

Pupil Premium Strategy

1. Summary information					
School	Ongar Place Primary School				
Academic Year	2019/20	Total PP budget based on 18/19 financial year	Approx £53,000	Date of most recent PP Review	Sept 2019
Total number of pupils	203	Number of pupils eligible for PP	39 (Oct 19)	Date for next internal review of this strategy	July 2020

2. Attainment in statutory tests 2019							
	% Key Stage 1 Pupils achieving expected +				% Key Stage 2 Pupils achieving expected +		
	School Pupils eligible 11 children	All school pupils	National average		School Pupils eligible (5)	All school pupils	National average
Reading	64%	77%	75%	Reading	40%	66%	73%
Writing	64%	80%	69%	Writing	80%	86%	78%
Maths	64%	77%	76%	Maths	40%	76%	79%
	Year 1 Pupils achieving standard in Phonics			SPAG	80%	86%	78%
Phonics	6 pupils – 83%	80%	83%	RWM	20%	62%	65%
EYFS GLD	7 pupils - 63%	68%	72%				

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 KS1 and an increased overlap of pupils with SEND.
B.	Pupils who are eligible for Pupil Premium are not attaining as well as other pupils, particularly in reading/maths in KS2. This is a whole school issue

	but child eligible for pupil premium should be evaluated separately.
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 93% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. Persistent absence for pupils eligible for PP is 33% for the whole school is 7.7%
E	Pupils do not have equal access to trips and extra curricular activities or do not have correct equipment increasing their feeling of inclusion and learning opportunities. A growing number of families are requesting foodbank vouchers and financial support for extr curricular activities. We also give away more second hand jumpers, cardigans and PE kits than ever before. Families whose benefits are in the process of being changed are often left without FSM status for several weeks.
F	Pupils who are looked after, post looked after or in the care of the local authority are often unsettled and behind their peers on entry to school and require support.
G	Parents of pupils eligible for PP are less likely to be engaged with the school and learning, they sometimes have their own issues surrounding school and education. We have an increase of parents with low literacy levels

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 through pupil progress meetings 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 attendance improves. ELSA reports improvement in attitudes
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 and lowered persistent absence.	Reduce the number of persistent absentees among pupils eligible for PP to 23% or below. Overall PP attendance improves from 93% 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 All pupils have an adequate amount to eat within the school day
F.	Pupils who are LAC settle quickly and make progress	LAC are monitored and 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
G.	Parents are actively engaged in the school and signposted to appropriate support.	Parents of children eligible for pupil premium attend school events at the same level as others Parents understand how to support their children's learning at school. Parents understand how to support their children's through emotional difficulty Early contact is sought and made with reception parents Parents are offered opportunities to broaden their aspirations and develop additional skills through signposting and support

5. Planned expenditure

Academic year	2019/20			
i. Quality of teaching for all and targeted support				
Outcome	Action	Rationale	Monitoring and approx. cost	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 PP lower achieving (attainment and progress) pupils so that they can be enabled to fulfil their potential. Proportional cost. Includes support for literacy and numeracy. TA to be employed to support pupils across the school who do not have access to reading opportunities at home	Performance management Pupil Progress Meetings Additional TA reading time Lead: SENCo £18,700	July 2020
	Support Staff Training	TA CPD which involves managing specific needs eg: autism, phonics, NVQ Level 3, de-escalation tactics, maths intervention Safeguarding Mental health and trauma training First aid ELSA training	Lesson Observations Performance management Pupil Progress meetings Lead: SENCo / CPD Leader £1250	April 2020
	Teaching Staff	Class teacher CPD First Aid, Maths SJB Hub, Lesson Study, Smart Move,	Performance management	April

