# C:\Users\i.taylor\Downloads\Ernesford logo March 2018 (1).jpgC:\Users\i.taylor\Downloads\Ernesford logo March 2018 (1).jpgP**upil Premium Expenditure – Ernesford Grange Primary School Report 2022 - 2023**

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| **Summary information** | | | | | |
| **School** | Ernesford Grange Primary School | | | | |
| **Academic Year** | 2022-2023 | **Current no of pupils eligible for PP** | 37 | **Date of most recent PP Review** | September 2022 |
| **Total no of Pupils** | 470 | **Total PP budget from Jan** | £42,935 | **Date of impact report** | September 2022 |

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| **Current attainment** | | |
| **End of KS1 2022 - TA** | **Pupils eligible for PP – School** | **National averages** |
| % achieving R, W, M | 31% (7 children) | N/A |
| % achieving expected standard in reading | 64% (7 children) | 51% |
| % achieving expected standard in writing | 31% (7 children) | 41% |
| % achieving expected standard in maths | 47% (7 children) | 52% |

**Ernesford Grange Primary School Pupil Premium Outcomes 2021-2022**

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| **Current attainment** | | |
| **End of KS2 2022 – SATs Results** | **Pupils eligible for PP – School** | **National averages** |
| % achieving R, W, M | 50% (10 children) | 43% |
| % achieving expected standard in reading | 90% (10 children) | 62% |
| % achieving expected standard in writing | 50% (10 children) | 55% |
| % achieving expected standard in maths | 50% (10 children) | 56% |

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| **Attendance for disadvantaged pupils 2021 - 2022** | 96% |

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| **Barriers to learning (issues to be addressed in school)** | |
|  | Behavioural, social, emotional issues (particularly in Y2, Y5 and 6). |
|  | 28% of Pupil Premium children also have significant SEN which impacts on progress and attainment. |
|  | Social and emotional barriers to learning for many disadvantaged pupils across the school.  56% of 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. | Concerns over mental health of some parents/carers/family members and children including children who come from difficult and complex family backgrounds. |

**Ernesford Grange Primary School Pupil Premium Strategy 2022 - 2023**

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| **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 (including residential visits). | Children who are eligible for Pupil Premium have had opportunities to take part in a club or have learnt a musical instrument in school.  Disadvantaged pupils have been given the opportunity to go to Dol-y-Moch and the ultimate adventure centre in Bideford.  Identified disadvantaged pupils have had the opportunity to attend relax kids, Boomerang and other structured interventions that support well-being.  Disadvantaged pupils have had the opportunity to make use of the learning hub and resources purchased during unstructured times. |
| 2. | To improve the behaviour, social, emotional and mental health of children who receive Pupil Premium funding and lessen the social and emotional barriers. | Increased 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 ARE in reading and writing.  Ensure disadvantaged pupils make strong progress in reading and writing in line with and exceeding national standards. | Disadvantaged year 6 writers are in line with 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 KS1 and LKS2 increases.  A new phonics scheme has been implemented and followed consistently.  Disadvantaged pupils have access to a wide range of texts and have been listened to reading at least once a week. |
| 4. | To raise attainment in maths and to address gaps in learning. | 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 EXS is closer to national standards.  All books show evidence of fluency, reasoning and challenge. High achievers able to be identified from work in books. |

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| **Planned expenditure 2022-23** | | | | |
| **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 and to ensure gaps in learning are addressed. | Phonics and spelling training – Little Wandle training for all staff.  Network assessment and moderation meetings.  Use HLTA and teacher expertise within lessons to support identified children.  Structured intervention for pupils who have the potential to achieve GDS in writing.  Ensure appropriate reading material is available for Pupil Premium children (in the new learning hub and classroom).  A planned approach to phonics teaching and guided reading. Use of TAs from KS2 to assist with reading and phonics in KS1. | External consultant/expertise training.  Pupil progress meetings.  PP children identified will be tracked.  Feedback in SMT and pupil progress meetings.  Monitoring: work scrutiny and lesson observations. | HSM/HM/SC/ME | Termly;  December  April  July |
| To improve standards in maths across the school and to ensure PP children receive intervention to catch up and improve progress. | Structured intervention for PP children in KS1.  Year 3, 4, 5 and 6 target maths groups – Teacher and HLTA led (additional support in each year group.  Use data and teacher assessment to identify gaps in learning. | Pupil progress meetings.  PP children identified will be tracked.  Feedback in SMT meetings.  Monitoring: work scrutiny and lesson observations.  Outcomes | AW/CK/ME/BM/JR | Half termly |

