



West Horndon: Pupil premium strategy statement (primary) 2018-19

| • Summary information | | | | | | |
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| School | West Horndon Primary School | | | | | |
| Academic Year | 2018--2019 | | Total PP budget | £22,440 | Date of most recent external PP Review | June 2016 |
| Total number of pupils | 129 | | Number of pupils eligible for PP | 17 | Date for next internal review of this strategy | February 2019 |
| • Current attainment | | | | | | |
| | | | Pupils eligible for PP (National Average) | Pupils not eligible for PP (national average) | | |
| % achieving expected level or above in reading, writing & maths (or equivalent) | | | 100% (51%) | 95% (71%) | | |
| % making at least 2 levels of progress in reading (or equivalent) | | | 100% | 95% | | |
| % making at least 2 levels of progress in writing (or equivalent) | | | 100% | 95% | | |
| % making at least 2 levels of progress in maths (or equivalent) | | | 100% | 95% | | |
| 1. Barriers to future attainment (for pupils eligible for PP) | | | | | | |
| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | | | | | | |
| A. | Oral language skills are low, especially in terms of being able to recognise the need for adjusting speech and communication techniques for different audiences | | | | | |

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| B. | Wellbeing, confidence and self-esteem issues which affect behaviour and approaches to learning e.g. lack of resilience and ability to problem solve | | |
| C. | Children who are PPG are often in Enhanced Provision class for SLCN and therefore are also high SEN | | |
| External barriers (issues which also require action outside school, such as low attendance rates) | | | |
| D. | Parental engagement including a lack of aspiration and willingness to promote global identity | | |
| E. | Attendance | | |
| 2. Desired outcomes | | How they will be measured | Success criteria |
| A. | Children will develop language skills and be able to apply them in differentiated ways across a variety of circumstances to a range of audiences. | Pupil progress meetings, speaking and listening targets. Feedback from a range of audiences including visitors | Positive feedback from visitors and or adults on educational visits Speaking and listening targets in EYFS curriculum and the personal development strand on Depth of Learning assessment are met. |
| B. | Pupils will make good progress and achieve well from their starting point, obtaining expected outcomes where possible | Pupils progress meetings Formative assessment (identifiable in books) | Discussions around pupil progress are positive and progress is identifiable Purple pen in books shows pupils making progress in lessons End of key stage data reflects good progress and attainment |
| C. | Pupils will develop their confidence and be able to demonstrate resilience and problem solving skills across the entire curriculum and beyond | Personal development strand of assessment system | Progress shows in data for relevant strands. Less referrals for mental wellbeing services |

| • Planned expenditure | | | | | |
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| Academic year | | 2018-2019 | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| • Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Pupils will develop their confidence and be able to demonstrate resilience and problem solving skills across the entire curriculum and beyond | SEND & Inclusion Manager to be employed 1 extra day per week to run Forest School sessions and manage interventions etc. | SEND & Inclusion Manager is currently contracted for 2 x days per week. Extending this to 3 days provides opportunity for interventions such as Forest School which develops confidence, build self –esteem, encourages resilience and promotes problem solving and independence. It also allows opportunities for speaking and listening. The SEND & Inclusions manager is also responsible for PPG and therefore having enough time to monitor, assess and provide support to ensure pupils needs are being met is intrinsic to the success of their outcomes. | SEND & Inclusion Manager is timetables in for a third day every week of the academic year to run Forest School and other activities/tasks | Head Teacher & SEND & Inclusion Manager | Termly at pupil progress meetings Yearly through budget setting and performance management |
| Pupils will make good progress and achieve well from their starting point, obtaining expected outcomes where possible | | | | | |
| Children will develop language skills and be able to apply them in differentiated ways across a variety of circumstances to a range of audiences. | | | | | |

| total budgeted cost (a) | | | | | £7,205.34 |
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| • Targeted support | | | | | |
| | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Pupils will make good progress and achieve well from their starting point, obtaining expected outcomes where possible | Third Space Learning Online 1:1 Maths tuition | Evidence from previous years show that pupils make good progress in this subject area and gaps in knowledge and understanding are closed | The session run weekly and are pre booked on the calendar. A designated member of staff oversees the sessions. The overview of the whole approach is managed by SEND & Inclusion Manager . | SEND & Inclusion Manager . | Weekly through the session reports Termly through pupil progress meeting Yearly following on from end of Key Stage assessments |
| | Laptops computers for PPG pupils to be able to access homework an online learning | PPG pupils often lack engagement with homework and do not have the resources available to enable them to access online learning. Providing personal laptops ensures they can participate in all learning and are able to benefit from having something of value that is theirs. | SEND & Inclusion Manager and Office Manager liaise when new pupils start that qualify for PPG to ensure a laptop is provided with any needs support such as internet connection. | SEND & Inclusion Manager and Office Manager | Termly and as PPG pupils arrive/qualify |
| total budgeted cost (b) | | | | | £12,199.00 |

