

**East Harling Primary School and Nursery
Pupil Premium Plan 2016 / 2017**



Date of most recent pupil premium review: March 2017 **Date of next pupil premium internal review:** July 2017

Funding

Total number of pupils on roll (excluding Nursery) - 215

Number of children attracting pupil premium (free school meals, looked after children and service children).	23
Total amount overall	£22 980

Identified barriers to learning

Barriers to future attainment – in school	
<ol style="list-style-type: none"> 1. Some of our pupil premium children start school with weaker speech and language skills 2. A significant proportion of our pupil premium children also have special educational needs and require access to specific programmes of support. 3. Some of our pupil premium children have specific difficulties in relation to auditory and short term memory skills, this significantly impacts upon their progress in maths. 4. Some of our pupil premium children have specific needs in relation to their emotional development and well-being. 	
Barriers to future attainment – external factors	
<ol style="list-style-type: none"> 5. A small proportion of our pupil premium children have poor attendance; in some cases this is caused by ill health. This has a negative impact on their attainment and progress. 6. Some of our pupil premium children have limited support at home; these children often have limited opportunities to read to an adult or help to support their homework. These children also often have poorer attendance. 7. Many of our pupil premium children have limited access to wider cross curricular or cultural experiences. 	
Desired Outcomes	Success criteria
<ol style="list-style-type: none"> 1. Higher percentage of pupils (pupil premium and vulnerable groups) reaching age related expectations at the end of Nursery and against the Early Learning Goals at the end of Reception in the areas of speaking and listening 2. Higher rates of progress for pupil premium in English across KS1 and KS2 – measured through RWI assessment data, assessments against age related expectations, monitored through pupil progress mtgs 	<ol style="list-style-type: none"> 1. Early Talk Boost pre- and post- programme assessments show that all children have made at least 6 months progress (as reflected in their numerical scores against the Early Talk Boost assessment tool). All children who have accessed the programme are assessed to be within the development matters description for their age range for speaking and listening. The percentage of pupils reaching the Early Learning Goals for speaking and listening increases. 2. The percentage of pupils across KS2 requiring the Fresh Start programme reduces. Lower attaining pupil premium children make good progress from their starting points.

<p>3. Higher rates of progress for pupil premium children in maths - measured through Sandwell assessment data, assessments against age related expectations, monitored through pupil progress mtgs</p> <p>4. Pupils who access the Thrive programme have raised self-esteem and greater resilience, meaning that they are in a better place to learn – progress measured using Thrive assessments.</p> <p>5. The attendance of pupil premium children is in line with all children. – monitored every two weeks.</p> <p>7. All pupils will have access to residential trips and learn to play a musical instrument.</p>	<p>3 Pupils make at least 12 months progress on the Sandwell assessment over the Fresh Start programme</p> <p>4. Thrive assessments over time show that the children are emotionally more secure and in a better place to learn.</p> <p>5. Overall pupil premium attendance improves from 94% to 96% (national average)</p> <p>7. All pupil premium children attend residential trips and have access to playing a musical instrument. Evidence from pupil voice assemblies, pupil surveys and informal monitoring of behaviour and attitudes shows increased engagement, participation and enjoyment.</p>
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Planned expenditure and outcomes

Pupil Premium used for (intervention):	Amount allocated to the intervention / action (£)	Is this a new or continued activity/ cost centre?	Brief summary of the intervention or action, including details of year groups, subject and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	What is the evidence and rationale for this choice?	
Quality First Teaching for All							
1, 2	Provide staff training and development days from the Ruth Miskin team to deliver RWI	£1800	Continued	All staff to have regular and up to date training to deliver the Read Write Inc programme to groups of children	The vast majority of pupils are on track to meet age related expectations across EYFS/KS1	Termly monitoring of teaching. RWI assessments every 6-8 weeks to review progress. RWI Lead/ HT	Teaching phonics (reading and writing) in small groups ensures that all children are receiving high quality teaching pitched accurately at their level. Regular CPD ensures that RWI teachers are adhering to the programme, maintaining the five core principals within their teaching. Research by the Education Endowment Foundation (and other agencies) illustrates the significant impact that the use of a systematic phonics programme has on pupil's early reading. Seven meta-analyses,

