



Great Bardfield Primary School  
Pupil Premium Report  
and Statement  
2017 - 2018

# Pupil premium Strategy Report Year 2016-2017

Review of expenditure				
Previous Academic Year 2016-2017			2016 / 2017 – total spend £25,800	
i. Attainment and Progress				
Desire outcome	Chosen action / approach	Impact of PPG	Summary and next steps	Cost:
Children in receipt of PPG should make at least good progress from their starting points and the difference between them and children not in receipt of PPG is diminished	<p>Tailored 1:1 / small group intervention programmes</p> <p>Purchase resources to support the needs of PP children</p> <p>Learning mentor</p> <p>HLTA led learning / intervention</p> <p>Embedding the mastering maths programme</p>	<p><b>Attainment:</b> At the end of Summer 2, Y6 children in receipt of PPG or entitled to FSM had the following attainment (data from School Performance):</p> <ul style="list-style-type: none"> <li>R: 80% at ARE or above</li> <li>W: 80% at ARE or above</li> <li>M: 80% ARE or above</li> <li>Combined: 80% ARE or above.</li> </ul> <ul style="list-style-type: none"> <li>R: 0% at GD</li> <li>W: 20% at GD</li> <li>M: 40% at GD</li> </ul> <p>Those not entitled to PPG attained</p> <ul style="list-style-type: none"> <li>R: 67% at ARE or above</li> <li>W: 78% at ARE or above</li> <li>M: 78% ARE or above</li> <li>Combined: 67% ARE or above.</li> </ul> <ul style="list-style-type: none"> <li>R: 33% at GD</li> <li>W: 44% at GD</li> <li>M: 11% at GD</li> </ul> <p><b>Progress (TA)</b> Over the year, Y5 Sum2 to Y6 Sum2 the children should make 6 points progress:</p> <p>PP or FSM Group: R: 9.6, W: 8.8, M: 9.0, RWM: 9.1</p> <p>Not PP or FSM group: R: 7.9, W: 7.4, M: 7.8, RWM: 7.7</p>	<p>Tailored interventions 1:1 and small group interventions offered by Mrs Williams had the greatest impact In summary the results show that:</p> <p>4 of our PPG children were not with us in KS1. They joined us with low starting points in KS2. All of our PPG children made the same or better progress than their non PPG peers.</p> <p>Excellent progress was made by PPG children. Two children who were not at ARE at the end of KS1 reached greater depth at the end of KS2 in writing and maths.</p> <p>The Learning mentor programme made a huge impact on the emotional wellbeing of our pupils so that they were in a better place to want to learn. This work will continue in the future years with two learning mentors (as opposed to one) working with children next year.</p> <p>In lessons LSAs work hard with the children working closely with teacher direction to ensure maximum progress. Verbal feedback is offered in lessons to targeted PPG children so that they can move on quickly and make rapid progress.</p> <p>Children have received professional counselling from trained counsellors-Rainbow Changes and Kids inspire at £40 per session. This has had a huge impact on helping children to deal with their emotions created bt outside problems</p>	<p>1:1 Dedicated Teacher Support £11,600</p> <p>Learning Mentor £1,000</p> <p>Focused LSA support £6,200</p> <p>Counselling £2,000</p>

