

PUPIL PREMIUM (PP) Expenditure Plan 2018.19



Number of children currently on roll Year R-Year 2	177
Total number of children eligible for Pupil Premium Grant (PPG)	73
Amount of PPG per child	£1320
CLA funding per eligible child	£4600
Early Years PPG – estimate based on 17-18	£3547
Total	£104 507

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
- 99% of 2 year olds and 87% of 3 year olds assessed with language delay on entry to nursery
- intergenerational unemployment is a characteristic of this community
- high level of families with social care involvement

- Therefore we focus on:**
- A. teaching is of consistently high standard to diminish and differences in outcomes
 - B. attention to ensuring challenge for higher attaining children
 - C. developing resilience and providing therapeutic support
 - D. improving speech, language and communication skills
 - E. ensuring the maximum number of children pass the phonic check
 - F. ensuring reading is given very high priority
 - G. staff have the appropriate skill set to meet locality need
 - H. families are engaged so they can support their child in learning
 - I. the highest quality early years provision to get children off to the best possible start
 - J. interventions which are highly effective in narrowing the gap

Nature of support is broken down as follows:

	£	% of PPG
Focus on learning (A, B, E, F, I and J)	£51 933	50%
Focus on Social Emotional and Behaviour support (C and G)	£20 825	20%
Focus on Speech language and communication (D)	£18 157	17%
Focus on family and community (H)	£13 592	13%
Total PPG	£104 507	

Pupil premium proposed expenditure	Predicted Cost	Timescale	Purpose	Desired outcome
1. Early Years Teacher - additional Reception class and teaching assistant (EEF +6 – Early intervention) 50% Focus: A,B,H,I	£24 018 (BL E01)	ongoing	Focus on PSED, early acquisition of communication skills. To build on development from Nursery provision to enable more secure outcomes in Characteristics of Effective Learning and Reading, Writing and Maths. To provide the highest quality EYFS environment and based on strong EY principles and best practice.	High quality provision that promote strong respectful relationships that enable children to thrive and flourish. High quality relationships with families so they are engaged with educational activity with children. Attendance is good. Number of children achieving age related expectations by the time they leave KS1 is

				at least in line with national expectations.
2. Inclusion team provision (50%) Play therapist (50%) (EEF +8 – Meta Cog and Self reg/pastoral support) Focus: C,	£18 685	Apr 2018	To ensure children are equipped with appropriate skills to access mainstream learning. To ensure PP not requiring nurture are able to access learning in mainstream class by supporting children that do require nurture.	Children able to access learning via adapted provision or in mainstream class. Children develop greater resilience to access learning and thrive with challenge. Reduction in school exclusion. Reduction in children assessed as red on Leuven's Scale
3. Speech and Lang therapist (50%) Focus: D	£18 157 SALT	Apr 2018	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 Focus: E, F, J	£23 390 – KS 1 intervention TA time allocation 1.5 staff	Sept 2018	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 taught skills. Continued upward trend in number of children passing phonic check.
5. RWI resources and training Focus: E, F	£2700	Sept 2018	To ensure consistently high standard in all staff, including those new to team. To ensure resources are well maintained	The teaching of phonics is systematic and of a consistently high standard.

5. Using the theory of Cognitive Science Focus: A,B	£695 INSET day	Sept 2018	To ensure all staff have secure theoretical understanding of how to enhance learning by understanding key barriers ie. Cognitive overload/ working memory issues, how and when to implement spaced practice	High quality training supports the development of practice that enables
6. Model books Focus: F	£1130	Sept 2018	To ensure children are taught to access and comprehend high quality reading materials. To provide the building blocks of story vocabulary and language.	Children able to draw on classic models to inform writing. Children understand story specific phrases and links to other subjects. Children know key 'knowledge' vocabulary of stories that is transferrable over time and through KS 2.
7. Family Support Worker (50%) Focus:H	£13 592	April 2018	To provide early help/parenting classes. To identify barriers to children's learning including domestic issues. To provide positive behaviour management strategies . To provide support for attendance officer.	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. Coaching and supervision for staff Focus:G	£2140	Sept 2018	To provide space for staff to explore challenges from children and families and how they respond to it/them. To ensure staff are reflective about their role and are using techniques and approaches that are tailored to individual issues or context.	Staff are resilient and able to de-personalise conflict and trauma. Staff remain well-equipped to support children and families without negative effect on staff well-being.
Total expected expenditure	£104 507			