							which include studies of 5-7-yearold pupils, have consistently demonstrated the impact of phonics on early reading.
Targeted support							
3	Deliver First Class@ Number One and Two intervention programme	£2100 to deliver two groups through the year	Continued	Intervention targets pupils who need support at the level of the year one or two curriculum. 2 x 30 minutes weekly sessions (Over 15 weeks) focusing on basic number.	Targeted pupils make good progress from their starting points. All increase their maths age by at least 1 year using the Sandwell assessment.	Quality of teaching monitored by SENDCo termly. Review of pupil progress from start to end of programme	Research by Edge Hill University shows that pupils taking part in the First Class at number programme make an average Number Age gain of 12 months in only 3.5 months – over 3 times the expected progress (using the Sandwell assessment).
1, 2	Deliver Fresh Start (RWI) programme for year four, five and six pupils who are working well below age related expectations in reading and writing	£3126 HLTA to deliver intervention £120 resources	Continued	Target group of 6 - 8 children who are working approx. 2 years below the expectations for reading/writing their age.	Targeted pupils will make good progress from their starting points. Pupils will demonstrate positive attitudes to reading and writing within class.	6-8 weekly RWI assessments Quality of teaching monitored by RWI lead/HT/SENDCo	Research by the Education Endowment Foundation showed that pupils made, on average, an additional three months progress over a 12 month period through following the Fresh Start programme.
1	Deliver the Early Talk Boost programme in Nursery and Ginger bear programme in Reception	£668	Continued	Target group of 6 – 8 children, identified using the Early Talk Boost assessment toolkit in the Autumn term 3x 15 minute weekly sessions	Targeted pupils will make good progress from their starting points against the Talk Boost assessment. Pupils will demonstrate increased listening focus and participation in listening and talking activities.	Quality of teaching monitored by HT/ Class teachers/SENDCo through pupil progress meetings	Research shows that the Early Talk Boost programme can boost a child’s communication by an average of 18months after a 10 week period of intervention.

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Targeted Support							
2	Provide daily 1:1 RWI support for any child working significantly below the expectations for their age in reading	£3510 Teaching assistant to work 10 hours a week (afternoons)	New	Targeted support for year one and EYFS pupils at the early stage of writing	Pupils will make good progress from their starting points and the gap between themselves and their age related expectations will narrow.	6-8 weekly assessments RWI lead to monitor	Research by the Education Endowment Foundation (and other agencies) illustrates the significant impact that the use of a systematic phonics programme has on pupil's early reading. Seven meta-analyses, which include studies of 5-7-year-old pupils, have consistently demonstrated the impact of phonics on early reading.
4	Deliver Thrive group	£1755 for staff to deliver programme. Additional small lunchtime group	Continued	Nurture group provision to meet children's emotional and development needs.	Pupils demonstrate positive attitudes towards each other and about themselves.	Pupil progress reviewed using the Thrive assessment toolkit. Termly by Thrive practitioners. SENDCo to monitor teaching	Increased percentage of children who are demonstrating anxieties that are impacting on their readiness to learn, relationships with others and emotional well-being. Thrive is a proven programme to support children with emotional difficulties and provides a structured approach to support their emotional development.

4	Time for you programme – Benjamin Foundation	£70 per afternoon (4 children) £980 for the summer term 2017	New		Time for you is delivered by a trained youth worker, 1:1, 30 minutes a week for as long as the child requires the support.		Increased percentage of children who are demonstrating anxieties that are impacting on their readiness to learn, relationships with others and emotional well-being.
3	Additional TA support within year six class for maths	£2000	Ongoing	Raise pupils' aspirations and create a 'can do' mindset To enable least able to access whole class teaching within class. Provide targeted small group support.	Pupils make good progress in year six from their starting points.	Pupil progress reviews – termly	TA to work under the direction of the teacher to provide pre- and post- teaching tutoring to ensure that pupils are secure in their understanding before moving onto new curriculum content.
Other approaches							
7	Provide whole class instrumental teaching in KS2	£3400	Ongoing	All KS2 children to be able to learn to play a musical instrument.		Annual review of impact	Research by the Education Endowment Foundation shows that participation in arts activities can have impact on average of an additional 2 months progress.
5, 6, 7	Support attendance on residential trips	£1500	Ongoing	Support to attend yr 4 and 6 residential trips	To raise children's self-esteem, confidence and independence.	Class teachers Pupil's own evaluations of their experiences.	Research by the Education Endowment Foundation shows that participation in adventurous activities can have impact on average of an additional 4 months progress. Participation in adventurous activities raises pupils' self-esteem and resilience and develops pupils' collaborative skills, all of which support their skills as a learner.
5, 6	Provide access to wider cultural experiences	£1000	Ongoing	Support to attend day visits		HT to monitor	

5	Attendance at breakfast club to support good school attendance and homework support	£500	Ongoing	Support targeted at specific pupils who would benefit from support	Raise pupil attendance (and reduce late attendance if an issue) Provide support for homework/reading	HT to monitor	Attendance at the breakfast club helps to ensure that pupils have breakfast, arrive in class on time for the start of the day and are therefore in a better position ready to learn.
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Total £22 459