



Pupil Premium Strategy Action Plan 2018-2019

SIP PRIORITY 2: IMPROVE PROVISION AND ACHIEVEMENT FOR DISADVANTAGED LEARNERS IN ORDER TO DIMINISH THE DIFFERENCE AND ACHIEVE AGE RELATED EXPECTATIONS IN LINE WITH THAT NATIONALLY.

Summary Information

School	Eureka Primary School				
Academic Financial Year	2018 – 2019	Total PP budget	£70,560 April 2018 - 2019	Date of most recent PP Review	July 2018
Total number of pupils	138	No of pupils eligible for PP (From January Census 2018)	48 Pupil Premium 2 Pupil Premium Plus 2 post adoption 1 service	Date for next internal review of this strategy	July 2019

The Key Values behind our pupil premium action plan are as follows:

- The school is determined to impact on the progress and attainment of our disadvantaged pupils
- A culture of high expectations must be maintained for the target children
- High quality teaching is vital
- All staff at Eureka convey positive and aspirational messages to disadvantaged pupils
- A senior member of staff will have an oversight on how pupil premium is spent and monitor its impact
- All Teachers will know which of their pupils are eligible for pupil premium
- The school will analyse which pupils are underachieving and why
- Where a child is identified as underperforming or has SEN we use strategies and interventions known to have a significant impact
- The school will make effective use of assessment data to check interventions’ impact and to make adjustments where necessary

We plan interventions based on recommendations from our SSEN service, our own experiences that are proven to be effective (including Nationally recognised programmes, training that we have undertaken and the Education Endowment Foundation (EEF); we use this guidance as part of our planning.

	Summer Data End of 2017 – 18 (Years 1 – 6) Pupils eligible for PP (50)		Pupils not eligible for PP (national average)	
	At	Exceeding	At	Exceeding
% achieving in reading	60%	15%	72%	
% achieving in writing	31%	18%	79%	
% achieving in numeracy	62%	9%	76%	
% achieving in GAPS	40%			
	Expected	Accelerated	Expected	Accelerated
% making progress in reading	82%	56%	66%	
% making progress in writing	81%	48%	74%	
% making progress in maths	86%	49%	70%	

Barriers to Future Attainment (for pupils eligible for PP, including high ability)

In-School Barriers (issues to be addressed in school, such as poor oral language skills)

A.	32% (16/44 Sept 2018) of those children in receipt of pupil premium also have special educational needs. Out of these children: 38% have support from other professionals/outside agencies; 25% have additional funding; 45% are on the Safeguarding register;
B.	Children often start school lower than the expected level for their age, particularly in areas underpinning managing their feelings, listening and attention and writing - evident in their baseline assessment.
C.	Speech and Language of the children entering reception is often below that of their peers nationally. Early intervention needed to be put in to develop language skills.

D.	We have low parental participation with workshops and open mornings.	
G.	The children enter school and throughout school, show high levels of emotional fragility and poor mental health. 20 children are on the Safeguarding register.	
External Barriers (issues which also require action outside school, such as low attendance rates)		
A.	High levels of social deprivation in the area is indicative of the associated problems of limited access to books, IT equipment and learning resources at home, as well as a limited world knowledge.	
B.	Low parental engagement with home learning.	
C.	Pockets of low attendance. Disadvantaged children are the higher group in taking holidays during term time; more concern letters for poor attendance being sent home for this group. 2017-18 attendance: all children – 96.04; children in receipt of PP – 95.04 ; others – 96.42	
Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For Pupil Premium pupils to be in line with national averages in reading, writing, maths and gaps.	Termly analysis of assessment data showing the GAPS narrowing; groups on track.
B.	For pupil premium pupils to be in line with national averages in reading, writing and maths combined.	Termly analysis of assessment data showing the GAPS narrowing; groups on track
C.	Children with Special needs and in receipt of the pupil premium will make good progress.	Termly analysis of assessment data; discussions and liaison with SENDCo
D.	Pupils in receipt of the premium will make at least expected progress and in line with their peers and achieve comparable outcomes.	Termly analysis of assessment data; discussions with TAs and teachers
E.	Increase the number of pupil premium pupils achieving greater depth by ensuring that all children on track to meet greater depth do so.	HA children continue to achieve greater depth; termly analysis of assessment data; groups on track

F.	Diminishing the difference between the pupil premium pupils and other pupils between Autumn and Summer Terms.	Termly analysis and comparisons of assessment data showing the GAPS narrowed.
G.	Pupil premium pupils are accessing additional support for their learning through specific and appropriate intervention in order to impact on standards.	½ termly monitoring of interventions shows children are accessing interventions and progress is being made.
H.	Increased self-esteem, confidence, motivation and engagement; accessing wider opportunities – Breakfast club, Forest school, after school groups...	Observations and discussions with teaching staff indicate; transference of skills and knowledge into all learning.

