



CHANGE Schools Partnership Trust

Pupil Premium Statement For Notley Green Primary School

2018 - 2019

Pupil premium strategy statement

Review of expenditure				
Previous Academic Year			2017 / 2018	
i. Attainment and Progress				
Desired outcome	Chosen action / approach	Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learnt (and whether you will continue with this approach)	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>Speech and Language therapist</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>'Catch up, keep up' learning</p>	<p>Attainment: At the end of Summer 2, Y6 children in receipt of PP or entitled to FSM had the following attainment (TA):</p> <ul style="list-style-type: none"> R: 77.8% at ARE (6s) or above W: 77.8% at ARE (6s) or above M: 88.9% ARE (6s) or above Combined: 77.8% ARE (6s) or above. <p>Those not entitled attained R: 78.8%, W: 84.6%, M: 80.8% and C: 76.9%.</p> <p>There was one child entitled to PP who are on the SEN register. Without this child the attainment is R: 75.0%, W: 75.0%, M: 87.5% and C: 750%</p> <p>Progress (TA) Over the year, Y5 Sum2 to Y6 Sum2 the children should make 6 points progress:</p> <p>PP or FSM Group: R: 7.9, W: 6.3, M: 6.9, RWM: 7.0</p> <p>Not PP or FSM group: R: 6.8, W: 6.3, M: 6.4, RWM: 6.4</p> <p>PP or FSM but NOT SEN group: R: 7.9, W: 6.3, M: 6.9, RWM: 7.0</p> <p>Throughout the school there are 9 children on the SEND register who were either on</p>	<p>Small group interventions have worked to support the learning of those most vulnerable and the higher attainers have been part of focus groups, led by SLT. The gap has diminished from the previous year, but consideration needs to take account that this is a different cohort of children and there were not as many children eligible for PPG funding who were also on the SEN register.</p> <p>Learning mentor has 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.</p> <p>The staff discuss when the interventions will take place during the Monday morning meeting and this has ensured the consistency of the programmes.</p> <p>Focus groups and tailored interventions will continue to be held in order to support the learning of children entitled to PPG funding to ensure the gap continues to diminish.</p>	<p>£73,296.00 (staffing) + £2331.24</p>

		<p>the DFE list of children entitled to PPG or have been in receipt of FSM at some stage during the year 2017 – 2018.</p> <p>These children have all had access to quality first teaching and then been supported via a range of interventions or personalised support, depending on the needs of the child.</p> <p>As part of HQT, children’s misconceptions are targeted immediately and feedback given. However, some children on the register are also involved in ‘gap groups’ when any misconceptions are taught again so children gain confidence and understanding.</p>		
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ii. Engagement

Desired outcome	Chosen action / approach	Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learnt (and whether you will continue with this approach)	Cost £2904.69
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 bird club places</p> <p>Subsidised year group trips including residential trip in year 6</p> <p>Free membership to Children’s university</p> <p>Support with uniform costs</p> <p>Nurture groups / social groups for those children identified as having social and emotional needs</p> <p>Purchase resources to support the social groups</p>	<p>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. This has been evident through SLT monitoring and also being part of the reflectEd programme. All adults support all children in the class, identifying misconceptions early on and supporting the children by scaffolding and encouraging them to problem solve.</p> <p>All children, including those in receipt of PPG are invited to attend after schools clubs and some are invited to attend TANGO course, held on Saturdays. These have been beneficial for the children who have enjoyed attending.</p> <p>Over the year, groups of children entitled to PPG funding have experienced a range of activities – a visit from a children’s author, an international day,</p>	<p>The children have benefitted to have been able to attend the extra curricula opportunities. They have been encouraged to work with children from other schools and as a consequence have become more confident and self-aware as a result. We hope to be able to continue to offer these experiences across the cluster, as well as support families financially to enable children to attend trips and visits.</p> <p>All children in receipt of PPG funding are invited to be part of the Early Bird Club which has amalgamated into the Breakfast club. Those that attend have had extra focus time for learning as part of it which has helped to settle them in the mornings and to support them with learning they have found tricky.</p> <p>Children’s membership continues to be offered, although the take up from this group of children is minimal.</p>	