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 2017-18 Pupil Premium 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' (Word Aware). This high quality planning and modelling has enabled provision to be of the highest quality as other less experienced/qualified staff follow this lead and ensure that more children enter reception with language skills that are in line with their age and stage.</p> <p><u>In school assessment (WELLCOMM Language Assessment) summary Sept 17- July 18 Older Funded 3s</u></p> <table data-bbox="600 632 1637 699"> <tr> <td>Sept 17 – 57% all children below ARE</td> <td>July 18- 25% all children below ARE</td> </tr> <tr> <td>43% all children at ARE+</td> <td>75% all children at ARE+</td> </tr> </table>	Sept 17 – 57% all children below ARE	July 18- 25% all children below ARE	43% all children at ARE+	75% all children at ARE+						
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<p>2.Inclusion team provision (50%) (EEF +8 – Meta Cog and Self reg/pastoral support)</p>	<p>Within the Y2 cohort, there were 5 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>Development of in class based inclusion practices has seen a reduction in persistent disruptive behaviour as reported by class teachers and monitored by inclusion lead. 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 be included and make progress in formal learning as well as in their self regulation. See also section 7. Family Support Worker.</p>										
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<p>8.Additional FTE teacher RWI/Phase lead (35% of directed time)</p>	<table data-bbox="600 1173 1653 1355"> <thead> <tr> <th style="text-align: left;">Subject</th> <th style="text-align: center;">%meeting and exceeding expected</th> <th style="text-align: center;">%working at greater depth</th> <th style="text-align: center;">PP%meeting and exceeding expected</th> <th style="text-align: center;">PP%working at greater depth</th> </tr> </thead> <tbody> <tr style="background-color: #e0ffe0;"> <td>Reading</td> <td style="text-align: center;">66</td> <td style="text-align: center;">20</td> <td style="text-align: center;">61</td> <td style="text-align: center;">13</td> </tr> </tbody> </table>	Subject	%meeting and exceeding expected	%working at greater depth	PP%meeting and exceeding expected	PP%working at greater depth	Reading	66	20	61	13
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Reading	66	20	61	13							

Writing	56	17	43	13
Maths	76	20	65	13
Science* <i>No Working at greater depth</i>	80	NA	70	NA

Attainment and Progress for PP from EYFSP 2016

Reading: 61% Expected standard+ (62% Nat); 100% expected progress; 64% made very good progress

Writing: 43% Expected standard+ (53% Nat); 100% expected progress; 47% made very good progress

Maths: 65% Expected standard+ (60% Nat); 92% expected progress; 44% made very good progress

Working at greater depth PP

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

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

Maths: 13% (21% Nat; 10% NatPP.2016)

Attainment and Progress for all children from EYFSP 2016

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

- Whilst attainment is lower than national, achievement from very low starting points is 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.

Non Pupil Premium children are out performing Pupil Premium children. However, we are able to demonstrate the progress these Pupil Premium children have made and the complexity of their needs; for example in Reading of the 9 children not meeting the expected standard, 6 of these children also have significant SEND

including two children with Educational Health Care plans. In summary, in reading, 67% of PP children have significant SEND.

Overall 52% of children receipt of Pupil Premium have an identified SEND. 40% of the PP group have significant safeguarding issues.

The school continues to identify barriers to progress and are currently exploring a further reading intervention for 'stubborn non-readers'.

Phonics

Year 1

85% of Y1 passed the phonic check from a low starting point at the beginning of the year with 26% predicted to pass.

78% of PP children passed the phonic check in Year 1.

This is a sharp rise from 2017-18 The previous evaluation had highlighted the need to improve the impact of 1:1 for supporting with phonics and reading. This intervention and improvement has been highly effective with a very significant improvement this year.

Year 2

68% of Y2 passed the phonic re-check - 39% of this group were PP (11 children)

64% of PP children passed the phonic re-check

The outcomes in Year 2 phonics are significantly lower than our normal outcomes in Y2, where in recent past we have achieved greater than national average. Again this is representative of the level of and type need within this particular cohort. However 85% of our current Year 2 passed the phonic check in either 2017 or 2018. This indicates our tenacious approach to supporting all children on their journey to become fluent reader. It is clear from the 2018 Year 1 data that outcomes in Year 2 in 2019 are likely to be much higher than current Year 2 outcomes.

<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 were 39% Non PP and 45% PP assessed as below and well below in C&L.. 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 ELG June 2018:</u></p> <p>Communication and Lang – PP 70% All 72%</p>
<p>7. Family Support Worker (50%)</p>	<p>58% of PP children accessed Family Support worker during 2017-18. 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 • financial issues • housing • alcohol/substance abuse • improving attendance • adult mental health • child mental health • imprisonment <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>