Planned Expenditure						
Academic year	2018 - 2019	Total PP Funding – 70,560 Total forecast spend - £70,908.8				
Staffing Related Expenditure	£62,308.80					
Non-staffing related Expenditure	£8,600					
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.						
Also see Autumn 2018 Impact report; Spring 2019 Impact report;						
i. Quality of teaching for all						
Resource and Costing.	Chosen action / approach Desired Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact

<p>SENDco £2,256</p> <p>(Salary £22,513)</p>	<p>To support class teachers in providing quality first teaching (using strategies appropriate to their needs) to those children who receive pupil premium, who also have special needs. 32% of PP children</p> <p>Desired Outcome: Children with Special needs and in receipt of pupil premium funding will make accelerated progress.</p>	<p>We have a high number of children in receipt of PP funding who also have special needs (32%). Out of these children: 38% have support from other professionals/ outside agencies; 25% have additional funding; 45% are on the Safeguarding register. These children are particularly vulnerable and susceptible to falling behind their peers if not supported and monitored well. Our SENDco provides specialist support to ensure that the needs of the children are met effectively; gives pupils strategies to choose from to regulate their own learning; liaises with other agencies to ensure this is highly effective in helping children to make progress¹.</p>	<p>SENDco Appraisal managed by Head. PP Lead appraisal managed by Head</p> <p>SENDco and PP lead to: Monitor children in this group Liaise after each pupil progress meeting, identify needs of each child, inform CT and TA PP lead to crunch data from ST and identify needs/progress/success/w-eakness Ensure whole school percentages are correct (details from DCC monthly) and staff are up to date. Regular dialogue with CT and TA</p>	<p>CH JJ ES</p>	<p>Yearly review of effectiveness through appraisal.</p> <p>Termly Pupil Progress Meetings.</p> <p>Termly meeting between SENDCo and PP Lead</p> <p>Autumn Spring Summer</p> <p>Fortnightly meetings with TA Staff Meetings Leadership time</p> <p>Meet after Summer PP Meeting 12/7/19</p>	<p>Meeting 15.1.19 SENDCO and PP lead have developed a staff meeting to support staff with the teaching and support for the children in receipt of PP who also have SEND. Staff meeting to be delivered 23.1.19</p> <p>SENDCO, PP lead and HT were discussing tweaking the use of an IEP to using the same proforma that is used in interventions, making the recording of support given to the SEN child more meaningful, regular and purposeful. To be shared and discussed during the staff meeting. All resources available for using with SEND children will also be reviewed during the meeting. - lots of resource just live in cupboards, they need to be out and used with children as necessary to impact on their learning.</p> <p>Actions/info. from meeting: chn who are PP and SEN highlighted; 67% SEN chn are PP and 40% of PP have SEN. Focus on the SEN need within current intervention groups of chn who are SEN/PP. IEPs adapted to include info and progress of interventions (IEPS for chn with PP/SEN need to live in Intervention folders). SEN/PP highlighted on intervention list to ensure needs catered for. Agreed by all staff. JJ and ES adjusted the proformas and IEPs accordingly; shared with staff in folders.</p>
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Resource and Costing.	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?	Impact

