

5. RAISE ACHIEVEMENT OF DISADVANTAGED CHILDREN (DL) (children entitled to the pupil premium)

Area of Focus (Objective)		Activities What are we going to do?	Success Criteria	Cost (£40,000)	Evaluation/ impact
Attendance	Improving Attendance of Pupil Premium children	<ul style="list-style-type: none"> Encourage pupils to attend regularly 	PPG attendance is at least 96% (2016/17 PPG=95.1% Non =97% diff of -1.85%)	Proportional cost DH and LM £4900 DH £7000	<ul style="list-style-type: none"> Pupil premium attendance has increased from 95.1% to 96.16% and increase of 1.06% on the previous year an exceeds the target of 96%. The school purchased an attendance module for SIMS again this academic year which has enabled the team to analyse attendance data with more ease. It also allows specific groups to be identified and targeted effectively. The gap between PPG and all other pupils has also reduced by 0.92% leaving a gap of 0.93%
		<ul style="list-style-type: none"> Work with outside agencies 	Outside agencies are involved where appropriate		
		<ul style="list-style-type: none"> Ensure incentives and prizes are in place to encourage higher attendance 	PPG pupils have attendance of at least 96%	£800	
Maths	Raise attainment in maths.	<ul style="list-style-type: none"> 1st class @number intervention 	PPG achievement improves to be in line with national PPG and/or non PPG at EPJS as shown in books, SATS and RS tests. Summer 2 RS PPG r 47%, Wr 34%, M 36% , GPS 35% KS2 2017 R 33%, Wr 33%, M 33% and GPS 66%	£4,000	Improvement shown in KS2 tests –see more detailed subject information below.
		<ul style="list-style-type: none"> My Maths online teaching to support learning at home. 	Use of MyMaths engagement statistics Class teachers to ensure that PPG pupils have appropriate targets set using Mymaths and that opportunity are given in school for those with no access at home.	£325	Learning was most successful in years 3 and 4 where engagement was at 50% PPG and 68% non. Those that completed tasks averaged 85% accuracy. In years 5 and 6 the uptake and impact was less significant.
		<ul style="list-style-type: none"> TA support in class working 1:1 / small group 	Accelerated progress in maths measured.	£8 725	89% of the sessions were attended. Calculation tests showed an average score of 40% before the additional sessions and 70% at the last session.
		<ul style="list-style-type: none"> 'Early Bird' before school maths intervention. 	Pupils attend sessions. Increase in RS scores with specifically identified calculations Increase times table's scores in class tests.	£1000	
		<ul style="list-style-type: none"> Quality first teaching 	Quality first teaching is evident across the school in observed lessons and drop in etc.		Planning audit confirmed that PPG pupils were identified and additional learning opportunities in place – this included small focus groups with the class teacher or teaching assistant.
		<ul style="list-style-type: none"> Planning demonstrates clear outcomes for specific PPG targets. 	Planning has PPG pupils identified with specific reference to		
		<ul style="list-style-type: none"> Pupils have clear and appropriate curriculum targets and know them. 	PPG questionnaire and interviews with pupils demonstrate an understanding of their current curriculum target. teaching targets /outcomes		
English	Raise attainment in English.	<ul style="list-style-type: none"> Quality first teaching 	Raise attainment between PP and non –PP children whilst maintaining or improving attainment overall.	£1 500	<ul style="list-style-type: none"> Good and improving teaching practice was identified by an external audit; however, this is not yet fully embedded and will continue to be an area for development. Reading PPG at the expected level 46% Writing PPG at the expected level 54% Both are an increase on the previous year but remain a focus to reduce the gap with NPP.
		<ul style="list-style-type: none"> Additional training for parent volunteers (BRP) 	Training held and feedback indicates more confidence in new and existing skills.		
		<ul style="list-style-type: none"> Daily Reader (DEAR time support) TA Additional BRP training for parent volunteers. 	Quality first teaching evident across the school in observed lessons and drop ins, PPG scrutiny's during WILOs etc. Planning indicates clear outcomes for specific PPG targets.		
		<ul style="list-style-type: none"> Use of accelerated maths 	Progress measured through accelerated reader testing and analysis.	£1000	