ii. Engagement				
Desire outcome	Chosen action / approach	Impact of PPG	Summary and next steps	Cost
To improve curriculum engagement and academic achievement of children in receipt of PPG	<p>Educational SATS support resources</p> <p>On line Reading Resource-Bug Club</p> <p>Subsidised places given to after school enrichment clubs</p> <p>Provision of Gifted and Talented Art Club</p> <p>Free Early Sports Clubs</p> <p>Subsidised year group trips including residential trip in year 6</p>	<p>It is evident through the monitoring that the SMT complete, that the children are becoming more independent in their learning and not so reliant on adult support. They are beginning to use all the tools available to them to work independently. Sometimes, the children need a guiding hand, with the adults in the room gently suggesting resources that they may use to support their learning.</p> <p>Children's reading results have improved as a result of using Bug Club. Children who may not have access to books at home but do have electronic devices-are using these to read.</p> <p>All children, including those in receipt of PPG are invited to attend before and after schools clubs and some are invited to attend Gifted and Talented Clubs in school and on Saturdays through the Cluster Group. This has resulted in raised self-esteem and children being able to access activities and experiences that they may not have any other opportunity to do.</p>	<p>The children have benefitted from attending the extra curricula opportunities and have become more confident and self-aware as a result. The Gifted and talented Art Club has been extremely positive for our PPG students.</p> <p>The children that attend early morning sports clubs are extra focused in their learning. These clubs have helped to settle them in the mornings and to support them with learning they have found tricky.</p> <p>The electronic Reading Scheme-Bug Club- has helped children to access high quality texts outside school. Children are motivated to use this independently.</p> <p>Although all families of children entitled to funding have been offered places in the early sports clubs, not everyone takes up their place. We need to continue to encourage parents to get up early to bring their child along.</p> <p>Subsidising trips for PPG children has a huge impact which is especially evident with children on the Year 6 Residential. The joy and happiness that PPG children demonstrate when taken on this trip is truly humbling. We are creating a positive memory for these children.</p>	<p>Art Club £ 1,000</p> <p>Early Morning Clubs £ 1,000</p> <p>Bug Club £ 500</p> <p>Subsidised Trips £ 1,000</p>

			We will continue working with other schools in the local area to offer opportunities to the children entitled to PPG who would not have the opportunities otherwise.	
iii. Teaching and Learning				
<b>Desire outcome</b>	<b>Chosen action / approach</b>	<b>Impact of PPG</b>	<b>Summary and next steps</b>	<b>Cost</b>
To enable all children to have access to quality first teaching and develop independent learning  Development of specific staff skills and understanding	Staff training – identified courses throughout the year that will benefit the teaching of children who are PP.  Attachment course  In-house training  De-escalation techniques	Teachers feel confident and well equipped to deliver Quality First Teaching which meets the needs of children who are PPG leading to improved progress and attainment.  Other adults are skilled in offering targeted support within a lesson or in a small focused group which ensures that PPG children make at least expected progress.  PPG children who are higher attainers have the same opportunities as their peers and achieve Greater Depth in English and Maths.  PPG children, who have attachment difficulties, have their needs met by staff who have been trained to support children with this need. The impact of this is that children have improved learning behaviours.	Teachers have in depth understanding of the needs and abilities of their pupils who are entitled to PPG funding. They provide the necessary learning opportunities to ensure this group of children make as much progress as possible and attain in line with their peers.  Courses will continue to be offered in order to skill up staff to help children overcome any barriers to learning.	Courses £1,500
iv. Attendance				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	<b>Summary and next steps</b>	<b>Cost</b>

<p>The attendance of children in receipt of PPG should be at least in line with the national average of 96%</p>	<p>Invite children to attend Sports clubs and early morning interventions</p> <p>Pastoral Care Manager (Mrs Kerrell) to evaluate barriers to attendance and co-ordinate appropriate interventions</p>	<p>Sports clubs continue to be offered to children in receipt of PPG although take up of places is limited. Those children that do attend have good attendance.</p> <p>Children are invited to take part in different early morning intervention sessions. Children are listened to read on a frequent basis and practise their times tables. These skills are improving for our PPG children.</p> <p>PPG children are developing their social skills and this is then taken back into the classroom and children are shown to be more confident.</p> <p>Children's absence continues to be monitored by the pastoral care manager who liaises with parents. An improvement in attendance has been noted.</p>	<p>PPG children who come to school earlier are showing good progress and have improved attendance levels.</p> <p>The pastoral care manager (Mrs Kerrell) meets with families with children who are poor attenders and support them to overcome any barriers that are affecting their attendance</p> <p>The attendance overall is lower than expected due to one or two families that have difficulties getting to school on time and who the school are supporting</p>	
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# Pupil Premium Statement for the Academic Year 2017 - 2018

