

Planned expenditure: 2019-120

1. Summary information					
School	South Malling CE Primary and Nursery School				
Academic Year	2019/20	Total PP budget	£56,380	Date of most recent PP Review	June 2019
Total number of pupils	233+ 21 in Nursery	Number of pupils eligible for PP	34	Date for next internal review of this strategy	Nov 2019
		Number of pupils eligible for LAC	6		

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
A.	The mastery curriculum demands a high level of language skill to reach the expected standard at the end of KS2. This skill is less well developed for pupils eligible for PPG than for other pupils. This slows reading, maths and writing progress and results in lower attainment at the end of KS2 in particular in reading, writing and maths
B.	PPG pupils have a wide variety of cognitive, social, emotional or psychological barriers to their learning which need to be identified and the support needs to be personalised
C.	Poor emotional well-being and need to develop resilience
D.	Poor attendance, punctuality, parental engagement and/or challenging home / family circumstances including mental health. Attendance rates for pupils eligible for PP are 93.7% (below that for non-PPG children – 96.03%). This reduces their school hours and causes them to fall behind on average.
E.	Restricted access to educational experiences and opportunities outside of the home. PPG children are underrepresented in extra-curricular activities.

3. Planned expenditure					
Academic year	2019/20				
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? Cost
<p>Quality of teaching for all</p>					
<p>The approach to oracy being introduced throughout the curriculum supports PPG pupils to reach the expected standard at the end of KS2 :</p> <p>A. Children can explain their thinking across the curriculum. The range of vocabulary used is increased.</p>	<p>Staff training and development, including coaching from the Oracy lead with a focus on collaborative learning to develop the necessary language . (Cover=£8,100)</p> <p>Provision of pre and post learning opportunities led by classteacher or TA so PPG pupils can access specific language in 1:1 or small groups as well as whole class learning</p> <p>(Cost: % TA support= £5488)</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Research suggests that Quality First teaching is the most effective way to raise attainment (Education Endowment Fund)</p> <p>According to 'A Guide to the Pupil Premium': 'Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff. They adhere to model practice in the use of professional development.'</p> <p>Analysis of pupil data (YR-Y6), advice from Psychology service and research by Sutton Trust suggests PPG pupils often lack sufficient language skills to achieve expected standards or better in reading and writing.</p> <p>Qualified teacher support for PPG pupils has had more impact than use of support staff Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>A significant number of children who received intervention support from their class teacher in writing and maths (pre and post learning) last year achieved the expected standard in Year 6</p>	<p>Use staff meetings and coaching to deliver training, review excellent practice and develop staff learning Become an Oracy partner school with Voice 21</p> <p>Provide coaching from Oracy leader to develop school's approach to Oracy. Lesson observations and learning walk focus for SLT and Oracy Lead Governor working groups to focus on impact of Oracy. KS leaders to focus on disadvantaged pupils in meetings and monitoring work. Achievement of disadvantaged pupils to be a focus of Oracy Partnership programme with Voice 21</p> <p>Pupil progress meetings with teachers and teaching assistants will ensure the monitoring of quality and outcome</p>		<p>Pupil progress and additional needs meetings termly</p> <p>Link to SDP review cycle</p> <p>Link to SDP review cycle</p>

Total budgeted cost					£13,588
Desired outcome 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 implement ation?
<p>B. Children’s learning needs are clearly identified and we personalize support to help children overcome cognitive, social, emotional or psychological barriers to their learning</p> <p>C. We have a non-class-based Inclusion manager to ensure identification, tracking and appropriate support for our vulnerable children</p>	<p>Pupil progress meetings and Performance management to involve all staff working with the class and to focus on identified ‘Spotlight’ children, including PPG in order to achieve personalised support Cost=£TA-£5,489, Teachers- £5,104</p> <p>Termly and end of year data analysis, together with regular, informed discussion between all professionals involved assesses, evaluates and informs provision, including: • Regular triangulation of evidence from children’s books / quality of provision / data • Timely data analysis, monitoring the attainment and progress of groups, identifying needs and gaps.</p>	<p>The most successful schools are thorough in their monitoring of every pupil and through their knowledge of every child.’ – (A practical Guide to the Pupil Premium). At South Malling we believe that a dedicated lead member of staff and regular team meetings will ensure we are able to achieve this aim.</p> <p>Impact of Teaching Assistants research project run by EEF</p>	<p>Pupil’s progress to be reviewed termly with a focus on disadvantaged pupils with team around the child (TA & Teachers) and HT and Inclusion Manager</p> <p>Monitor impact of Teaching Assistant Policy Learning walks carried out by Inclusion Manager Governor working groups to focus on impact of MITA curriculum and deployment of teaching assistants</p>	<p>HT’DHT/ Inclusion Manager</p> <p>Inclusion Manager</p> <p>SLT</p> <p>Inclusion Manager</p> <p>Governor group/ SLT</p>	<p>Termly</p> <p>Termly</p> <p>3x yearly As per SLT monitoring schedule See Governor working Group schedule</p>