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| **Planned expenditure 2022 - 2023** | | | | |
| **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. | Employ learning mentor on SLA to deliver Relax Kids and other intervention programmes.  Weekly inclusion meetings.  Lego therapy.  Theraplay training.  Relax Kids  Boomerang  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.  Forest Schools provision for children who are PP. | Pupil interviews.  Impact monitored through CPOMs and log of higher profile behaviour incidents within school.  Ongoing monitoring of how the learning hub is being used for key children.  Ensure key Pupil Premium children can take part in a range of Forest Schools activities with a focus on behaviour and social skills. | HSM/ME/EM | January  March  July |
| To improve standards in reading and writing by the end of each Key Stage. | Personalised intervention for PP children who are not making strong progress.  Staff training on spelling and phonics.  HLTAs using planned programme.  Identify any potential barriers for PP and vulnerable children – see disadvantaged pupil profile and vulnerable register. | 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.  An evidence sheet for each PP child will be updated and available for all members of SLT.  Termly pupil progress meetings. | HSM/HM | Termly |

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| **Planned expenditure 2022-2023** | | | | |
| **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 extra-curricular clubs for all children eligible for pupil premium.  Subsidised residential visits for children in Y5 and Y6. | Monitor and track Pupil Premium children who attend sports clubs, music lessons and are involved in other extra-curricular activities.  All participation in clubs to be tracked by CA. Wider opportunities for disadvantaged pupils through Skills Academy Clubs.  Participation in music lessons to be tracked by SC.  Evidence of participation and opportunities to be evidenced in black books and on school blogs for music and PE.  Admin team to ensure PP children are offered a subsidy for visits and residentials. | SC/HSM/CA/  CB/MH  TM/JR/RA | Termly |
| For children to access support for their emotional wellbeing. | Ongoing access for PP children to the members of the inclusion team.  Targeted children have the opportunity to spend time with key adults.  Structured activities incorporating growth mindset activities.  Lego therapy.  Boomerang.  To use the sensory room that can be accessed by PP children with ASD and BSED needs.  Development of the sensory room in KS2.  Forest schools provision. | Intervention Team to lead consolidation of practice.  Learning behaviour as well as school values are referred to and highlighted through assemblies and wider school activities.  Parents meetings to share information/approach more widely.  Key children to be targeted for Lego therapy, Relax Kids and Boomerang. Lego therapy to be used during identified flash points. Records to be kept of attendance and impact.  One to one sessions with learning mentor/inclusion team.  Additional resources to be purchased for use in the second sensory room.  Use of the learning hub for structured activities during break and lunch time supported by the learning mentor and inclusion team.  Activities available which provide opportunities to engage with other pupils, build social skills and friendships.  Ongoing recording of all BSED related incidents and action taken in the behaviour folder and on CPOMs.  Ensure key Pupil Premium children can take part in a range of Forest Schools activities. | HSM/ME/IT | Half termly |
| For children to develop their social skills and friendships. | Learning hub club at break and lunch time for targeted children.  Structured activities during break and lunch for key PP children.  Provide enrichment experiences that children could not access without being subsidised.  Forest schools provision. | 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.  Values are embedded in school policy and ethos. Children know and understand expectations and the school values.  Activities available in the learning hub which provide opportunities to engage with other pupils, build social skills and friendships.  Ensure key Pupil Premium children are able to take part in a range of Forest Schools activities that focus on social skills. | HSM/ME | Half termly |

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

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| **Activity/provision** | **Allocation 2022 - 2023** |
| Teaching assistants and teachers for curriculum and pastoral support. DHT and SENCO to support mental health, and well-being outcomes (including direct one to one work). | £21,785 |
| Forest Schools | £2000 |
| ‘Relax Kids’ and other structured well-being intervention | £1500 |
| Specialist music tuition and school choir places | £700 |
| Additional ICT equipment to support learning | £2000 |
| School uniform and resource packs to support child and family welfare | £500 |
| School PE kit/warm clothing | £3500 |
| Y5 Cycle training | £100 |
| Reading books/library | £1500 |
| Provision of lunch time sports clubs | £2000 |
| Before and after school club | £600 |
| School comfort dog | £2000 |
| Development of and resources for sensory rooms and learning hub | £1000 |
| Visits and visitors – including residentials | £3750 |
| Total | **£42935** |