	Behaviour interventions to support children with SEMH difficulties Parent workshops Utilise pupil voice as part of feedback	involving geography skills and food technology and a sports event, focusing on healthy eating and exercise.	The learning mentor has been key this year in providing behaviour interventions to support children with SEMH difficulties and a number of resources have been purchase to support the learning needs of these children.	
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iii. Teaching and Learning

Desired outcome	Chosen action approach	Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learnt (and whether you will continue with this approach)	Cost
				£4095.00
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 DTP In-house training Training, conferences and cover costs De-escalation techniques Training to support the teaching of metacognition	The children have full access to QFT but are also supported by the teachers and other adults at different times of the day, if concepts need re-teaching or further practise is required. This includes children who are higher attainers so that they continue to have their thinking challenged.	Teachers are aware of their pupils who are entitled to PPG funding and ensure 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.	

iv. Attendance

Desired outcome	Chosen action / approach	Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learnt (and whether you will continue with this approach)	Cost
				£6368.22
The attendance of children in receipt of PPG should be at least in line with the national average of 96%	Invite children to attend Early Bird club Parent drop in coffee mornings Pastoral Care Manager to evaluate barriers to attendance and co-ordinate appropriate interventions	Early Bird club continues to be offered to children in receipt of PPG although take up of places is limited. The children have now been joined by children from the breakfast club and have been instrumental in teaching these children life skills. Children are listened to read on a frequent basis and practise their times tables. Children are seen to be independent in early bird club and follow routines well. They are developing their social skills	There was little take up of coffee mornings, but parents were invited to a workshop run by an outside agency, which was well attended. Plans are in place to offer drop in sessions. Families with children who are low attenders continue to be met with to help them overcome any barriers that are affecting the children's attendance The attendance overall is lower than expected due to one or two families that	

		<p>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 and she sends out letters at appropriate times.</p> <p>Children in receipt of PPG funding have attendance of 94.5% whereas non disadvantaged are at 96.74%. The group with the lowest attendance is the group of SEN + Disadvantaged at 91.8%. We are working very closely with these families to increase their attendance.</p>	<p>have difficulty and which the school continue to support.</p>	
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Approximate spend for 2017 – 2018 = £91, 995.15 – therefore possible carry over = £13, 814.85

Pupil Premium Statement for the Academic Year 2018 - 2019

1. Summary information					
School	CHANGE Schools Partnership – Notley Green Primary School				
Academic Year	2018.2019	Total PP budget	£76, 580 plus £13, 814.85 carry over	Date of most recent PP Review	Summer 2018
Total number of pupils	414 (as of 25.06.18)	Number of pupils eligible for PP	58	Date for next internal review of this strategy	Autumn 2018

2. Current attainment		
(11.1% of children in receipt of PPG were also SEN)	<i>Pupils eligible for PP (Notley Green School)</i>	<i>Pupils not eligible for PP (Notley Green School)</i>
% meeting the expected standard or above in reading, writing and maths	77.8%	76.9%
% meeting the expected standard or above in reading	77.8%	82.7%
% meeting the expected standard or above in writing	77.8%	82.7%
% meeting the expected standard or above in maths	77.8%	75.0%
% meeting the expected standard or above in GPS		
% making expected progress in reading		
% making expected progress in writing		
% making expected progress in maths		

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A. Attainment and progress

Starting Point: - data taken from

Year 6 - 2018

Attainment:

FSM (in the last 6 years): % expected standard or above for reading, writing and maths

Not FSM (in the last 6 years): % expected standard or above for reading, writing and maths

Y6 (9 pupils) 16.7% are also SEN	Test Scaled Score			
Subject	<100	100+	110+	Average
Reading	2 (22.2%)	7 (77.8%)	3 (33.3%)	107.2
Writing	2 (22.2%)	7 (77.8%)	4 (44.4%)	105.6
Maths	2 (22.2%)	7 (77.8%)	1 (11.1%)	102.7

Y6 (52 pupils) 15.3% are also SEN	Test Scaled Score				
Subject	Other Includes any assessment codes such as A (absent)	<100	100+	110+	Average
Reading	1 (1.9%)	8 (15.4%)	43 (82.7%)	21 (40.4%)	105.9
Writing	1 (1.9%)	8 (15.4%)	43 (82.7%)	24 (46.2%)	107.6
Maths	1 (1.9%)	12 (23.1%)	39 (75.0%)	11 (21.2%)	104.0

