

## PUPIL PREMIUM Expenditure Plan 2017.18



<b>Number of children currently on roll Year R-Year 2</b>	175
<b>Total number of children eligible for Pupil Premium Grant (PPG)/% of Number on roll</b>	72/41%
<b>Amount of PPG per child</b>	£1320
<b>Total PPG</b>	£95 040
<b>CLA funding per eligible child</b>	0
<b>Post LAC</b>	£5700
<b>Early Years PPG – estimate based on 16-17</b>	£3000
<b>Total</b>	<b>£103 740</b>

### Key areas of focus

When considering expenditure of Pupil Premium Grant it is essential the context of the school is fully considered. There has been a reduction in the number of children funded with PPG due to changes in eligibility criteria. The following are factors/characteristics which have been taken into consideration when planning expenditure:

- 58% of current Year R- Y2 are boys
- % of PP children 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
- 87% of children admitted into Nursery have speech and language delay
- inter generational unemployment is a characteristic of this community
- high level of families with social care involvement

**Therefore we focus on:**

1. maintaining a consistently high standard of teaching to diminish the differences in outcomes
2. rapidly improving speech, language and communication as the strongest foundation for learning
3. developing challenge for higher attaining children
4. setting high expectations for conduct behaviour
5. developing learning behaviour; resilience and self regulation
6. improving the number of children who pass the phonic check
7. ensuring reading comprehension and early comprehension skills are given very high priority
8. staff have the appropriate skill set to meet locality need
9. families are supported and engaged so in turn, they can support their child in learning
10. providing the highest quality early years to get children off to the best possible start
11. interventions which are highly effective in narrowing the gap

Planning of expenditure is based on careful analysis of end of year data, local intelligence about current issues and using evidence of impact from Education Endowment Toolkit (EEF). This means the planning takes into consideration the strength and reliability of the evidence, the cost and the overall impact. This is expressed in the table below as EEF +number of months predicted impact as cited by the toolkit.

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/>

\*There are aspects of the expenditure plan which are not referenced through the toolkit; however school leaders and governors can validate the use of high quality specialist services to continue to support the management of increasing complex demands.

**Nature of support is broken down as follows:**

**Focus on learning (F1, F3, F6, F7, F10 and F11)**

**Focus on Social Emotional and Behaviour support (F4, F5)**

**Focus on Speech language and communication (F2)**

**Focus on family and community (F8, F9)**

Pupil premium proposed expenditure	Predicted Cost	Timescale	Purpose	Desired outcome
<p><b>A.</b> Early Years Teacher (41%) (EEF +5* – Early intervention) *Impact noted to be higher in areas with high deprivation <b>Addresses:</b> F1, F4, F5, F6, F7, F9, F10, F11 <b>SIDP Links:</b> 1A, 1B,1C,1D, 3B,3E,4B <b>WTIP Links:</b> Theme1</p>	<p>(BL E01) £13 120</p>	<p>April 2017 ongoing</p>	<p>To provide high quality provision modelling to colleagues. Early intervention – focus on PSED, early acquisition of communication skills.</p>	<p>High quality provision. Development of nursery team. Children quickly develop positive relationships with staff. Staff work closely with families to quickly identify issues that may be a barrier. Signposting to other services offered by school or more widely is efficient.</p>
<p><b>B.</b> Inclusion team provision (41%) (EEF +8 – Meta Cog and Self reg/pastoral support)  <b>Addresses:</b> F1, F4, F5, <b>SIDP Links:</b> 1A, 1B,1C,1D,3A,3B <b>WTIP Links:</b> Theme1</p>	<p>£22 110 (41% Inclusion team lead, ELSA and paly therapist)</p>	<p>April 2017</p>	<p>To ensure children are coached in class with appropriate skills to access mainstream learning. To support staff to develop children to move beyond compliance to self regulation (Calm, Alert, Learning). To provide additional support to children identified by class teachers and SENDco as requiring Social, Emotional and Mental Health support as a primary need</p>	<p>Children able to access learning in mainstream class and to be able to demonstrate appropriate progress in reading Writing and Maths. Children able to demonstrate behaviour for learning skills Reduction in in-school exclusion and low-level disruption. Reduction in children assessed as <b>red</b> on Leuvens Scale by end of year.</p>
<p><b>C.</b> Speech and Language therapist (41%) Speech and Language Assistant (41%) (EEF +5 - Oral lang interventions)</p>	<p>£12 710 £6 879</p>	<p>April 2017</p>	<p>To ensure high quality ‘communication enhanced approach using three tier support: universal offer; targeted support; one to one individual children. For universal offer staff trained and maintain enhanced knowledge skills and understanding of the development of speech and communication.</p>	<p>High quality CPD to improve universal/targeted support and provision. Children with SPLCN needs swiftly identified. Staff team have well developed knowledge skill and understanding of SPLCN Increased level of children entering</p>

