



Pupil Premium Expenditure – Ernesford Grange Primary School Report 2018 – 2019



Summary information					
School	Ernesford Grange Primary School				
Academic Year	2018 - 2018	No of pupils eligible for PP	44	Date of most recent PP Review	September 2018
Total no of Pupils	(including pre-school)	Total PP budget	£58,080	Date of impact report	July 2019

Current attainment		
End of KS1 2018	Pupils eligible for PP School (7pupils)	National averages
% achieving R, W, M	43%	68%
% achieving expected standard in reading	71%	78%
% achieving expected standard in writing	57%	70%
% achieving expected standard in maths	57%	76%

Ernesford Grange Primary School Pupil Premium Strategy 2018 - 2019

Current attainment		
End of KS2 2018	Pupils eligible for PP - School	National averages
% achieving R, W, M	60%	64%
% achieving expected standard in reading	90%	75%
% achieving expected standard in writing	100%	78%
% achieving expected standard in maths	60%	76%
Barriers to learning (issues to be addressed in school)		
1.	Behavioural, social, emotional issues (particularly in Y4 and Y5).	
2.	A significant number of Pupil Premium (25%) children also have significant SEN which impacts on progress and attainment and % working at ARE standard within each cohort.	
3.	Social and emotional barriers to learning for many disadvantaged pupils across the school (46%). 41% of the Pupil Premium children are considered 'vulnerable'.	
External barriers (including issues which also require action outside school, such as low attendance rates)		
1.	Lack of parental engagement and support. Parent engagement in school is limited for many of the children eligible for pupil premium funding.	
2.	Poor mental health of parents/carers/family members and children including children who come from difficult and complex family backgrounds.	

Ernesford Grange Primary School Pupil Premium Strategy 2018 - 2019

Desired outcomes for the expenditure of PP funding		Success Criteria
1.	For children who receive Pupil Premium to be able to take part in music lessons, extra-curricular clubs and to take a full role in school life and have wider opportunities beyond the curriculum.	The majority of children who are eligible for Pupil Premium have had opportunities to take part in a club or have learnt a musical instrument in school.
2.	To improve the behaviour, social, emotional and mental health of children who receive Pupil Premium funding and lessen the social and emotional barriers.	More confidence demonstrated in lessons by PP pupils enabling them to make sustained contributions which impacts on their learning. Fewer behaviour incidents recorded for these pupils on the school system. Increased self esteem and social interaction with peers.
3.	Raise the percentage of disadvantaged pupils achieving GDS in writing. Ensure disadvantaged pupils make strong progress in reading and writing in line with and exceeding national standards.	Disadvantaged year 6 GDS writers are in line with or exceeding national standards. Disadvantaged pupils write at length and with enthusiasm. Disadvantaged pupils, both boys and girls, read widely for pleasure and in this way absorb a range of models for their own writing. Number of disadvantaged pupils achieving ARE in LKS2 increases.
4.	To improve children's depth of understanding in maths. To raise the number of children working at ARE and GDS.	Gap in attainment narrowed for disadvantaged / SEN pupils. Increase in percentage of disadvantaged pupils achieving GDS at end of KS2. Percentage of disadvantaged children achieving GDS at least in line with national standards. All books show evidence of fluency, reasoning and challenge. High achievers able to be identified from work in books.

Planned expenditure 2018 - 2019

i. Quality of teaching for all

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff Lead	Review implementation
To improve standards in reading and writing by the end of each Key Stage.	<p>Developing children as readers training and implementation. Network assessment and moderation training. Adapt teaching strategies and target key groups. Use HLTA and teacher expertise within lessons to support identified children.</p> <p>Structured intervention for pupils who have the potential to achieve GDS in writing.</p> <p>Ensure appropriate reading material is available for Pupil Premium children. (in the new learning hub).</p>	<p>Pupil progress meetings. PP children identified will be tracked. Feedback in SMT meetings.</p>	HS/HM/SC	<p>Termly; December April July</p>
To improve standards in maths across the school and to ensure PP children receive intervention to improve progress.	<p>Mastery in maths training and delivery. CPA approach to overcome barriers to conceptual understanding.</p> <p>Answer, prove it, explain training for all staff and this approach to be used when problem solving in maths.</p>	<p>Pupil progress meetings. PP children identified will be tracked. Feedback in SMT meetings.</p> <p>Lesson observations.</p>	AW/CK	Half termly