	Training	autism, phonics awareness - Course cost plus supply cover Safeguarding Mental health and trauma training SENCo training LAC Co-ordinator training and time	Pupil Progress Meetings PEP meetings Social worker meetings Lead: CPD leader / Headteacher £2500	2020
	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 (emphasis on reading and maths to close the gap between PP and others).	Performance management Pupil Progress Meetings Lead: Year 6 teacher / HT £7500	July 2020
	1:1 Support	TAs to be devolved to support pupils across the schools who do not have reading opportunities at home TAs to be trained in accelerated reader to support PP pupils	Performance management Pupil progress meetings Lead DH £2225	Termly
ii. Other approaches				
B: Social and Emotional issues addressed	Additional TA Support	Additional emotional and social support is required in Year R and Year 1 in order that children can be encouraged to continue to develop self-care skills and independence. 1 temporary TA post has been created to facilitate this and 5 additional afternoons given Several of our children have medical needs and require additional assistance to overcome anxiety and support to access the curriculum. Additional TA support is necessary	Careful recruitment Targeted support Evaluation of pupils in line with PSED goal Lead: Headteacher / EY lead £9000	Termly
	ELSA Support	ELSA trained TA to work with specific children in order to support their social and emotional needs and promote good learning 3 days and 2 pms available	Continued supervision for ELSA Performance management Evaluation of pupils engagement and impact ELSA training and support Lead: SENCo £4000	Termly
C: Behavioural issues of	TA support @ midday	Provision for children who require TA support to manage their behaviour on the playground and in class	Lead: SENCo / Headteacher £3325	Half Termly

pupils addressed.	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 £2000	September 2020
	Breakfast Club	Provides early morning childcare 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 Monitoring by administration assistant Meeting with IO Lead: Head / Administrative Assistant £2775	Termly
D: Increased attendance rates for pupils eligible for PP.	Snacks/Breakfast /Lunch for children in need	Some pupils complain of being hungry and there are indications that they are not getting enough to eat. When parent's benefits are reassessed, it can be that they are not entitled to FSM for a period of time. We have a stock of snacks and cereals we can give out when needed and will fund school lunches when necessary. We also offer school funded milk to all pupils who are entitled to PP	£500 <i>Milk:</i> <i>22p x 39 pupils x 5 days x 39 weeks = £1,600</i> = £2100	Monthly
E: Inclusion of pupils eligible for PP in all activities	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 £2000	April 2020
	Swimming	Subsidy to the voluntary costs of swimming lessons in order that pupils receive this important learning	Lead Admin Assistant / Headteacher £2250	July 2020
	Uniform and additional clothing	To ensure children are dressed appropriately and feel part of the school culture and community	Lead Admin Assistant / Headteacher £450	July 2020
F: LAC pupils	Needs addressed	To ensure pupils who are LAC settle quickly and make progress	Deputy Head / SENCo £1000	As req

G: Parental engagement	Parent involvement funded and encouraged	To engage parents from the start of their child's education To support parents in understanding children's emotional difficulties To provide opportunities for parents to develop their own skills and knowledge	Deputy Head / Head /SENCo £1150	Termly
Approximate spend £62,225 additional amount to be taken from budget				

1. Review of expenditure Previous Academic Year 2018-2019			
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.	£16,932	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	£1220	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	Class teacher CPD First Aid, Maths SJB Hub, Lesson Study, Smart Move. Course cost plus supply cover, SENCo training	£6500	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 (emphasis on reading to close the gap between PP and others).	£6960	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.
Friendly Groups	An experienced TA four hours a week to support those children who need emotional and social support.	£4200	
TA support	Provision for children who require TA support to manage their behaviour on the playground and in class	£2925	These 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 EYFS and this progress has continued through year 1. However, now in Year two these children needed additional emotional and

			academic support due to low levels of ability and social issues. There are also several medical issues that arose. These children have been well supported and continue to have access to a full curriculum.
Transition Support	To enable vulnerable children who move from our school to another setting to be supported through visits and communication of teachers	£1300	This was an area of challenge in 2019 as we had several schools to communicate with including SEN provision. +Reports from our two main secondaries and the SEN school 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
Breakfast Club and attendance initiatives	Provides early morning childcare 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	£2850	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, IO notes)
Snacks/ Breakfast for children in need	Provides early morning childcare 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	£3300	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	£2200	We believe swimming as well as being part of the national curriculum swimming is a life school. Children who meet NC requirements should continue to receive lessons as their peers do and should not be 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	£450	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.
Needs addressed	To ensure pupils who are LAC settle quickly and make progress	£1200	All affected children are included and settled with appropriate PEPs. (PEPs, Observation, Assessment information)
Parent involvement funded and encouraged	To engage parents from the start of their child's education To support parents in understanding children's emotional difficulties To provide opportunities for parents to develop their own skills and knowledge	£1200	