1. Summary information					
<b>School</b>	CHANGE Schools Partnership – Notley Green Primary School				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	PPG budget for 2017 – 2018: £25,553 Carry forward from 2016 – 2017: £410 Total PPG budget for 2017 – 2018: £25,943	<b>Date of most recent PP Review</b>	Summer 2017
<b>Total number of pupils</b>	122	<b>Number of pupils eligible for PP (September 2017)</b>	14 Pupils PPG 1 child LAC	<b>Date for next internal review of this strategy</b>	Autumn 2017

2. Current Progress and Attainment (July 2017)		
Data taken from School Performance Data	<i>Pupils eligible for PPG</i>	<i>Pupils not eligible for PP</i>
<b>% meeting the expected standard or above in reading, writing and maths</b>	80%	67%
<b>% meeting the expected standard or above in reading</b>	80%	67%
<b>% meeting the expected standard or above in writing</b>	80%	78%
<b>% meeting the expected standard or above in maths</b>	80%	78%
<b>Progress Score in reading from end of KS1</b>	5.2	2.6
<b>Progress Score in writing from end of KS1</b>	5.2	2.2
<b>Progress Score in maths from end of KS1</b>	8.1	0.8

## Attendance Summary July 2017

Attendance Summary 2016-2017 (Taken July 2017)	No. of pupils PPG	Attd 16-17	No of Pupils NON PPG	Attd 16-17
Year 1	0	NA	21	96.40%
Year 2	4	96.97%	16	96.19%
Year 3	2	91.97%	13	96.85%
Year 4	3	93.60%	16	96.76%
Year 5	2	97.63%	8	97.53%
Year 6	5	95.32%	11	98.09%
Totals:	15	95.10%	85	96.67%

The table above shows that the attendance for PPG children overall is in line with the non PPG children. However, in Years 3,4 and 6 there are families that we have been working closely with as the attendance of PPG children in these year groups is significantly below that of their peers.

5. Planned expenditure					
Academic year				2017 / 2018	
The headings below demonstrate how the school is using the Pupil Premium Funding to diminish the difference between children in receipt of pupil premium grant and their peers					
i Attainment and progress					
Desired outcome	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?
Children in receipt of PPG should make at least good progress from their starting points and the difference between them and children not in receipt of PPG is diminished	<p>Tailored 1:1 / small group intervention programmes</p> <p>Purchase resources to support the needs of PP children</p> <p>Learning mentor</p> <p>LSA led learning / intervention</p>	<p>EEF toolkit suggests that small group tuition is most likely to be effective if it is targeted at pupil's specific needs.</p> <p>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress. The EEF also suggests that Lower attaining pupils may gain more from this strategy than high attaining students</p>	<p>Teachers work with PP champion to identify particular interventions to support the learning</p> <p>All staff identify which children have appropriate access to the intervention programs</p> <p>Children in receipt of PP to be included in targeted support groups for the higher attainers</p> <p>Monitoring of programme implementation and monitoring pupils attainment and progress, ensuring delivery is appropriate to the needs of the children. This monitoring is through pupil progress meetings, book looks, across TRUST moderation</p>	CT with monitoring from SLT	Termly at pupil progress meetings
<b>Total budgeted cost (allocation across 1:1 Teaching, LSA, LM, Inclusion) Resource costs to implement</b>					£21,800



<b>ii Engagement</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review</b>
To improve curriculum engagement and academic achievement of children in receipt of PPG	<p>Educational SATS support resources</p> <p>PP champions cluster group to organise events and activities across schools</p> <p>Subsidised places given to after school enrichment clubs</p> <p>Early Sports club places</p> <p>Subsidised year group trips including residential trip in year 6</p> <p>Free membership to Children's university</p> <p>Parent workshops</p> <p>Utilise pupil voice as part of feedback</p>	<p>Rowland suggests that funding can be used to access extra-curricular activities to improve attitudes to learning. He also suggests that access to a breakfast club can ensure that pupils are not hungry and distracted.</p> <p>According to the EEF, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning.</p> <p>Evidence from the EEF toolkit suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. School-level behaviour approaches are often associated with improvements in attainment. Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.</p> <p>The EEF toolkit suggests that on average, Social Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself</p>	<p>Early Sports clubs are organised to target the most vulnerable children to make sure they have a good start to the day and are ready to learn.</p> <p>Monitoring of the activities offered to ensure they are making an impact to the children's learning.</p> <p>Monitoring the impact of activities through pupil voice</p> <p>Monitoring of impact through discussions at information parents meetings</p>	<p>Sports Clubs to be led by Premier Sport</p> <p>CT and SLT monitor the impact of extra curricula activities to ensure appropriate ness</p>	<p>Termly impact of provision from ongoing reviews and SLT monitoring visits.</p>
<b>Total budgeted cost</b>					£2,500