	Desired Outcome					
<p>Teaching Assistants £29,560.80 (2020 hours support in classes, £14.97 p/h)</p> <p>Hours during the mornings</p>	<p>To support children in receipt of pupil premium within lessons – through pre teaching, explanation of language, allowing time to process, additional modelling, guiding and support.</p> <p>TA to be actively engaged with PP children at all times throughout the lessons; refocusing where necessary.</p> <p>Desired Outcome: Pupils in receipt of the premium will make at least expected progress and in line with their peers and achieve comparable outcomes.</p>	<p>As we have mixed age classes, teaching has to be differentiated by age and ability. Teaching Assistants aid with this differentiation of teaching and resourcing, to ensure that children in receipt of PP are supported in accessing the curriculum that is tailored to them and feeding back to CT and pupil effectively.</p> <p>High quality feedback⁷ between teachers and pupils has been found to be very effective in improving standards and the effective use of Teaching Assistants in mixed age classes can help to facilitate this.²</p>	<p>PP lead to monitor data from each subject at each Pupil Progress meeting to ensure that children are making good or better progress in line with their peers. Observations, learning walks, book scrutinies, questionnaires, interviewing PP children.</p> <p>PP lead to Monitor and evaluate the impact on individuals and groups of PP pupils.</p> <p>Be responsible for staff implementing interventions, monitoring standards and supporting practice.</p> <p>Report to the full Governing Board as required</p> <p>Regular meetings between PP lead and TAs</p> <p>Meetings between TA and CT to discuss intervention – TAs leading.</p>	<p>CH JJ</p>	<p>Yearly review of effectiveness through appraisal</p> <p>Pupil progress meetings – analysing data</p> <p>(Autumn) (spring) (Summer)</p> <p>Report to Governors Impact report</p> <p>TA and PP lead meetings – bi-weekly Monday 9.10am</p> <p>TA and CT meetings Monthly – Tues pm</p> <p>Leadership time</p> <p>PP Learning Walk July 19</p>	<p>Autumn 2018: During observations of PP children working in classes, either independently, with a partner of TA, it has been rewarding to see some of the children actively using the skill/strategy that has been taught/over-learned during their intervention time. This was evident in almost all classes.</p> <p>(see other TA notes in section ii)</p> <p>Spring 2019: Decisions made after Pupil progress meetings in the Spring term 2019, that after discussions with all staff and areas of need identified, TAs may be working in class during some afternoons to support QfT; to hold key maths clinics or other. Teachers to ensure the support from the TA in the class has the most impact on the needs of the children; to help to diminish the difference where possible and to enable the chn to achieve their targets.</p> <p>Book Scrutinies – show progress and developments in practice.</p> <p>Summer 2019: PPMs 12.7.19 Discussions will be held in readiness for next term – early indications show some pockets of good progress from children in receipt of PP – some having achieved greater than others.</p>

						<p>ST and JJ are scrutinising data to support next phase of supporting the diminish the difference agenda.</p> <p>Data from end of summer term assessments show: Reading shows the gap is diminishing in years – 1, 3, 4 Writing shows the gap is diminishing in years – 1, 3, 4, 5, 6 Maths shows the gap is diminishing in years – 1, 3, 4 GAPs shows the gap is diminishing in years – 1, 3, 4</p> <p>A much more positive picture.</p>
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Total budgeted cost: £31816.80

ii. Targeted support

Resource and Costing	Chosen action/approach Desired Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact
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<p>SENDCo £2,256</p>	<p>To support teachers in the writing of IEPs, creating resources and developing pedagogy to support those children in receipt of PP and with SEN to access lessons.</p> <p>Desired Outcome: Teachers write effective and timely Individual Education Plans that target support for those children in receipt of PP and with SEN to ensure they make good progress.</p>	<p>The school has a high number of children in receipt of pupil premium who also have special needs. (32%) This makes these children particularly vulnerable and susceptible to falling behind their peers if not supported and monitored well by professionals. Having a SENDco means that we can provide specialist support to both teachers and children to ensure that the needs of the children are met effectively. The SENDco in discussion with PP lead, is able to support the effective planning of interventions and targeted one to one support for children with SEN.</p>	<p>SENDco Appraisal managed by Head. PP Lead appraisal managed by Head</p> <p>SENDco and PP lead to: Monitor children in this group Liaise after each pupil progress meeting, identify needs of each child, inform CT and TA PP lead to crunch data from ST and identify needs/progress/success/w-eakness Ensure whole school percentages are correct (details from DCC monthly) and staff are up to date. Regular dialogue with CT and TA</p>	<p>CH JJ ES</p>	<p>Yearly review of effectiveness through appraisal.</p> <p>Termly Pupil Progress Meetings.</p> <p>Termly meeting between SENDCo and PP Lead</p> <p>Autumn Spring Summer</p> <p>Fortnightly meetings with TA Staff Meetings Leadership time</p> <p>Meet after Summer PP Meeting 12/7/19</p>	<p>SENDCO and PP lead have developed a staff meeting to support staff with the teaching and support for the children in receipt of PP who also have SEND. Staff meeting to be delivered 23.1.19</p> <p>(see area i – 1st resource (SENDCo))</p> <p>Staff meeting each term dedicated to the writing of IEPs, SENDCo being available to support as necessary.</p>
<p>Resource and Costing</p>	<p>Chosen action/approach Desired Outcome</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>	<p>Impact</p>

