



West Horndon: Pupil premium strategy statement (primary) 2017-18

• Summary information						
School	West Horndon Primary School					
Academic Year	2017/18		Total PP budget	£15,600	Date of most recent external PP Review	June 2016
Total number of pupils	129		Number of pupils eligible for PP	12	Date for next internal review of this strategy	
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.	Wellbeing, confidence and self-esteem issues which affect behaviour and approaches to learning					
B.	Low starting point (especially for children in Reception and those new to school in KS2)					
C.	Children who are PPG are often in Enhanced Provision class for SLCN and have high SEN					
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>						
D.	Parental involvement and aspiration					
E.	Attendance					
2. Desired outcomes (Desired outcomes and how they will be measured)					Success criteria	
A.	Develop positive wellbeing and self-esteem for all pupils (measured using Thrive Online and pupil Mental Health and Well-being surveys)				Self-esteem and confidence, mental health and well-being will be raised allowing pupil to make progress in their learning.	

B.	Increased outcomes for progress and attainment in core subjects for all pupils including those that are disadvantaged. (Measured using Chris Quigley 'Depth of Learning' Resources, half termly pupil progress meetings which allow for whole staff discussions around attainment and progress, PEP meetings for LAC pupils)	Pupils will make at least good progress and where applicable, be working within ARE by end of Milestone. Higher achievers will achieve above ARE at end of key stage. SEN children will make good progress from their starting point if not working within the appropriate ARE.
C.	All children will have access to opportunities to experience new activities, learn new or extend skills, develop social skills and independence.	All pupils will have access to clubs, music tuition and educational visits without being disadvantaged through costs
D.	Access to online learning activities will be made available to PPG pupils through provision of appropriate equipment.	All pupils in receipt of PPG will be issued with a personal laptop computer and where applicable internet access.

• Planned expenditure					
Academic year		2017-18			
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?

Increased outcomes for progress and attainment in core subjects for all pupils including those that are disadvantaged.	Clicker 7 installation	Shown to support pupils with writing can be implemented across all key stages to provide a tool to extend writing possibilities for all	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	SEND & Inclusion Manager	End of Autumn term
	Bug Club online subscription to include Grammar and Spelling Bug, with in-house training on using the tool to its best potential	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	Training for all staff on the use of Bug Club applications to be implemented	SEND & Inclusion Manager English Subject Leader	Termly through Pupil Progress meetings
Develop positive wellbeing and self-esteem for disadvantaged pupils	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	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	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	SEND & Inclusion Manager	Continual through online subscription tool JB to deliver training JB to attend 'Time to Think' course
total budgeted cost (a)					£2125
• Targeted support					

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?
Increased outcomes for progress and attainment in core subjects for all pupils including those that are disadvantaged.	Increase progress in mathematics through Third Space Learning https://thirdspacelearning.com/	Based on impact and outcomes when used for PPG children in 2016/17	Inclusion manager organises session bookings and monitors them through progress reports produced weekly. Teacher can choose lessons based on current study or based on child's progress through reports	SEND & Inclusion Manager	<ul style="list-style-type: none"> • Weekly progress reports • Half termly to ensure timetabling effective • Termly to utilise resource across pupils
	1:1 tuition	Based on impact from previous years in terms of attainment for children in end of Key Stage groups	Close liaison with 1:1 tutor and class teachers to ensure correct areas for improvement are being identified and addressed to close gaps effectively	SEND & Inclusion Manager	Pupil progress meetings every half term to monitor progress using school assessment systems
	Additional Small group and 1:1 support provided by additional LSA time	Based on impact from previous years in terms of attainment for children in end of Key Stage groups	Continual dialogue with LSA providing support regarding progress and coverage	SEND & Inclusion Manager	Pupils progress meetings and monitoring of pupils throughout year, dialogue with class teachers
	Lego © for Lego Therapy intervention	Recommended by EP in One Plans for several pupils in receipt of PPG and others	Through Thrive Online and dialogue with pupils/teachers and One Planning/PEPs	SEND & Inclusion Manager	Ongoing
total budgeted cost (b)					£8,147.66