		<ul style="list-style-type: none"> Planning demonstrates clear outcomes for specific PPG targets. Pupils have clear and appropriate curriculum targets and know them. 	<p>Planning has PPG pupils identified with specific reference to teaching targets /outcomes</p> <p>PPG questionnaire and interviews with pupils demonstrate an understanding of their current curriculum target.</p>		<p>Parent training was completed and a number of positive comments were noted. Further training planned as a result.</p> <p>Planning audit indicates that PPG pupils are specifically planned for with targets or outcomes identified.</p> <p>DEAR time support in place with regular 'drop in' checks. Half termly</p>
Engagement	Develop positive attitude for learning	<ul style="list-style-type: none"> Targeted SEMH support:- Learning mentor time /Lego Therapy (RH)/ Trauma Therapy (Yellow kite) /Therapeutic Story Writing (KT/HM) 	90% of pupils have positive attitudes to learning – pupil interviews.	DH allocated time	<p>Pupil questionnaires indicate 92% positive responses from all PPG pupils.</p> <p>A total of 80 play therapy sessions were made available to PP pupils. This enabled children to express their motions and increase their feelings of self-esteem and also empower the children to feel confident and happy and be able to respond in an appropriate way.</p> <p>The Learning Mentors have regularly supported 34 PP children on a daily or weekly basis. A further 34 PP children were monitored throughout the year and support provided when needed. This has proved to be very successful in terms of getting the children in a place where they feel safe to learn.</p>
	To improve emotional well-being and remove barriers to learning.	<p>Trauma Therapy</p> <ul style="list-style-type: none"> Facilitate trauma therapy for targeted pupils (release time for TAs) 	<p>Sessions completed with specialist therapist.</p> <p>Children and parents report improvements – Questionnaire show progress made</p> <p>Play therapist report indicates positive impacts.</p>	£400	Release time provided to facilitate specialist therapies to take place.
Confidence and wellbeing	Pupils access and engage in a range of activities and experiences (enrichment)	<ul style="list-style-type: none"> Attend locality enrichment events for more able PPG pupils 	<ul style="list-style-type: none"> Identify opportunities for able PPG pupils to attend enrichment courses. oversee subject leaders / locality events and ensure EPJS students attend events. EPJS to lead on Maths PPG activity. 	£1500	Pupils took part in a wide variety of locality enrichment events including ,Maths Challenge, Forest Schools, Geography, Science Fair, Years 5 & 6 Writing Day, PE Enrichment Day
		<ul style="list-style-type: none"> Subsidies for residential visits / outings and other educational outings. 	<ul style="list-style-type: none"> Funding made available for PPG pupils to attend residential trips and school outings. Financial support for clothing / equipment as needed to facility full participation and engagement. 	£5000	73% of PP pupils received support to attend a residential or education outing during the school year.
		<ul style="list-style-type: none"> Financial support to attend school swimming lessons e.g. coach, lesson costs and equipment as needed. 	<ul style="list-style-type: none"> PPG pupils are given financial support to attend school swimming lessons e.g. coach, lesson costs and equipment as needed. 	£300	A number of pupils benefitted from financial support to enable them to take part in swimming activities.
		<ul style="list-style-type: none"> Facilitate attendance at clubs provided before and after school. 	<ul style="list-style-type: none"> PPG pupils have increased opportunity to attend clubs both before and after school. 	None	All PP pupils had the opportunity to attend an after school club with the vast majority (78%) engaging with at least one club. A smaller number were also offered places with commercial clubs using the school site.
		<ul style="list-style-type: none"> EPJS to lead on a maths activity 	Pupils attend range of activities as show on provision map		
Whole School	High Profile of pupils entitled to Pupil Premium	<ul style="list-style-type: none"> SLT meetings with engagement and pupil premium focus 	<ul style="list-style-type: none"> PPG progress is an agenda item each half term at SLT meetings TLR staff meeting in phases 		½ termly progress meetings held where PP progress was identified and discussed with clear strategies in place and reviewed.

		<ul style="list-style-type: none"> Mark first strategy 	PPG pupils responses should be recorded by the class teacher / TA (where appropriate Mark first strategy)		Class teachers instituted a 'mark first' policy for identified books.
Monitoring	Impact of interventions monitored, analysed and acted on	<ul style="list-style-type: none"> PPG pupil questionnaire 	Pupils responses are recorded, discussed and responded to where appropriate and possible with interventions / support access to widen participate / engagement opportunities – e.g. participate in clubs, trips and additional support.	None	Questionnaire used beginning and end of term to provide clear feedback on the wellbeing and level of engagement of PP pupils.
		<ul style="list-style-type: none"> Track , monitor, analyse and ACT on PPG pupils' attendance, participation, test progress, achievement by:- Analysing half termly data, attendance and provision map Sharing outcomes with appropriate people (staff, parents, pupils) Celebrating success and identifying areas for improvement Organising actions in response to identified areas for improvement and monitoring their progress 	Appropriate provision provided so progress is accelerated.		Regular monitoring in place at ½ termly pupil progress meetings. Autumn term to Summer term NFER tests indicated that some PP pupils made faster progress in some yeargroups and subjects. Year 5 Reading 46% PP pupils made progress compared with 41% NPP. Overall, the rates of progress were broadly similar between PP and NPP pupils.
				TOTAL	£40 000

EPJS – key barriers to development

Barriers identified to learning for Disadvantaged pupils at EPJS:

A - Gaps in prior learning

B - Poor learning skills – pupils not being 'ready to learn'

C – Limited opportunities to engage in purposeful activities e.g. residential , sporting activities etc.

D – low attendance

Barriers to learning - desired outcomes		
Barrier	Outcome	Success criteria
A	Pupil eligible for PP have improved attainment	Pupils are set challenging targets by class teachers. A higher percentage of PPG pupils are achieving at 'expected' and 'greater depth' Gap is reduced between PP and Non PP
B	Pupils display positive learning attitudes and have a positive view of themselves and the school	Specific support is in place e.g. learning mentor support, play therapy etc. Questionnaire and LM identify specific support strategies to overcome past and future difficulties as they arise.
C	Pupils eligible for PP engage in a wide range of activities including school trips, sporting and swimming activities, and residential activities.	Pupils eligible for PP have the opportunity to participant in wider range of school activities including trips, clubs (dance / music) and other opportunities to build on pupils' strengths to boost confidence and self-esteem.
D	Pupils with PP have attendance in line with non PP (gap is closing)	Pupils eligible for PP have attendance broadly in line with non PP. Strategies are in place to support pupils and parents to ensure regular attendance in school and reduce persistent absence.