• Other approaches

| | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| | Implementation of Mindfulness sessions for all pupils in school | To improve mental health and well-being and provide pupils with strategies to cope in times of stress. Mindfulness has now become an intrinsic part of the curriculum | Sessions are timetabled to take place weekly on rotation so that all pupils receive one block of 6 weekly sessions throughout the year. | Out sourced Mellow Mindfulness | Ongoing |
| | Contingency fund to support pupils as needed with equipment, resources, educational visits etc. | Some pupils miss out on opportunities to take part in clubs or go on visits because of lack of available funds to the family. Others may need additional equipment in school to help them access learning. Having a small pot of money available to support pupils on these occasions is important to allow them to participate and experience opportunities in the same way as their peers. | Working with the parents, staff, head teacher and office manager to assess each case individually and make a joint decision on whether funding as given request is appropriate. | SEND & Inclusion Manager with Headteacher and Finance Manager | As each need for funding is needed. Where funding is available at the end of the academic year it will form part of the rollover in the budget and use in next year's PPG budget. |
| total budgeted cost (c) | | | | | £2000.00 |
| Total budgeted costs (a+b+c) | | | | | £22,204.34 |

• **Review of expenditure**

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| Previous Academic Year 2017-2018 | In the financial year 2017/18 the school fixed a budget of £15,600 PP for 12 eligible pupils. This only identified the budget we expected to receive and was subject to change throughout the year as Local Authorities release funding termly and funding does not transition with the child between schools and therefore maybe gained or lost accordingly within the academic year. The money was assigned to meet the needs of pupils as follows: |
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• **Quality of teaching for all**

| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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| | Clicker 7 installation | Training for all staff revisits through CPD during term. Work scrutiny for evidence of use. Interventions timetable that reflects use of Clicker with key groups Shown to support pupils with writing can be implemented across all key stages to provide a tool to extend writing possibilities for all | Clicker 7 has been useful in support all pupils both PPG and non- PPG throughout the year. The SEND & Inclusion Manager attended further training and has disseminated this to all staff to ensure skills with using the programme are effective. | 1,100 |
| | Bug Club online subscription to include Grammar and Spelling Bug, with in-house training on using the tool to its best potential | Training for all staff on the use of Bug Club applications to be implemented Use of Bug Club to support writing through the use of spelling and grammar programmes and training which supports staff in using the application effectively | Bug Club is no longer used in school as a reading scheme as lack of parental engagement and uptake by pupils made it financially unviable. As grammar and spelling bug form part of this service we can no longer access these. Consideration will be given to any further programmes that have a yearly subscription as this can sometimes become a financial burden. | £125 |

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| | <p>Training identified for staff to implement the Thrive approach https://www.thriveapproach.com/the-thrive-approach/ Plus 1 day specific training for SENCO to remain as licensed practitioner</p> | <p>The approach provides online measuring tool that will allow the health and wellbeing of all children to be measured and appropriate actions suggested to address identified needs. Thrive was implemented 2016/17 and is having impact on children's mental health and well-being. To fully embed use of the online tool needs to be developed with staff and further training is needed for support and teaching staff to ensure approach is used throughout school</p> | <p>JB delivered training for Learning Support Assistants and the basic of the Thrive approach are being implemented which is beneficial to pupil well-being. The online tool is not being used by teachers and it is not felt the training for any further staff to undertake Thrive Approach training can be funded. As this is a whole school approach it is hard for the SEND & Inclusion Manager to implement. With other resources available in school to support pupils with their mental health and well-being, and with behaviour being generally good in school, it is not felt that further funding this resource is a good use of money. The subscription will not be renewed this year. However, the training attended has enabled the SEND & Inclusion Manager to better advise staff on dealing with individual pupil's difficulties as they arise.</p> | <p>£450 for online subscription £450 for training</p> |
| Subtotal (a) | | | | £2,125.00 |
| • Targeted support | | | | |
| | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| | Increase progress in mathematics | Inclusion manager organises session bookings and monitors them through progress reports produces weekly. | Progress of pupils accessing Third Space is good and the impact can be measured and tracked through weekly and termly reports provided by | £4,577 |

