

Pupil Premium Strategy

1. Summary information					
School	Ongar Place Primary School				
Academic Year	2017/18	Total PP budget based on 17/18 financial year	£48,299	Date of most recent PP Review	Sept 2017
Total number of pupils	211	Number of pupils eligible for PP	41 (09/17)	Date for next internal review of this strategy	April 2017

2. Attainment in statutory tests 2017							
	% Key Stage 1 Pupils achieving expected +				% Key Stage 2 Pupils achieving expected +		
	School Pupils eligible for PP 7 (3 SEN)	All school pupils	National average		School Pupils eligible for PP 3 (1 EHCP/2 SEN)	All school pupils	National average
Reading	57%	83%	76%	Reading	3 pupils suppressed	71%	71%
Writing	29%	77%	68%	Writing		79%	76%
Maths	57%	73%	75%	Maths		82%	75%
	Year 1 Pupils achieving standard in Phonics			SPAG		82%	77%
Phonics	1 pupil -supressed	80%		RWM		64%	61%

The results are much lower than last year due to the needs of the cohort.

3. Barriers to future attainment (for pupils eligible for PP, including most able)	
In-school barriers	
A.	Pupils eligible for pupil premium are often identified as having emotional and social difficulties. This prevents engagement with learning and has a detrimental effect on their academic progress. There has been a sharp rise in children who attract pupil premium in Year R and Year 1.
B.	Pupils who are eligible for Pupil Premium are not attaining as well as other pupils, particularly in Key Stage 2.
C.	Behaviour and anxiety issues for a small group of pupils (most eligible for PP) are having detrimental effect on their academic progress and that of

	their peers.
External barriers	
D.	Attendance rates for pupils eligible for PP are 92% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
E.	Pupils do not have equal access to trips and extra curricular activities or do not have correct equipment reducing their feeling of inclusion and learning opportunities.
F.	Pupils who are looked after or in the care of the local authority are often unsettled and behind their peers in entry to school and require support.

4. Desired outcomes		
	<i>Outcomes</i>	<i>Success criteria</i>
A.	Higher rates of progress across KS2 for pupils eligible for PP. Higher attainment in KS1 for pupils eligible for PP	Pupils eligible for PP identified make as much progress as 'other' pupils across the school in EYFS and in maths, reading and writing. Statutory tests in YR, Y1 (phonics) End of KS1 SATs and KS2 SATs and measured in Y3, 4 and 5 by teacher assessments Supported by moderation with other schools
B.	Social and Emotional issues addressed	Pupils' social and emotional literacy improves. Pupils are more able to engage with learning and school
C.	Behavioural issues of pupils addressed.	Fewer behaviour incidents recorded for these pupils. Less disruption in classes and for peers
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 25% or below. Overall PP attendance improves from 92% to 95% in line with national average.
E.	Inclusion of pupils eligible for PP in all activities	No pupil will be excluded from taking part in an event due to lack of parental funds. All pupils are fully equipped for school and activities
F.	Pupils who are LAC settle quickly and make progress	LAC are monitored. Observations show they have settled and are receiving the support they require. Carers and social workers report they have settled well Assessment shows they are making at least expected progress

5. Planned expenditure				
Academic year		2017/18		
i. Quality of teaching for all and targeted support				
Outcome	Action	Rationale	Monitoring	Review
A: Higher rates of progress across KS2 for pupils eligible for PP.	TA Support Wave 1 children Wave 2 children	Support provided by TAs for lower achieving pupils (not SEN) so that they can be enabled to fulfil their potential. Proportional cost. Includes support for literacy and numeracy.	Performance management Pupil Progress Meetings Lead: SENCo	July 2018
	Support Staff Training	TA CPD which involves managing specific needs eg: autism, phonics, NVQ Level 3, de-escalation tactics	Lesson Observations Performance management Pupil Progress meetings Lead: SENCo / CPD Leader	April 2018
	Teaching Staff Training	Class teacher CPD First Aid, Maths SJB Hub, Lesson Study, Smart Move. Course cost plus supply cover, SENCo training	Performance management Pupil Progress Meetings Lead: CPD leader / Headteacher	April 2018
	Group work by teacher	Teacher to be employed part time to support children in Upper KS2 who are under attaining and support during SATs to promote well-being.	Performance management Pupil Progress Meetings Lead: Year 6 teacher / HT	July 2018
ii. Other approaches				
B: Social and Emotional issues addressed	Additional TA Support	Additional emotional and social support is required in reception classes in order that children can be encouraged to develop self-care skills and independence. 1 temporary TA post has been created to facilitate this	Careful recruitment Targeted support Evaluation of pupils in line with PSED goal Lead: Headteacher / EY lead	Termly
	ELSA Support	ELSA trained TA to work with specific children in order to support their social and emotional needs and promote good learning	Continued supervision for ELSA Performance management Evaluation of pupils engagement and impact Lead: SENCo	Termly

