 1** decreased this year to 55%. Of the group that did not pass:

- 50% were PP.

	<ul style="list-style-type: none"> • 6 children were dis-applied. • 20% of those who did not pass were PP and SEND <p>Because of the level of social and emotional support and SEND need within the group that did not pass we feel the impact of 1:1 has been reduced and needs to be re-focused. The school also was facing staffing reductions and priority was given to managing a safe environment to prevent exclusion and reduce harm.</p> <p>The attainment and progress data for end of KS1 Maths is marginally lower than that for all children. Of those PP children not at the expected standard 72% had a significant SEND need.</p> <p>Due consideration will be given to improving interventions and development of Mathematical concepts and associated vocabulary.</p>
<p>3.Speech and Lang therapist (50%)</p> <p>5. EY Speech and Lang TA (50%)</p> <p>6. Listening and Attention renewable resources</p>	<p>WellComm assessment data provides comprehensive evidence of impact of early intervention, working with families and professionals to improve language delays and at times, language disorders.</p> <p>At the beginning of Reception there was a significantly higher proportion of PP assessed as ‘well below’ than non PP - 23% PP: 3% Non PP, in an overall assessment including Characteristics of Effective Learning, Prime Areas and Literacy and Mathematical development. Whilst there remains a gap in EYFSP, the much lower starting points must be given significant attention. EYFSP data shows an acceleration in progress in key areas for PP which must be underpinned by language development.</p> <p><u>Achieving expected in:</u></p> <p>Communication and Lang - PP 71.4% All 76.6%</p>
<p>7. Family Support Worker (50%)</p>	<p>58% of PP children accessed Family Support worker during 2016-17. This could be for a very wide range of issues ranging from:</p> <ul style="list-style-type: none"> • high levels of children who during the year or time in school have been subject to Child protection (Section 47) or who are subject to Child in need Plan (Section 17) • families accessing early help • families with FSP (Family Support Process/CAF) • domestic abuse • supporting challenging behaviour

	<ul style="list-style-type: none"> • financial issues • housing • alcohol/substance abuse • improving attendance • adult mental health • child mental health <p>Whilst it is difficult to attribute improvement solely to this aspect of Pupil Premium expenditure, it undoubtedly plays a significant role in stabilising home conditions, providing strategies for behaviour management, protecting children from harmful adult behaviours, signposting to appropriate support services.</p>
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Future actions:

- Monitoring effectiveness of 1:1 and quality of RWI teaching with new Reading manager
- Investigation of ARROW to support 'hard to shift learners of reading
- Strong emphasis on Y2's who did not pass Y1 phonic
- Improving Mathematical vocabulary
- Continuation of Family Support Work
- Development of Word Aware programme from EY –Y2
- Positive interactions - Parent and Toddler group