

**East Harling Primary School and Nursery  
Pupil Premium Plan 2017 / 2018**



**Date of most recent pupil premium review:** Sep 2017

**Date of next pupil premium internal review:** January 2018

**Funding**

**Total number of pupils on roll (excluding Nursery) - 218**

Number of children attracting pupil premium (free school meals, looked after children and service children).	17
<b>Total amount overall</b>	<b>£20 980</b>

**Identified barriers to learning**

<b>Barriers to future attainment – in school</b>	
<ol style="list-style-type: none"> <li>1. Some of our pupil premium children start school with weaker speech and language skills</li> <li>2. A significant proportion of our pupil premium children also have special educational needs and require access to specific programmes of support.</li> <li>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.</li> <li>4. Some of our pupil premium children have specific needs in relation to their emotional development and well-being.</li> </ol>	
<b>Barriers to future attainment – external factors</b>	
<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>7. Many of our pupil premium children have limited access to wider cross curricular or cultural experiences.</li> </ol>	
<b>Desired Outcomes</b>	<b>Success criteria</b>
<ol style="list-style-type: none"> <li>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</li> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>

<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 First Class 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>
--	--

### **Planned expenditure and outcomes**

<b>Pupil Premium used for (intervention):</b>	<b>Amount allocated to the intervention / action (£)</b>	<b>Is this a new or continued activity/ cost centre?</b>	<b>Brief summary of the intervention or action, including details of year groups, subject and pupils involved, and the timescale</b>	<b>Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?</b>	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>	<b>What is the evidence and rationale for this choice?</b>	
<b>Quality First Teaching for All</b>							
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.
<b>Targeted support</b>							
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.

	<b>Pupil Premium used for (intervention):</b>	<b>Amount allocated to the intervention / action (£)</b>	<b>Is this a new or continued activity/cost centre?</b>	<b>Brief summary of the intervention or action, including details of year groups, subject and pupils involved, and the timescale</b>	<b>Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?</b>	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>	<b>What is the evidence and rationale for this choice?</b>
<b>Targeted Support</b>							
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	£2874 for staff to deliver programme.  £300 for resources  Additional small lunchtime group - £667	Continued – additional sessions added	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)  £2730 in total	Continued		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	Introduce Meemo – whole class working memory programme	£670	New	Half termly programme delivered in each class from yr2	Pupils make good progress over the programme – reflected in their starting and end scores and in their mental recall in maths and other subjects	Beginning and end assessments for each group.	Research by Rising Stars (who developed the programme) shows that over the half term pupils significantly improved their working memory skills which impacted upon their mental recall in maths and other subjects.
<b>Other approaches</b>							
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	£1000	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	

Total £22 998 (£1800 carried over from last year)

## Previous Academic Year – Review of expenditure

<b>1. Quality first teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
The vast majority of pupils are on track to meet age related expectations across EYFS/KS1	Provide staff training and development days from the Ruth Miskin team to deliver RWI	Overall 75% of pupils achieved a good level of development at the end of EYFS (compared with 66% in 2016, 65% in 2015). 89% achieved the early learning goals in literacy (compared with 71% in 2016 and 74% in 2015). The one pupil premium child in EYFS did not reach the early learning goals. At KS1 73% pupils reached the expected standard in reading and 60% in writing which was lower than previous years (the 1 pupil premium children was working at below the level of the test but made good progress from their starting point).	RWI development days booked from the Autumn term 2017 (monies carried forward).	
<b>2. Targeted support</b>				
Targeted pupils make good progress from their starting points. All increase their maths age by at least 1 year using the Sandwell assessment.	Targeted pupils make good progress from their starting points. All increase their maths age by at least 1 year using the Sandwell assessment.	One First Class@Number1 intervention group took place. Average progress using Snadwell assessment was 1 year and two months.	Continue next year	
Targeted pupils will make good progress from their starting points. Pupils will demonstrate positive attitudes to reading and writing within class.	Deliver Fresh Start (RWI) programme for year four, five and six pupils who are working well below age related	Two out of three year six pupils who had previously attended the Fresh Start group achieved the expected level in reading. Fresh Start assessments show that the year five pupils are making small steps progress in their academic scores, however their focus and engagement in literacy lessons has improved significantly.	Continue next year.	£3246

	expectations in reading and writing			
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.	Deliver the Early Talk Boost programme in Nursery and Ginger bear programme in Reception	Evidence from assessments shows that all pupils in Nursery who participated in the Tizzy programme made good progress in all areas of the programme. This was also reflected in their personal, emotional and social development. In Reception the majority of the group achieved the ELG in the Speaking and Understanding areas of Communication and Language and 50% in Listening and Attention.	Continue next year.	£668
Pupils demonstrate positive attitudes towards each other and about themselves.	Deliver Thrive group	Assessments show that the majority of pupils have 'moved up a stage' through the Thrive assessments. Pupils all engage very positively in the sessions and value them as 'their time'.	Whilst very positive within the weekly sessions, some of the children would benefit from more than one session a week. There are also a significant number of other children who would benefit from this support.	£1437
Pupils demonstrate stronger emotional well-being and raised self-esteem as reflected in pre and post evaluations with youth worker	Time for you programme – Benjamin Foundation	All pupils that took part really valued the sessions and developed a positive relationship with the youth worker. All demonstrated stronger self-esteem through pre- and end of term evaluations with her.	Time for you sessions provided the children with the time and space they needed to explore their feelings and emotions in a safe place. As a result one child has been successfully supported through the transition to high school. This support has been highly valued by pupils and parents and has supported some of our most vulnerable pupils whose	£980

			backgrounds can make school life challenging.	
Pupils make good progress in year six from their starting points.	Additional TA support within year six class for maths	80% Pupil premium pupils made expected progress or better, compared to 68% of pupils overall.	Pupils benefited from additional support in year 6, particularly the least able who made good progress overall in maths in year six.	£2514
<b>3 Other approaches</b>				
To raise children's self-esteem, confidence and independence.	Provide whole class instrumental teaching in KS2	Pupils level of engagement and participation in the Music Hub event reflected their enjoyment of instrument playing. 5 year six pupils are already taking part in high school music events in the Autumn term 2017 (including 2 pp children). 4 pupil premium children have continued with individual lessons within school.	Continue next year.	£3400
To raise children's self-esteem, confidence and independence.	Support attendance on residential trips  Provide access to wider cultural experiences	After the year 4 residential in May 2017 trip 100% of pupils said that they had been somewhere new, 96% said that they felt more confident at trying new things and 96% said that they got on better with their friends. Pupil premium children were agreed to each of the above statements.	Continue next year.	£1485
To ensure pupils are on time and have good attendance	Attendance at breakfast club to support good school attendance and homework support	One pupil premium child attended breakfast club, significant improvement in attendance in Spring and summer terms. Overall attendance 96%, compared with 87% previous year.	This strategy could be used again to support a vulnerable family in future.	