Planned expenditure 2018 - 2019

ii. Targeted support

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff Lead	Review implementation
To improve the behaviour, social, emotional and mental health of children who receive Pupil Premium funding and lessen the social and emotional barriers.	<p>Attachment training for all staff. Weekly inclusion meetings. Lego therapy. Team development training at the parent hub.</p> <p>Use the learning hub during unstructured time to ensure PP children with BSED difficulties have opportunities to take part in structured activities during break and lunch times.</p> <p>Breakfast club for key children.</p> <p>Forest Schools provision.</p>	<p>Pupil interviews. Data analysis – behaviour book. Staff evaluation. Impact monitored through CPOMs and log of higher profile behaviour incidents within school. Ongoing reporting of how the learning hub is being used.</p> <p>Ensure key Pupil Premium children are able to take part in a range of Forest Schools activities with a focus on behaviour.</p>	HS/ME/CS	January March July
To improve standards in reading and writing by the end of each Key Stage.	<p>Personalised intervention for PP children who are not making strong progress.</p> <p>Staff training on high quality written and oral feedback. HLTAs using planned programme.</p> <p>Identify any potential barriers for PP and vulnerable children – see disadvantaged pupil profile and vulnerable register.</p>	<p>Rigorous monitoring of interventions, including baseline and end point assessments. Time provided for planning and co-planning with class teachers. Targeted pupil progress meetings following assessment points.</p> <p>An evidence sheet for each PP child will be updated and available for all members of SLT.</p>	AW/HS	Termly

Planned expenditure 2018 - 2019

iii. Other approaches

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff Lead	Review implementation
For children who receive Pupil Premium to be able to take part in music lessons, extra-curricular clubs and to take a full role in school life and have wider opportunities beyond the curriculum.	Free music lessons, school trips and extracurricular clubs for all children eligible for pupil premium.	<p>Monitor and track Pupil Premium children who attend sports clubs, music lessons and are involved in other extra-curricular activities.</p> <p>All participation in clubs to be tracked by CA.</p> <p>Participation in music lessons to be tracked by SC.</p> <p>Evidence of participation and opportunities to be evidenced in black books for music and PE.</p> <p>Admin team to ensure PP children are offered a subsidy for visits and residential.</p>	<p>SC/HS/CA/ CB/MH</p> <p>TM/JR/RA</p>	Termly
For children to be able to access support for their emotional wellbeing.	<p>Ongoing access for PP children to the learning mentor.</p> <p>Targeted children have the opportunity to spend time with key adults.</p> <p>Structured activities incorporating growth mindset activities.</p> <p>Lego therapy.</p> <p>Attachment training for all staff.</p> <p>Use NLP4kids mental health workshops for targeted pupil premium children. https://nlp4kids.org/</p>	<p>Intervention Team to lead consolidation of practice for 2018-19, including recap</p> <p>Learning behaviour as well as school values are referred to and highlighted through assemblies and wider school activities.</p> <p>Parents meetings to share information/approach more widely.</p> <p>Key children to be targeted for Lego therapy. Lego therapy to be used during identified flash points. Records to be kept of attendance and impact.</p>	HS/ME/CS/IT	Half termly