	<ul style="list-style-type: none"> Pupil Progress Meetings are data focused around key groups. <p>Deployment of support staff (including additional hours) so that teachers can provide interventions and support for PPG pupils based on the 'least amount of help first' approach(MITA project) Cost TA support=£7,418 Cost inclusion Manager=£5,104</p>				
Total budgeted cost					£23,115
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?
Targeted support					
D. Vulnerable children and families are well supported so that children who are experiencing social/emotional difficulties feel heard and develop resilience and strategies to deal with everyday knocks and disappointments	<p>Use of Thrive intervention and employment of psychotherapeutic counsellor to provide emotional support. Cost= £5489 Inclusion Manager =£5104</p> <p>Learning Mentor to provide homework support, a listening service, lunchtime club, food and clothing (e.g. PE Kit) when needed Cost=£6,851</p>	<p>Research into Thrive (ESCC) suggests that it is an effective approach at supporting pupil's emotional and behavioural needs</p> <p>Parents and families have the most direct and lasting impact on children's learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behavior, and feel more comfortable in new settings. (National Dropout Prevention Center/Network, 2003).</p>	<p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Thrive practitioner to have regular meetings with Psychotherapeutic counsellor.</p> <p>Reviews with HT. Input in staff meetings.</p>	Inclusion Manager	Termly

	<p>Develop links with external agencies including Food Bank, Family Keyworkers and Early help provision to ensure children's needs are being met in school e.g. trips. Cost=£760</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>			
Total budgeted cost					£18,204

<p>E. Improved attendance and punctuality and greater parental engagement with their child's learning</p>	<p>Build strong relationships with families and children to monitor, set targets, liaise with other professionals and sign-post families to reduce and, where possible, remove barriers which have a negative impact on attendance and engagement</p> <p>Office staff employed to monitor pupils and follow up quickly on absences. First day response</p> <p>Cost=£750</p> <p>Children whose attendance and punctuality needs improving to be invited to breakfast club.provision. Cost=£250</p> <p>Consider how to support pupils who have been absent or arrive at school late.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>The aim is to encourage children to feel more confident in school; for the parent to be given opportunities to contribute to their child's learning, express their views and concerns and be confident that they are being acted upon and develop appropriately challenging expectations of children's achievements</p>	<p>Thorough briefing of office staff and teachers about existing absence issues. Inclusion Manager, office staff, teachers, head etc. will collaborate to ensure provision and standard school processes work smoothly together. Regular Office staff meetings- monitoring of attendance Team around the child meetings termly</p>	<p>HT</p> <p>This will be monitored by the inclusion leader and HT. Data will be monitored.</p>	<p>Weekly</p> <p>Week 5 of every Termly</p>
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Total budgeted cost	£9958
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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?
<p>F. A strategic approach to identification and referral is set up so that disadvantaged children are enabled to access a wide range of cultural, sporting and creative opportunities</p>	<p>Meetings with parents to establish need and identify support required.</p> <p>Identify talents e.g. music and set up lessons and provision accordingly</p> <p>Provide financial support for after school clubs, instrumental tuition, residential trips and the cost of visits and visitors Add to provision map of support so that access to events and clubs by disadvantaged pupils can be easily monitored.</p> <p>Monitor take up of after school provision Cost=£1,473</p>	<p>Monitoring indicates that pupils eligible for PPG are underrepresented in extra-curricular and enrichment activities</p> <p>Cultural entitlement impacts on children's engagement with their learning, enriches their language and develops their confidence and ambition to succeed.</p>	<p>Office and other teaching staff (e.g. PE, music) to monitor take up of extra-curricular activities and feedback to HT. Teachers to identify any talents in pupil progress meetings</p>	<p>Inclusion manager/ HT</p>	<p>Governor Inclusion Group 2x year</p>

	Total budgeted cost £1,473
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