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| | through Third Space Learning https://thirdspacelearning.com/ | Teacher can choose lessons based on current study or based on child's progress through reports. Decision to continue based on impact and outcomes when used for PPG children in 2016/17 | the company. This then feeds into our termly pupil progress meeting. The children really enjoy the sessions and the fact that they are so bespoke to the child makes them really good value for 1:1 session. | |
| | 1:1 tuition | Close liaison with 1:1 tutor and class teachers to ensure correct areas for improvement are being identified and addressed to close gaps effectively. Decision based on impact from previous years in terms of attainment for children in end of Key Stage groups | 1:1 has a good impact on pupil attainment and this helped raise self-esteem and confidence in the pupils targeted as well-being was also a big emphasis in the lessons the tutor planned. This coming year, the tutor is no longer available and we have been able to find an alternative and therefore we will not be funding 1:1 tuition for the foreseeable academic year | £3,000 |
| | Additional Small group and 1:1 support provided by additional LSA time | Continual dialogue with LSA providing support regarding progress and coverage. Decision based on impact from previous years in terms of attainment for children in end of Key Stage groups | Learning support assistants prove invaluable in delivery small group and individual intervention, although we will continue with this approach it will be managed as part of the general capitation budget between the current LSA's on the staff team. | £549 |
| | Lego © for Lego Therapy intervention | Through Thrive Online and dialogue with pupils/teachers and One Planning/PEPs. Recommended by EP in One Plans for several pupils in receipt of PPG and others | This had been a really useful resources which is being used in intervention groups throughout the school with positive effect. | £21.66 |
| Subtotal (b) | | | | £10,272.66 |

| • Other approaches | | | | |
|--|--|--|---|--------------------------------|
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| | Lap top computer supplied to all Pupil's in receipt of Pupil Premium | Enables all children to access the online learning environment that school uses for homework and to support academic progress | This continues to be a useful way of provided PPG pupils with a way of accessing homework and online learning where they otherwise would not be able to engage. | 4 laptops @ £341.47 = £1365.88 |
| | Implementation of Mindfulness sessions for all pupils in school | To improve mental health and well-being and provide pupils with strategies to cope in times of stress. Trial session was well received and pupils enjoy taking part. | Mindfulness has now become part of the curriculum and having a dedicated practitioner who does not directly work with the pupils in any other areas makes her approach in this session really powerful. | £1470 |
| Subtotal (c) | | | | £1365.88 |
| Total expenditure 2017-18 (a+b+c) | | | | 15,233.54 |
| Carried fwd | | | | £366.46 |

• Additional detail

At West Horndon we are proud to host an Enhanced Provision for Pupils with Speech and Language disorders. We can host up to 20 pupils from Year R to Year 6. These children often join our school at various points throughout the year and as such cause the data for particular year groups to fluctuate quite substantially. The nature of the SEN for these children, being based around language often means they have significant difficulties with learning to read and write in the first instance and even when they begin to overcome this, have huge strides to make in terms of closing the gap with their attainment in these subject areas.

Obviously within this cohort the percentage of pupils that are disadvantaged can also vary considerably and can therefore have impact on end of Key Stage outcomes. In the report above the percentages are given for whole school, including the Enhanced Provision and also for mainstream only. The remit of the provision is to hopefully meet the language needs of these pupils so that they are able to return to their local mainstream provision before they reach upper Key Stage Two. This again impacts the data, as children may be included in Key Stage One data, with their complex needs causing a negative impact, but by the time they have developed beyond their speech and language needs and made significant progress in their data they are no longer part of our cohort.

It is also worth noting that West Horndon is a small school with currently only 130 pupils on roll. As such, we have a low number of disadvantaged children eligible for Pupil Premium. One child in any year group is worth a significant percentage, which can also cause the data to be skewed either favourably or unfavourably, if they achieve or fail to achieve age related expectations (ARE). This can be reflected in the end of Key Stage data. This is especially so where these children are also placed in the Enhanced Provision with complex needs and therefore do not achieve ARE in the core subject areas. What the data does not reflect is the huge progress these children make in terms of self-esteem and confidence and of course speech and language development.