<p><b>Addresses:</b> F2, F8, F9, F10, F11, <b>SIDP Links:</b> 1A,1D <b>WTIP Links:</b> Theme2</p>			<p>For individual children with more significant delay or disorder to receive expert 1:1 to support. To provide small group and 1:1 targeted support for Nursery children For families to access expert advice, guidance and support.</p>	<p>Recp on <b>green</b> using Welcomm asst. Families have access to daily updates and resources to support children at home.</p>
<p><b>D.</b>RWI 1:1/ Maths small group in KS1 (EEF +5 One to One tuition)</p> <p><b>Addresses:</b> F1, F7, F6, F11 <b>SIDP Links:</b> 1A, 1B,1C,1D</p>	£7 311	April 2017	<p>To work with class teachers on highly individualised 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. To work with children with identified gaps in mathematical knowledge and understanding.</p>	<p>Accelerated progress from start points at the beginning of KS1. Children able to access learning independently using taught skills. Improve current prediction of children on track to pass phonic check.</p>
<p><b>E.</b> Research and development in feedback</p> <p>IRIS Connect (EEF +8)</p> <p><b>Addresses:</b> F1, F3, F7 <b>SIDP Links:</b> 1A, 1B,1C,1D,2A,2B,2C,2D,3C,4A,4F <b>WTIP Links:</b> Theme4</p>	£11 185  £2995	Sept 2017	<p>KS1 teachers released for professional research/reading and planning linked purely to developing highest quality age appropriate feedback and development of reading comprehension sequences. Developing feedback is also to provide challenge for those who could work at greater depth. IRIS connect is used as a way of self review and identified areas to improve.</p>	<p>Observations, book looks and formative assessment journals demonstrate high levels of professional engagement in understanding the impact of feedback. Reading comprehension is skillfully planned. Children who have potential to work at greater depth are challenged.</p>
<p><b>F.</b> Listening and Attention renewable resources</p>	£2 000	Sept 2017	<p>Resources for Quiet party/talking boxes in EYFS</p>	<p>Vast majority of children able to demonstrate increased listening attention skills by end of Reception</p>

(EEF +5 - Oral lang interventions) <b>Addresses:</b> F2, F4, F5 <b>SIDP Links:</b> 1A, 1B,1C,1D,1F,2B <b>WTIP Links:</b> Theme2				year. Children able to use listening and attention skills to access learning.
<b>G. Family Support Worker (41%)</b>  Family Matters  <b>Addresses:</b> F4, F5, F9 <b>SIDP Links:</b> 3A,3B,3C,3D,3E,4C	£11 235  £1000	April 2017	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.
<b>H. Renewable resources and training for phonic teaching (EEF +4 phonics)</b>       <b>Addresses:</b> F1, F6, F7, F8 <b>SIDP Links:</b> 1A,1B,1D <b>WTIP Links:</b> Theme2	£4 000	Sept 2017	High quality resources enhance the quality of teaching. Training for new staff so that the systematic approach is maintained. To work with families to ensure the schools approach to reading is understood.	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. Improve current prediction of children on track to pass phonic check.
<b>I. Specialist resource base*</b>  <b>Addresses:</b> F2, F5 <b>SIDP Links:</b> 1A,1D,4B	£3300	Autumn 2017	Two terms access to specialist provision for children with high levels of need.	Children make increased progress in targeted area due to access to specialist teaching.

<b>J. Specialist behaviour coaching and support*</b>  <b>Addresses:</b> F4,F5 F8, <b>SIDP Links:</b> 3C,4A,4F	£2000	April 2017 onwards	Specialist professional supervision sessions for staff teams to discuss presenting behaviours and the approaches which mitigate against internalizing associated work related stress.	Staff are resilient and able to reflect on and adjust approaches when faced with high levels of challenge from children or more widely in the community. Support is accessible if the school or member of staff faces a critical professional issue. Well-being and attendance of staff remain high.
<b>K. Advice and support services from Educational Psychologist/Learning Support Teachers* (CEPP) 41%</b> <b>Addresses:</b> F1, F5, F8, F9 <b>SIDP Links:</b> 1A, 1B,1C,1D,3A,3C,4A,4D	£3895	April 2017 onwards	To ensure identification of barriers to learning are addressed. For staff to have specific strategies to support learning for children with SEND	For children with SEND to make good progress appropriate to their needs
<b>Total expected expenditure</b>	<b>£103 740</b>			

**Provision Mapping is reviewed on a termly as pupil progress is monitored. This plan is reviewed and evaluated in July 2018**

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](mailto:office@westearlhaminfant.norfolk.sch.uk).