	<p>Develop a sensory room that can be accessed by PP children with ASD and BSED needs.</p> <p>Forest schools provision.</p> <p>Breakfast club for key children.</p>	<p>https://nlp4kids.org/ mental health workshops will be subsidised for PP children with an additional National Lottery grant.</p> <p>Use of the learning hub for structured activities during break and lunch time supported by the learning mentor and TAs. Activities available which provide opportunities to engage with other pupils, build social skills and friendships.</p> <p>Ongoing recording of all BSED related incidents in the behaviour folder.</p> <p>Ensure key Pupil Premium children are able to take part in a range of Forest Schools activities.</p> <p>Track the impact of Forest Schools on behavior.</p>		
<p>For children to be able to develop their social skills and friendships.</p>	<p>Library club at break and lunch time for targeted children.</p> <p>Structured activities during break and lunch for key PP children.</p> <p>Provide enrichment experiences that children would not necessarily get if they weren't subsidised.</p> <p>Forest schools provision.</p> <p>Breakfast club for key children.</p>	<p>Create climates through our Core Values and our behaviour policy that promote expectation and aspiration whilst nurturing children and families who are disadvantaged through establishing positive relationships.</p> <p>Use staff meeting INSET time to deliver training. Attachment training for all staff in autumn 2 2018.</p> <p>Lessons from training embedded in school policy.</p> <p>Purchase resources for the learning hub.</p> <p>Activities available in the learning hub which provide opportunities to engage with other pupils, build social skills and friendships.</p> <p>Organisation of library club and ongoing records kept (black book) by learning mentor.</p> <p>Ensure key Pupil Premium children are able to take part in a range of Forest Schools activities that focus on social skills.</p>	<p>HS/ME/CS</p>	<p>Half termly</p>

Proposed detailed breakdown of planned expenditure, including additional expenditure not accounted for above:

Activity/provision	Allocation 2018 – 2019
Full time learning mentor to support BSED, mental health and well-being and outcomes	£17000
Teaching assistants for curriculum and pastoral support (focus on maths and English intervention)	£20000
Forest Schools	£10500
Subsidised music lessons	£1000
Breakfast club	£300
Specialist music tuition and school choir places	£2000
Additional ICT equipment to support learning	£2200
Support for residential visits	£700
Support for curriculum-based school visits	£800
School uniform and resource packs to support child and family welfare	£540
Y5 Cycle training	£300
Reading books/library	£340
Provision of lunch time sports clubs	£2000
Before and after school club	£400
Total	£58080

Additional detail

Attendance 2017 - 2018

Ernesford Grange Attendance all pupils 2017 - 2018	National Attendance all pupils 2017 - 2018	Ernesford Grange Attendance Disadvantaged 2017 - 2018	National Attendance Disadvantaged 2017 - 2018
96%	96.1% (2017)	94.5%%	95% (2017)

Pupil Premium Context by Cohort – Summer 2018

Year Group	What does the data analysis tell you about the relative attainment and achievement of Pupil Premium pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?
Year R - 3% (2 children)	There are only two Pupil Premium children in Reception.
Year 1 - 2% (1 children)	There is only one Pupil Premium child in Y1. This child is on track in re, wri and maths.
Year 2 - 0% (0 children)	There are no Pupil Premium children in Y2.
Year 3 - 12% (7 children)	Out of the 7 Pupil Premium children 2 of the children have SEN and 2 are considered vulnerable. One child has not made the expected progress in reading and 3 children have not made the expected progress in writing and maths (from the school set baseline). These children will be targeted for intervention.
Year 4 - 17% (10 children)	Out of the 10 Pupil Premium children 4 of the children have SEN and four of the children are transient. There is one LAC and four are considered vulnerable. Attainment for this group of children is low. 30% re, 10% wri and 30% maths are at ARE. Focused intervention will take place for the children who are not working at ARE.
Year 5 - 15% (11 children)	Out of the 11 Pupil Premium children 5 of the children have SEN. Seven out of the 10 children are considered vulnerable. There is one LAC. Progress is strong, 91% of the PP children have made the expected progress. Attainment: 3children are not working at ARE in re and maths. 4 Children are not at ARE in wri. Focused intervention will take place for the children who are not working at ARE.
Year 6 - 14% (13 children)	The PP children in Y6 are broadly in line with national. There are no children with SEN however 4 of the children are considered vulnerable. All PP children in Y6 are working at ARE in reading. One child is not at ARE for writing and two children are not at ARE for maths. Focused intervention will take place for the children who are not working at ARE.