iii Teaching and Learning					
Desired outcome	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?
To enable all children to have access to quality first teaching and develop independent learning	Staff training – identified courses throughout the year that will benefit the teaching of children with PP  In-house training	EEF toolkit suggests that feedback studies tend to show very high effects on learning. Meta-cognition and self- regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.  Rowland suggests that children can achieve when teachers put in place quality first teaching which supports all learners – i.e. <ul style="list-style-type: none"> <li>• Have high aspirations for the achievement of pupils</li> <li>• Good teaching and learning for all pupils</li> <li>• Provision based on careful analysis of need, close monitoring of each individual's progress and a shared perception of desired outcomes</li> <li>• Evaluation of the effectiveness of provision at all levels in helping to improve opportunities and progress</li> <li>• Leaders who look to improve general provision to meet a wider range of needs rather than always increasing additional provision</li> <li>• Swift, timely changes to provision, by individual providers and local areas, as a result of evaluating achievement and well-being</li> <li>• Clear and detailed understanding of 'next steps', based on shared perceptions of the desired outcomes</li> <li>• Focus on pupils' starting points – exceeding expected progress</li> <li>• Regularly and accurately monitored data on the progress and attainment of pupils</li> <li>• Extensively evaluated interventions</li> <li>• Evaluating a wide range of data and using it effectively to improve standards and better provision</li> </ul>	Teachers work with PP champion to identify any barriers to learning and suggest ways of overcoming these.  Monitoring pupils' attainment and progress, ensuring delivery is appropriate to the needs of the children.  Identify any gaps in staff understanding of a range of difficulties and identify any CPD needs  Children's attainment is discussed at pupil progress meetings  Drop in sessions and learning walks  Impact of PDM training noted via learning walks	CT with monitoring from SLT	Termly at pupil progress meetings
<b>Total budgeted cost</b>					£1,500

iv Attendance					
Desired outcome	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 implementa
The attendance of children in receipt of PPG should be at least in line with the national average of 96%	<p>Invite children to attend Early Sports club</p> <p>Parent drop in coffee mornings</p> <p>Pastoral Care Manager to evaluate barriers to attendance and co-ordinate appropriate interventions</p>	<p>Rowland suggests that access to a breakfast club can ensure that pupils are not hungry and distracted.</p> <p>Children should attend school to learn how to research, form opinions and ultimately prepare for life as a productive adult.</p> <p>To get the most out of a good education, children need to go to school every day. School attendance has a major influence on educational outcomes. Students who attend school regularly are more likely to achieve better results at school and are more likely to complete their schooling.</p> <p>Parents can make it easier for their child to attend school by having a positive attitude to learning and education.</p> <p>Poor school attendance patterns can start as early as Year F. It is important that from the first day of school parents set an expectation that their children will be at school every day.</p>	Close monitoring of attendance of children. Any absences followed up by a phone call and a letter if appropriate.	PCM and SLT	Termly
<b>Total budgeted cost</b>					£150

#### Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

The rationale for the above spend takes into account the following publications:

- Education Endowment Foundation Teaching and Learning Toolkit – 2011 (EEF)
- Pupil Premium Research Report by Dr. Sue Robinson
- Evaluation of Pupil Premium – DFE July 2013
- The Pupil Premium – next steps – Sutton Trust and Education Endowment Foundation – July 2015
- Supporting the attainment of disadvantage pupils: Articulating success and good practice – NFER – November 2015
- Tackling Educational Disadvantage: A Toolkit for Essex Schools – Marc Rowland – April 2016