<p>Teaching Assistants £24,191 (1616 Hours of Intervention, £14.97 p/h)</p>	<p>Teaching Assistants to run targeted interventions with individuals/groups of children during each afternoon. The timetable is organised by the PP lead and Headteacher being lead by the data from the end of the previous term. This is then managed by the class teachers who identify the children from the data, that require intervention.</p> <p>Desired Outcomes: Start and end points of interventions measured. Children to show progress from their baseline to their end point in the intervention. (over 6 weeks (½ term))</p>	<p>PP lead to analyse the data from the last terms achievements, discussing with teachers and teaching assistants and research information from the EEF and John Dunford's report ⁷ we are better placed to identify the most effective intervention and strategy to use with the children. EEF – targeted small group (no larger than 1:5) and 1:1 intervention have the potential for the largest immediate impact on attainment. This year we have identified the year group/s for the TAs to work with and the subject areas of need within each year group.</p>	<p>Pupil progress meetings termly with the head.</p> <p>Intervention data provided termly by TAs, to the CT and PP Lead.</p> <p>PP lead to meet with Teachers and TAs to discuss CPD needs when running interventions. Observations, learning walks, book scrutinies, questionnaires, interviewing PP children.</p> <p>Review data after each pupil progress meeting, allocate TAs accordingly to most vulnerable children for interventions. Discuss and plan best scenario for the following term, to create the best impact we can with the resources we have. Children's needs will change, which will dictate the intervention and strategies to be implemented.</p>	<p>J J C H</p>	<p>INSET Sept 2018</p> <p>Pupil progress meetings (Autumn) (spring) (Summer)</p> <p>Termly review of deployment (based on needs of children)</p> <p>Leadership time</p> <p>TA meetings – bi-weekly Monday 9.10am</p> <p>CT and TA meetings Monthly – Wed pm</p> <p>PP Learning Walk July 2019</p>	<p>Through the INSET (Sept 18) all staff have:</p> <p>An up to date knowledge of the rationale behind the PP funding Our vision and aims for these children, The cycle with which we are delivering our interventions to diminish the difference between the children in receipt of PP funding and the other children Cycle of - assessing, analysing and reviewing, planning and preparing, constantly evaluating and adjusting, testing, collecting data, re-assessing... Whole school proformas to be used. Monitoring of TAs: interventions and paper work, looking at books, observing intervention in action and children in classes, talking to the children has been a very rewarding experience. Our TAs are very on point, they are clear with what they are doing and why, the methods and groupings etc have been reviewed and tweaked as necessary, expectations are clear, assessments accurate. Discussions are now held regularly with class teachers – everyone involved with the child is clear about need and progress. INSET (Jan 19); DATA from the autumn term has been used to inform planning for the next round of interventions, teaching staff reviewing the results of last term , the data and needs of the child so as to put together the best programme to engage and support the development of learning. TAs informed and given time to organise for the term. Regular meetings with JJ and Tas, also TAs and class teacher to ensure the best outcomes for the children.</p> <p>Appraisal for TAs has been organised by PP lead; RAG checklist for TAs completed, proformas for the meeting</p>
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Resource and Costing	Chosen action/approach Desired Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact
<p>Intervention CPD and any required resources to run the intervention £2000</p> <p>£360 – Positive Play support and training</p> <p>Release time for ST to deliver manipulatives training to TAs and observe in acting –</p>	<p>High quality resources for interventions and CPD needs for staff; better equipped to support the children and diminish the difference.</p> <p>Desired Outcome: Pupils in receipt of the premium will make at least expected progress and in line with their peers. They will achieve comparable outcomes as staff are better equipped to deliver more effective interventions.</p>	<p>For high quality interventions to take place staff need to be suitably trained and resources need to be available to ensure the quality of the intervention is as good as it can be.</p> <p>EEF - Evidence shows that both one to one mentoring and improving feedback to pupils from their teacher are both effective ways to help children make progress.</p> <p>After school sessions allow teachers to do both of these things in reduced class sizes which has also been proven moderately effective in helping children to improve their progress; careful selection of the child needs to be considered.</p>	<p>Staff to feedback to SLT regarding resource needs. PP Lead to manage the training needs of the staff and resources need based on observations of interventions and analysis of intervention data and feedback sheets.</p> <p>Keep up to date with developments in Pupil Premium and to deliver in-service training to staff when appropriate. EEF⁷ (INSET – staff meetings)</p> <p>Research and implement provision for high quality nationally recognised and school based interventions and monitor their impact.</p> <p>HT to coach TAs with conferencing children.</p> <p>PP lead to train as necessary and monitor delivery/progress</p>	<p>JJ CH ES</p>	<p>Termly review of resources and CPD needed.</p> <p>TA meetings</p> <p>Staff Meetings</p> <p>October 2018</p> <p>21 MAY 2019 – ST manipulatives TAs</p> <p>Over the summer term – Gamification techniques with TAs 1 per meeting when possible</p>	<p>INSET – September – very well received by all staff. Mission - have a real understanding of why we have PP monies; have some knowledge of current research findings; understand how the data drives the cycle of improvement; know which children are being targeted first and why; chosen the interventions; understood the expectations. Staff all took on board, work as a team, identified their PP children, put some thought into needs and interventions, added a baseline for PP children needing intervention, prepared ready for the term ahead.</p> <p>OCT - Writing Conference Training by CH (Head T and Literacy lead)</p> <p>Spring - Physically Literacy – DCC</p> <p>FEB – CPD with TAs in using the Cued Spelling approach as recommended by the schools previous DCC ED Psych. This had ran last year with 2 children by JJ and AE and had been very effective – report from parents that it was helpful. JJ went through the approach with the TAs (as requested by teachers)</p> <p>MAY – AB CPD with TAs re update on next sessions of phonics and use of the phonics resources online.</p> <p>Summer Term - Manipulatives in Maths – ST Observed by JJ during Learning walk July 2019 – used well and effectively.</p> <p>Staff Meeting to teaching staff promoting gamification techniques to improve talk vocabulary and inclusion</p>