C: Behavioural issues of pupils addressed.	Friendly Groups	An experienced TA four hours a week to supporting those children who need emotional and social support.	Monitor behaviour and the impact on attainment. Lead: SENCo	Termly
	TA support	Provision for children who require TA support to manage their behaviour on the playground and in class	Lead: SENCo / Headteacher	Half Termly
	Transition Support	To enable vulnerable children who move from our school to another setting to be supported through visits and communication of teachers	Evaluation through ELSA Communication with parents Discussion with secondary liaison Lead: Year 6 teacher / Head	September 2018
D: Increased attendance rates for pupils eligible for PP.	Breakfast Club	Provides early morning child care for working families or for families find it difficult to attend school on time. This enables the children to have the best possible start to the day. Proportional cost funded to ensure places available when required by vulnerable children	Attendance monitoring Lead: Head / Administrative Assistant	Termly
E: Inclusion of pupils eligible for PP in all activities	Snacks/Breakfast for children in need	Provides early morning child care for working families, enabling the children to have the best possible start to the day. Proportional cost funded to ensure places available when required by vulnerable children	Monitoring by administration assistant Meeting with EWO	Monthly
	Trips	Subsidies to the school trips/activities planned over the next academic year to enable children to participate in curriculum activities and residential visits	Lead Admin Assistant / Headteacher	April 2018
	Swimming	Subsidy to the costs of swimming lessons	Lead Admin Assistant / Headteacher	Oct 2017 July 2018
	Uniform and additional clothing	To ensure children are dressed appropriately and feel part of the school culture and community	Lead Admin Assistant / Headteacher	July 2018
F: LAC pupils	Needs addressed	To ensure pupils who are LAC settle quickly and make progress	Deputy Head / SENCo	As req
Total budgeted cost funded by Pupil Premium funding and school budget				£