• Other approaches

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?
Increased outcomes for progress and attainment in core subjects for all pupils including those that are disadvantaged Access to online learning activities will be made available to PPG pupils through provision of appropriate equipment.	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	As each pupil becomes eligible for PP the admin team notify me and a laptops ordered through the IT support team. Parents sign an agreement about usage and expectations	M Heather (office admin) SEND & Inclusion Manager	Via SIMS updates
	Lap top computer for SEND & Inclusion Manager	Needs to access documents etc at planning meetings/PEP meetings etc which have impact on outcomes planned for PPG children. This will make managing PPG more time effective and release SEND & Inclusion Manager for more intervention	Use of laptop at meetings/managing data etc	SEND & Inclusion Manager	NA
Develop positive wellbeing and self-esteem for disadvantaged pupils	Equipment for Thrive intervention space	Creating a space where children can access Thrive approach intervention will enhance the development of well being	Thrive room set up, after further training staff will access more,	SEND & Inclusion Manager	Monitor by end of spring term.
All children will have access to opportunities to experience new activities, learn new	Pupils in receipt of PPG only pay percentage of residential visit. Financial assistance for clubs for PPG pupils	Pupils recognise school as a fun place to be and commit to learning. Some children do not get the opportunity to participate in	Each case discussed on merit with SLT	SEND & Inclusion Manager in conjunctions with SLT	Continual

or extend skills, develop social skills and independence.	where it forms part of their plan or there are extenuating circumstances	after school clubs due to financial restrictions			
All / any of the above	Reserve to meet the needs of PPG as they arise throughout the year	Monitor and consider impact/value for money of resources and provision as needs arise	Discussed individually	SEND & Inclusion Manager in conjunctions with SLT	<i>ongoing</i>
total budgeted cost (c)					£2,688.94 £2,638.40
Total budgeted costs (a+b+c)					£12,961.60 £15600.00

• Review of expenditure				
Previous Academic Year		In the financial year 2016/17 the school fixed a budget of £14,300 PP for 11 eligible pupils, plus an additional payment of £1700 to fund well-being development. Making a total of £16,000. This only identifies 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:		
2016-2017				
• 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

	Clicker 7 installation	Shown to support pupils with writing can be implemented across all key stages to provide a tool to extend writing possibilities for all	More training is needed to ensure staff continue to be on board with using and fully implementing Clicker 7	£1100
	Update BugClub online subscription to include Grammar and Spelling Bug, with in-house training on using the tool to its best potential	Outcomes for reading and grammar are improving. Spelling needs further focus	Training for all staff on the use of BugClub applications needs to be monitored and renewed to ensure all staff are on board and can access resources appropriately.	£625
Develop positive wellbeing and self-esteem for disadvantaged pupils	Training for all staff to implement the Thrive approach https://www.thriveapproach.com/the-thrive-approach/ specific training for SENCO to become a licensed practitioner	Suggested training provider by Barking and Dagenham Council for specified funding they have provided	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	£3,500
subtotal				£5225.00
• Targeted support				
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

Increased outcomes for progress and attainment in core subjects for disadvantaged pupils	Increase progress in mathematics through Third Space Learning https://thirdspacelearning.com/	Progress was at least good for pupils eligible for PP and where possible other non-eligible pupils were able to access it and also achieved expected outcomes	<ul style="list-style-type: none"> • Third Space learning is effective and needs to be carefully manage to ensure all pupils are accessing appropriately to gain best possible outcomes – moving forward would suggest 1 LSA to be allocated timetable time to run TSL 	£4,776
Ensure outcomes for disadvantaged pupils is at least good	Providing personal netbooks, wireless access and training	Disadvantaged pupils were able to access schools virtual learning platform, complete homework and a range of literacy and numeracy intervention programs. All disadvantaged pupils made at least good or better progress	Pupils' value having a personal laptop and access to online learning is increased. Approach will be continued	3 x laptops @ £380 = £1140
	Additional Learning Support Assistant hours for group intervention	Rate of progress of disadvantaged pupils in KS2 was at least good or better	Pupils were able to access additional support in key areas such as reading, grammar, punctuation and spelling as well as mathematics. Support was focused and enabled pupils to close gaps in understanding and knowledge Approach to be continued	£530
	Additional teaching hours for group and individual tuition	Rate of progress of disadvantaged pupils in KS1 & KS2 was at least good or better	Pupils were able to access additional support in key areas such as reading, grammar, punctuation and spelling as well as mathematics. Support was focused and enabled pupils to close gaps in understanding and knowledge Approach to be continued	£2,500
Subtotal				£8946.00

• 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	
Increased outcomes for progress and attainment in core subjects for disadvantaged pupils	Purchase of 'Super Cool Books' to engage reluctant readers	An appealing collection of handpicked titles specifically chosen to meet the needs of reluctant and struggling reader in KS2	Books ordered on trial and delivered to classrooms and displayed in an attractive way with input to ensure the children engage with the texts. Feedback from pupils on whether to keep them	£296	
				Subtotal	£296.00
				Total expenditure 2016-17	14,467.00
				Carried fwd	1533.00

• 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 129 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 affects the end of Key Stage data, and is reflected in 2015-16 and 2016-17 outcomes, there was/is only one pupil in Year Two. These children are also placed in the Enhanced Provision with complex needs and therefore did not achieve ARE in the English subject area, which is reflected as 0% achieving ARE. What it does not reflect is the huge progress these children make in terms of self-esteem and confidence and of course speech and language development.