Resource and Costing	Chosen action/approach Desired Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact
<p>Lunchtime Behaviour Support Staffing: 2 x TAs 30 mins 5 days a week each.</p> <p>39 x 5hrs@£14.97 /hour £2919.15</p>	<p>TAs to model sharing, playing and team work in our lunchtime club. The TAs are to keep this club calm and create a haven away from the highly stimulating and over sensory environment outside.</p> <p>Desired Outcome: Children who struggle with lunchtimes will attend the club and we will see very little behavioural issues at lunchtimes for those children with additional needs.</p>	<p>A high number of our children in receipt of the pupil premium also have special educational needs. These needs are often behavioural in nature and it means that these children find lunchtimes quite difficult. Offering a lunchtime club over the last year, impacted on the children's well-being as they were able engage with other children through play and sharing activities. The space they are given to withdraw to, from the highly stimulating atmosphere outside, a place to avoid sensory overload which can cause behaviour issues for a number of our children, has enabled the success.</p> <p>This will be continued over this academic year.</p>	<p>Teaching Assistants to feedback to PP Lead about how engaged the children are at the club.</p> <p>PP Lead to observe the club at least once a term to see how the children are engaging.</p> <p>Behaviour and Reflection Log Trawls.</p> <p>JJ to review the logged data collated by HT.</p>	<p>J J C H K F A E</p>	<p>Termly review of effectiveness of club.</p>	<p>This continues to be an invaluable resource for some of our more vulnerable children. It allows them to have a safe, happy and comfortable lunchtime.</p> <p>Children have access to the club depending on need. Some use it as they cannot deal with all the hustle and bustle outdoors; some just need a break from their peers; some need more structured play; some just need a quieter space; others may be a little sad and may need a place to settle. All children respond well in the club and find it helps them with their lunchtime difficulties.</p> <p>Lunchtime club has provided a safe and calming space for children who struggle at lunchtime.</p>

Resource and Costing	Chosen action/approach Desired Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact
<p>Forest School</p> <p>£3,600 for the year Every Friday pm; 2xhour sessions for 8 children in each session.</p> <p>£1,780 paid Feb 2019 for first 3 terms</p>	<p>All children who receive PP and have social, emotional and behavioural needs will access Forest school.</p> <p>Desired Outcome: To ensure that children's social, emotional and behavioural needs are met and they are ready to learn.</p> <p>Builds up: Confidence Language used Emotional Intelligence Wellbeing Challenge/Engagement</p>	<p>Research backs up what Forest school practitioners have known all along – that children and young people stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem solving skills and emotional well-being.</p>	<p>PP lead and SENDCo will monitor the forest school provision; discuss and review with Becky – the Forest school practitioner; discuss with children and feedback from them – questionnaire. Discussion with CT on impact.</p> <p>Children will be assessed week 1 and week 6 using FS proforma – analysis by PP lead</p> <p>Questionnaire for children after the sessions</p> <p>Discussion with CT re accessing curriculum and demeanour back in class</p>	<p>CH JJ</p>	<p>TA meetings Staff meetings</p> <p>Weekly discussions with Becky</p> <p>Learning Walks by JJ/CH to monitor engagement</p> <p>14.5.19 – Forest school meeting with Little Acorns</p>	<p>Once again, there was significant progress made by all the children that attended Forest School, in the areas of Confidence, Language used, Emotional Intelligence, Wellbeing, Challenge/Engagement.</p> <p>During last term (Autumn 18 and this Spring 19), most of the children have been given the opportunity to have their 2nd ½ term session.</p> <p>A reminder is sent to some parents each Friday morning, as children regularly forget their Forest school clothes.</p> <p>A Y1 child, that is coming to school for a longer period for the first time, accessed her first Forest school this term and was totally engaged from the word go and enjoyed it tremendously.</p> <p>Spring 2019 has seen more children making steady progress within the key areas of learning that Forest School provides. A few children have been identified as really needing to continue over the summer term by the teacher in charge – this was put to the class teacher and SENDCo.</p> <p>SENDCo and PP lead discussed summer term programmes – decision based on needs of all children (after PPMeetings also); children identified and invited; some for ½ of the summer term, some for the whole of the summer term.</p> <p>PP lead looked into new Forest school company for next year as current provider not able to continue. Three quotes received; Little Acorns coming to see PP lead 14.5.19 to discuss programme.</p>