Progress

FSM (in the last 6 years): % expected standard or above for reading, writing and maths xxx

Not FSM (in the last 6 years): % expected standard or above for reading, writing and maths xxx

Year 2 - 2018

Attainment:

FSM (in the last 6 years): % expected standard or above for reading, writing and maths

Not FSM (in the last 6 years): % expected standard or above for reading, writing and maths

Y2 (5 pupils) 40% are also SEN	Test Scaled Score				
Subject	Other (scaled score conversion has not yet been released)	<100	100+	110+	Average
Reading	1 (20.0%)	1 (20.0%)	3 (60.0%)		103.3
Writing	1 (20.0%)	2 (40.0%)	2 (40.0%)		98.8
Maths		2 (40.0%)	3 (60.0%)		100.2

Y2 (55 pupils) 9% are also SEN	Test Scaled Score				
Subject	Other (scaled score conversion has not yet been released)	<100	100+	110+	Average
Reading	2 (3.6%)	5 (9.1%)	48 (87.3%)	16 (29.1%)	105.8
Writing	4 (7.3%)	12 (21.8%)	39 (70.9%)	15 (27.3%)	104.6
Maths	2 (3.6%)	9 (16.4%)	44 (80.0%)	18 (32.7%)	105.6

Progress

FSM (in the last 6 years): % expected standard or above for reading, writing and maths xx

Not FSM (in the last 6 years): % expected standard or above for reading, writing and maths xx

B.	<p>Engagement</p> <p>Starting point:</p> <p>Some children do not have access to extracurricular activities and we need to ensure that disadvantaged pupils have access to extracurricular activities, school trips and essential items such as uniform</p>																																													
C.	<p>Teaching and Learning</p> <p>Starting point:</p> <p>80% of teachers' impact on learning is consistently good or better over time</p>																																													
<p>External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</p>																																														
D.	<p>Attendance</p> <p>Starting Point:</p> <table border="1" data-bbox="224 798 1892 1252"> <thead> <tr> <th></th> <th>No. of pupils</th> <th>15 - 16</th> <th>16 – 17</th> <th>17 – 18</th> </tr> </thead> <tbody> <tr> <td>Year F</td> <td>2</td> <td>-</td> <td>-</td> <td>95.8%</td> </tr> <tr> <td>Year 1</td> <td>6</td> <td>-</td> <td>87.9%</td> <td>92.5%</td> </tr> <tr> <td>Year 2</td> <td>5</td> <td>97.5%</td> <td>96.3%</td> <td>95.9%</td> </tr> <tr> <td>Year 3</td> <td>8</td> <td>95.9%</td> <td>96.1%</td> <td>95.6%</td> </tr> <tr> <td>Year 4</td> <td>16</td> <td>95.0%</td> <td>94.4%</td> <td>94.4%</td> </tr> <tr> <td>Year 5</td> <td>11</td> <td>96.7%</td> <td>95.9%</td> <td>93.4%</td> </tr> <tr> <td>Year 6</td> <td>9</td> <td>95.8%</td> <td>96.5%</td> <td>94.2%</td> </tr> <tr> <td>Totals:</td> <td>57</td> <td>96.2%</td> <td>94.5%</td> <td>94.6%</td> </tr> </tbody> </table>		No. of pupils	15 - 16	16 – 17	17 – 18	Year F	2	-	-	95.8%	Year 1	6	-	87.9%	92.5%	Year 2	5	97.5%	96.3%	95.9%	Year 3	8	95.9%	96.1%	95.6%	Year 4	16	95.0%	94.4%	94.4%	Year 5	11	96.7%	95.9%	93.4%	Year 6	9	95.8%	96.5%	94.2%	Totals:	57	96.2%	94.5%	94.6%
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Year 5	11	96.7%	95.9%	93.4%																																										
Year 6	9	95.8%	96.5%	94.2%																																										
Totals:	57	96.2%	94.5%	94.6%																																										