1. Review of expenditure			
Previous Academic Year		2016-2017	
Teaching Assistant Support Wave 1 children Wave 2 children	Support provided by TAs for lower achieving pupils (not SEN) so that they can be enabled to fulfil their potential. Proportional cost. Includes support for literacy and numeracy. Includes provision for children who require TA support to manage their behaviour on the playground and in class	£12,200	We are in the fortunate position of being able to offer TA support in every class in the mornings. This is to support all children in their learning. Some of this time is allocated to children who are more vulnerable because of home circumstances. Some children are also offered 1:1 support to manage their behaviour in the playground and behaviour and personal care on trips and residential. This level of provision ensures all children are included and lessens the impact on other children in the school or in the class. (Assessment Information)
Support Staff Training	TA CPD which involves managing specific needs eg: autism, phonics, NVQ Level 3, de-escalation tactics	£750	This covers some of our staff training and has a positive impact on intervention and therefore academic progress it also enables staff to consistently manage the needs of all children (CPD records and evaluations)
Teaching Staff Training and support	Class teacher CPD 'closing the gap', 'Every School a Good School', Maths SJB Hub, Lesson Study, Pupil Progress Meetings, Smart Move. Course cost plus supply cover	£6,500	Specific CPD has enabled teachers to understand the challenges that disadvantaged children face and to remove barriers to learning through a pro-active approach to raising expectations and through targeted intervention (CPD records and evaluations)
Group work by teacher	Teacher to be employed part time to support children in Upper KS2 who are under attaining and support during SATs to promote well-being.	£6,600	This teacher worked with our less able Year 6 children, many of whom are in receipt of pupil premium, and also focussed on our disadvantaged more able ensuring that they reached their potential.
Additional TA Support	Additional emotional and social support is required in reception classes in order that children can be encouraged to develop self-care skills and independence. 1 temporary TAs has been appointed to facilitate this	£9,360	EYFS children entered the school with very low levels of self care and personal awareness. Through the use of additional TAs and strong leadership from the Foundation Stage Leader 73% of the cohort were assessed as demonstrating a good level of development at the end of KS1 showing expected and more than expected progress from their internally measured baselines Year Two children needed additional emotional and academic support due to low levels of ability and social issues. KS1 results reflect the positive impact this had 67% ARE maths reading and Writing (73% maths, 73 % Reading, 67% Writing) Additional support for transition to Year 3 was also available for this class. (Assessment Information)
ELSA Support	ELSA trained TA to work with specific children in order to support their social and emotional needs and promote good learning	£2,600	An experienced ELSA is employed two afternoons a week to work with specific children who have been identified as vulnerable either in terms of family situation or school circumstances. The ELSA keeps detailed records which show how children who have completed the programme have made emotional progress and find areas of schooling easier. (ELSA notes, Counsellor feedback, Educational Psychologist reports, CAHMs discussions)
Friendly Groups	An experienced TA four hours a week to supporting those children who need emotional and social support. (increase from estimate)	£2,550	Children are able to address friendship issues and barriers to them making friends within a safe environment. Before and after questionnaires and surveys show that the children recognise that they are more able to focus and attain in class when they are less worried able social and emotional issues. (TA notes)

Transition Support	To enable vulnerable children who move from our school to another setting to be supported through visits and communication of teachers	£1275	This was an area of challenge in 2015 as we had seven schools to communicate with. Reports from our two main secondaries and the SEN schools suggest that the majority of the children made a good transition and are thriving. The money enabled release time for teachers and SENCO to discuss the needs of children with heads of years and learning and also the organisation of additional accompanied visits for more vulnerable children
Support for looked after children and post adoptive children	Supply cost covered to ensure classteacher and SENCo can meet with Educational Psychologist, social workers and parents to prepare and discuss appropriate individual plans. (added to original estimate due to change in role)	£750	All affected children are included and settled with appropriate PEPs. (PEPs, Observation, Assessment information)
Breakfast Club	Provides early morning child care for working families or for families find it difficult to attend school on time. This enables the children to have the best possible start to the day. Proportional cost funded to ensure places available when required by vulnerable children	£950	Vulnerable children have benefitted from this and it ensures they begin the day in a calm and organised manner. It has also helped to alleviate some low attendance and lateness. (Attendance Figures, EWO notes)
Snacks/ Breakfast for children in need	Provides early morning child care for working families, enabling the children to have the best possible start to the day. Proportional cost funded to ensure places available when required by vulnerable children	£250	This is still used by some children and is an important aspect of what we offer.
Trips	Subsidies to the school trips/activities planned over the next academic year to enable children to participate in curriculum activities and residential visits	£3000	As an inclusive school we believe that all children should be able to participate in every learning experience offered. Our curriculum based school trips offer children experiences they may not otherwise have and learning opportunities which are further exploited in the classroom. While residential trips are optional no child is denied the opportunity to attend due to lack of funding. Every parent is informed that Mrs Good is available to discuss finances if necessary and more vulnerable families are directly approached offer assistance. (Trip registers)
Swimming	Subsidy to the costs of swimming lessons	£2000	We believe swimming is a life skill and children are not excluded on the basis of payment. (Swimming skills)
Uniform and additional clothing	To ensure children are dressed appropriately and feel part of the school culture and community	£200	A lot of uniform needs have been provided through donations and unclaimed lost property. This year we have provided trainers for children who would otherwise not be able to take part in PE and also kept an 'emergency' residential bag containing clothes, outerwear, towels and personal items that more vulnerable children may not be able to supply from home.
Approximate Cost Overall Met through pupil premium budget and school budget		£48,985	