Total budgeted cost: £34,966.15

iii. Other approaches

Resource and Cost	Chosen action/approach Desired Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact
<p>Breakfast Club (Fareshare)</p> <p>£600</p> <p>Staff - £1126</p> <p>Income from BC 2017-18 was £3,160.66</p>	<p>All children who receive pupil premium funding are invited to our breakfast club to have a nutritional breakfast to start the day.</p> <p>Desired Outcome: To increase the percentage of pupil premium children attending breakfast club term on term throughout the year.</p> <p>A good breakfast enables better nutrition and function.</p>	<p>Public health experts at the University of Cardiff have found that children who eat a healthy breakfast before starting the school day achieve higher academic results than pupils who do not.</p> <p>Children from disadvantaged backgrounds are not always guaranteed a healthy breakfast due to deprivation and the relatively higher cost of healthy food – therefore by offering at school we can ensure that those children most at risk of not eating a healthy breakfast have a chance to do so.³</p>	<p>Each term the PP lead will monitor how many children in receipt of the pupil premium funding attend breakfast club.</p> <p>Invite letters to Parents</p> <p>Learning walk to see Breakfast club in action and observe PP children, their eating habits, relationship with peers and confidence</p> <p>Questionnaire for children</p>	<p>JJ PP Lead</p> <p>LW KF AE.</p>	<p>Termly</p> <p>Monitor attendance to Breakfast club</p> <p>Speak with LW, AE, KE</p>	<p>Last term (autumn 2018) 59% of the children who are in receipt of PP attended breakfast club. This was an increase on the previous term (Summer 2018) of 20%.</p> <p>This term (spring 19), there is already a slight increase, with 3 more children having joined who are in receipt of PP, who are attending on 3 mornings per week.</p> <p>Next - Questionnaire for Breakfast club to find out what they like/don't/would like has been given out during. Results will be analysed and any actions needed discussed and put into practise for Autumn 2019.</p> <p>Continue to send invite each term to PP chn.</p> <p>The majority of children who attend Breakfast Club are in receipt of PP.</p>

Resource and Cost	Chosen action/approach Desired Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact

<p>Positive Play (£750)</p> <p>9 children currently over 2 afternoons</p> <p>4 1/2 hours per week (already calculated on Intervention targeted support – section ii)</p>	<p>Trained members of staff to run Positive Play sessions with children who have been identified by their class teachers, SENDco or Headteacher as needing additional emotional support in school.</p> <p>Desired Outcome: Children will see an improvement in their Boxall profile score after a course of Positive Play sessions. To ensure that children’s social, emotional and behavioural needs are met.</p>	<p>Sheffield Hallam University study by Dr J. Empson.</p> <p>"There is statistically supported evidence that positive behaviour change occurs in children who have participated specifically in the Positive Play-Support Intervention"⁴</p>	<p>Intervention Data will be handed in at Pupil Progress Meetings and analysed by the headteacher, SENDco and Pupil Premium Lead.</p> <p>Discussions with positive play staff regarding children they support; impact it is having. Questionnaire for children.</p>	<p>J J K F KE</p>	<p>Every term. Discussions with TA; observations of the children in class and around school.</p>	<p>There has been quite an impact with positive play. 3 Children came to the end of their programme last term. 4 Other vulnerable children in need have been started on the programme; staff have been creating their Boxall Profile. TAs are now adding their planning to the class PP folder so that all staff are up to speed with the Children’s needs and progress. Boxhall Profiles will remain in the SEN cupboard.</p> <p>Spring 2019 – 2 children off and 2 new children to start Angry Gremlins – staff discussed needs at staff meeting. It was felt that these 2 children’s needs would be better met with AG than PPlay. Planning notes informative and show that the children are responding to the programme on that day, at that time.</p> <p>Summer 2019 – no changes to PP or AG at the moment. Obs of PPlay in action July 2019 showed a calm, happy and fully supported child who displayed confidence, presence and an organised thought process. Very comfortable in the whole situation – the child excelled.</p> <p>All children currently in receipt of Positive Play make steady progress during each session.</p>
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Resource and Cost	Chosen action/approach Desired Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Impact
<p>Subsidised Residential Trips £500 £476 spent</p>	<p>Children in receipt of the pupil premium will be able to apply for subsidised places on residential trips. The headteacher will offer these places to the families at the time of the trips.</p> <p>Desired Outcome: No child will miss out on a residential due to economic circumstances of family members.</p>	<p>A study by York consultancy and presented to the National Geographic Society revealed that there is strong evidence to show that: Improving students' engagement with learning Improving students' knowledge, skills and understanding Supporting students' achievement Fostering deeper relationships between peers and between students and teachers Improving students' resilience, self-confidence and wellbeing Boosting cohesion and a sense of belonging Widening and developing pedagogical skills.</p>	<p>PP Lead, with class teacher, will monitor trip sign up rates.</p> <p>Questionnaire for children.</p>	<p>JJ ST</p>	<p>Annually</p>	<p>Summer term 2019 Parents of children in receipt of PP have been asked to contribute £68 which is 50% of the cost. 35% of the children attending Lea Green are PP. Total cost for PP children is £476.</p> <p>A very positive and successful visit - children enjoyed it and developed confidence in:</p> <ol style="list-style-type: none"> To build teamwork between peers. To prepare children for different challenges.
<p>Subsidised Trips £1000 £400 £190</p>	<p>Children in receipt of the pupil premium will be able to apply for subsidised places on trips. The headteacher will offer these places to the families at the time of the trips.</p> <p>Desired Outcome: No child will miss out on a trip due to economic circumstances of family members.</p>	<p>As above.</p>	<p>Headteacher, PP Lead and teachers will monitor trip sign up rates.</p> <p>Questionnaire for children. Post work after the visit – in classroom.</p>	<p>CH JJ Teac hers</p>	<p>Termly</p>	<p>The whole school visited the Theatre in December to see a pantomime. All children were able to attend due to support from PP – PP funding paid for the coaches.</p> <p>Heritage Wow day – Investigators had a very successful visit that supported many areas of the curriculum. PP funding ensured that all children could participate. The whole day supported our cross-curricular learning and enabled the children to engage with and learn so much more from an external provider who had a vast knowledge of the Heritage of our town.</p>

						(questionnaire) - results will support an inform any considerations for trips and visits/visitors.
Subsidised After School Clubs £1000	Children in receipt of the pupil premium will be offered subsidised places at after school clubs to ensure that they do not miss out through economic circumstances. Desired Outcome: After school clubs running at capacity and all children in receipt of pupil premium funding to access at least one enriching after school club.	Research by Public Health England shows that pupils being healthy has a positive effect on their attainment. Giving children in receipt of the pupil premium funding a place at these clubs ensures that they access sport clubs.	Headteacher and PP lead will manage invitations to PP children to join paid for clubs and actively promote this opportunity. Subject co-ordinators to track PP children attending clubs in their subject area. Phonics Lead to monitor attendance of children in receipt of pupil premium funding attendance to phonics club and report to PP lead. As other clubs become available, PP children will be invited on a rota basis.	JJ CH Subj ect Lead ers	Termly	On average 50% of the children attending STEM club have been from the PP group. Those children that have attended all sessions have thoroughly enjoyed the activities and have created some interesting projects. Some of the children that have had their place paid for through PP funding have left the club quite early on; thus, taking a place another child could have had and wasting PP funding. Considering this, the wording on the letters will be re-thought so that Parents and the children alike are aware that there must be commitment to attend. The sports clubs during the autumn term attracted children in receipt of PP; 40-42% of the attending children were in the PP group. Once again, there was a commitment issue. JJ and SM have had more impact on PP children attending if letters have gone out in an envelope to their families! Spring 19 - Indoor athletics – 25% of attendees PP (2/8) Cricket – 33% of attendees PP (5/15) Dance – 47% of attendees PP (9/19) – 5% increase from Autumn 2018 Spring and Summer – saw children dancing at The Pingle School and at The Glade in Dancing in the Forest at Rosliston Forestry Centre. Summer 2019
STEM club from Sept 2018 (Autumn term)						