4. Desired outcomes (<i>Desired outcomes and how they will be</i>)		Success criteria
A.	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	<ul style="list-style-type: none"> • Closing of individual gaps in learning so that age related expectations and above is achieved • Greater confidence to complete tasks • Increased engagement at school • Accelerated progress • Deeper understanding of concepts and the application of knowledge • Children will become more confident in themselves and their abilities • High attainers make good or better progress from their starting points and attain as well as those high attainers not in receipt of PPG funding

4. Desired outcomes <i>(Desired outcomes and how they will be)</i>		Success criteria
B.	To improve curriculum engagement and academic achievement of children in receipt of PPG	<ul style="list-style-type: none"> • Children are able to complete any work set, receiving help and support if needed • Children have access to a range of interventions, including focus groups and speech and language therapy to support their learning needs • Children are able to access online learning • Children experience opportunities to learn in a range of environments, supporting their learning at school. • Children will gain experiences which may not be otherwise be available to them. • Cultural growth of children to widen their experiences and interests, in order to close the deprivation gap. • Children will develop strategies to manage feelings and social situations in which they find themselves such as turn taking, fair play • Parents are supported in learning with their children • Positive relationships are built and fostered within the school community • Children improve their reading skills by having books sent home to share with parents • Children will be able to show more self-control, calm quicker and therefore attend to their learning • Pupils have access to Breakfast Club enabling them to have a healthy breakfast and a good start to the day • Targeted pupils are able to learn a musical instrument

4. Desired outcomes (<i>Desired outcomes and how they will be</i>)		Success criteria
C.	To enable all children to have access to quality first teaching and develop independent learning	<ul style="list-style-type: none"> • 100% of teachers' impact on learning is consistently good or better over time • Develop staff understanding on a range of difficulties and the impact they can have on children's learning • Staff have a wider knowledge and understanding of areas affected by pupil premium, which will ultimately raise the attainment of children and staff knowledge
D.	The attendance of children in receipt of PPG should be at least in line with the national average of 96%	<ul style="list-style-type: none"> • The percentage of children attending school regularly will be in line with national averages and their peers and this will have an impact on the children's attainment and progress • Children will have a positive start to the day and have a healthy breakfast and access to social tasks • Parents to feel comfortable about meeting with staff to discuss the needs of their children

5. Planned expenditure					
Academic year			2018 / 2019		
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>Speech and Language therapist</p> <p>Purchase resources to support the needs of PP children</p> <p>Learning mentor</p> <p>Embedding the mastering maths programme</p> <p>‘Catch up, keep up’ learning</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 children have appropriate access to the implementation of the programs through weekly meetings and discussions</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
Total budgeted cost (allocation across HLTA, LSA, LM, Inclusion)					Staffing: £65,093.00 + £4,000.00

ii Engagement					
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 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>Early bird club places</p> <p>Subsidised year group trips including residential trip in year 6</p> <p>Free membership to Children's university</p> <p>Support with uniform costs</p> <p>Nurture groups / social groups for those children identified as having social and emotional needs</p> <p>Purchase resources to support the social groups</p> <p>Behaviour interventions to support children</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>Breakfast club is 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>Breakfast club to be led by a staff member – provision monitored by SLT</p> <p>CT and SLT monitor the impact of extra curricula activities to ensure appropriateness</p>	<p>Termly impact of provision from ongoing reviews</p>
Total budgeted cost					£1,487

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 Training, conferences and cover costs	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"> • Have high aspirations for the achievement of pupils • Good teaching and learning for all pupils • Provision based on careful analysis of need, close monitoring of each individual's progress and a shared perception of desired outcomes • Evaluation of the effectiveness of provision at all levels in helping to improve opportunities and progress • Leaders who look to improve general provision to meet a wider range of needs rather than always increasing additional provision • Swift, timely changes to provision, by individual providers and local areas, as a result of evaluating achievement and well-being • Clear and detailed understanding of 'next steps', based on shared perceptions of the desired outcomes • Focus on pupils' starting points – exceeding expected progress • Regularly and accurately monitored data on the progress and attainment of pupils • Extensively evaluated interventions • Evaluating a wide range of data and using it effectively to improve standards and better provision 	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
Total budgeted cost					£2,000

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 implementation?
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 Bird 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>Attendance officer</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
Cost allocation included in staff and resources allocations above.					£4,000

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
- 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