						<p>Average attendance to an after school during the Summer term 2019 – 32% (8/25)</p> <p>This is 8% below the Spring term.</p> <p>Autumn – 34% Spring – 40% Summer 32%</p> <p>About 1/3 on average attend after school club, which is broadly in line with the % of children in receipt of PP in comparison with the whole school.</p>
<p>Online subscriptions for Pupil Premium Children. £1000</p> <p>(prices are checked as new subscriptions are due)</p>	<p>Subject co-coordinators to find and source relevant and proven online interventions for children to access using the schools computing resources throughout the school and at home.</p> <p>Desired Outcome: Children will make good progress in a specific subject area targeted through proven interventions.</p>	<p>Research by the Sutton Trust has shown that investment in digital resources can be moderately effective in raising standards for children in receipt of the pupil premium – as a school with a range of digital hardware the children have a lot of chances to access online resources both in school time, prior and after school – investing in digital logins targeting pupil premium</p>	<p>Computing Co-ordinator to manage subscriptions to the programmes recommended by the SENDco and subject leaders for Pupil Premium children whose needs are deemed appropriate.</p> <p>To look for other quality online interventions that will further help to accelerate the learning of our PP children.</p>	J John son E Silk	Yearly	<p>Software costings: RM Easimaths - £368 for PP children Nessy - £96 Bug Club - £185 Bug Club Bridging Bands - £29 Bug Phonics - £90.50 Spelling and Grammar Bug – £90.50 Rapid Reading – £111 <u>TOTAL - £709</u></p> <p>All subscriptions continue to be updated as the renewal email comes into school.</p>

Improving attendance	<p>Pupil premium lead will track and monitor absence of any children in receipt of PP that falls below 95%; parents contacted and dialogue continued; ½ termly meetings with EWO (head); best class attendance in assembly weekly (extra 10 mins quality play; children will be invite to attend breakfast club to encourage an early nutritional start.</p> <p>Desired outcome: the attendance of children in receipt of Pupil premium is in line with the school target of 95%; thus impacting on their progress.</p>	<p>Statistics show a direct link between under achievement and poor attendance</p> <p>Regular attenders make better progress both academically and socially</p> <p>Regular attenders find school routines and school work easier to cope with</p> <p>Regular attenders find learning more satisfying</p> <p>Regular attenders have an easier transfer to secondary school</p>	<p>PP lead will manage invitations to PP children for breakfast club.</p> <p>PP lead will track PP children’s attendance – actions taken if falling below 95%</p> <p>Head – track whole class attendance; announce and reward ‘best class attendance’ each Friday.</p>	C Hurt J John son	Weekly Monthly Termly Annually	<p>Checked attendance data of previous year/term for starting points.</p> <p>Concerned with 22 children in receipt of PP at the end of summer 18. Of these, 6 children’s (27%) attendance has not significantly improved and is still below 90%. Of these 5 children (23%) has improved to between 90 and 95%; 11 children (50%) has improved to above 95%. A great achievement.</p> <p>There have also been a great deal of children coming in late on a regular basis; this is now being monitored this academic year.</p> <p>Many concern and warning letters have been sent out to Parents to explain.</p> <p>Spring 2019 - Spring 1 – 93.64% (3 improved but under 90%; 1 improved above 90%; 3 attendance meetings; 3 late letter 1s) Spring 2 – 95.08% (3 improved but under 90%; 2 improved after attendance meeting; 1 new concern letter sent)</p> <p>Summer 2019 – 2 more concern letters (1 for the second time); 3 improved but under 90%; 1 improved above 90%; 1 attendance meeting; 3 late letters – 2 improved after meetings)</p>
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						<p>On studying term time holidays – a greater % of children in receipt of PP have had term time holidays.</p> <p>93.85% is the attendance figure for PP children for the academic year, as of 11th July.</p>
<p>Total budgeted cost: £4,626</p>					<p>Total forecast spend - £70,908.8</p>	

¹ Funding for disadvantaged pupils Survey evidence from pupils, parents and school leaders – National Audit Office Survey, 2015.

² *ibid.*

³ <https://www.theguardian.com/education/2016/nov/04/free-school-breakfast-clubs-boost-maths-and-literacy-results-study-finds>

⁴ https://www.derbyshire.gov.uk/education/schools/attendance_behaviour_welfare/support/positive_play/default.asp

⁵ <http://www.schooltravelorganiser.com/Features/Evidence-revealed-on-the-impact-of-residential-trips>

⁶ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf

⁷: Number 11 of low cost ways to spend PP – John Dunford April 2017 and EEF research