



CHANGE Schools Partnership Trust

Pupil Premium Statement For Notley Green Primary School

2017 - 2018

Pupil premium strategy statement

Review of expenditure				
Previous Academic Year			2016 / 2017 – total spend £76, 350	
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>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 (data from School Performance):</p> <ul style="list-style-type: none"> R: 46% at ARE or above W: 54% at ARE or above M: 38% ARE or above Combined: 38% ARE or above. <p>Those not entitled attained R: 80%, W: 80%, M: 75% and C: 66%.</p> <p>There are three children entitled to PP who are on the SEN register. Without these children the attainment is R: 60%, W: 70%, M: 70% and C: 50%</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: 6.3, W: 6.5, M: 6.0, RWM: 6.3</p> <p>Not PP or FSM group: R: 6.5, W: 6.6, M: 6.2, RWM: 6.4</p> <p>PP or FSM but NOT SEN group: R: 6.6, W: 7.1, M: 6.7, RWM: 6.8</p>	<p>Children that have been identified as higher attainers need more focused support in the coming year to ensure that they make at least expected progress from their starting points and that attainment is in line with children who are not eligible for PP funding.</p> <p>Learning mentor 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 HLTAs have been working hard with the children, but the intervention timetable needs tightening up so that the programmes are completed as suggested to ensure maximum progress</p>	

		<p>There are 14 children on the SEND register who were either on the DFE list of children entitled to PPG or have been in receipt of FSM at some stage during the year 2016 – 2017.</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
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>It is evident through the monitoring that the SLT 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>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>The children have benefitted from attending the extra curricula opportunities and have become more confident and self-aware as a result. The children that attend breakfast club also have 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>Although all families of children entitled to funding have been offered places in the breakfast club, there has been relatively few that have taken up the offer – this will need to be reintroduced next year.</p> <p>More parents have attended workshops when they have been invited to attend with</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 with SEMH difficulties</p> <p>Parent workshops</p> <p>Utilise pupil voice as part of feedback</p>	<p>We have been fortunate in being able to invite children in receipt of PPG to work with a local artist in creating some work based on the summer reading challenge, and this work will be displayed within the library. The children were also signed up for the Summer reading challenge and will be supporting the library staff in delivering an assembly.</p>	<p>their children. This is something that will be encouraged next academic year.</p> <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.</p>	
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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
<p>To enable all children to have access to quality first teaching and develop independent learning</p>	<p>Staff training – identified courses throughout the year that will benefit the teaching of children with PP</p> <p>Attachment course</p> <p>DTP</p> <p>In-house training</p> <p>Training, conferences and cover costs</p> <p>De-escalation techniques</p> <p>Training to support the teaching of metacognition</p> <p>Further set of iPads to be purchased to support disadvantaged pupils</p>	<p>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.</p>	<p>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.</p> <p>Courses will continue to be offered in order to skill up staff to help children overcome any barriers to learning.</p>	

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

<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 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>Breakfast club continues to be offered to children in receipt of PPG although take up of places is limited. Children are invited to take part in different sessions, from music sessions to ipad learning to board games. Children are listened to read on a frequent basis and practise their times tables.</p> <p>Children are seen to be independent in early bird club and follow routines well. They 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 and she sends out letters at appropriate times.</p>	<p>There was little take up of coffee mornings, so a different approach needs to be undertaken next term</p> <p>The pastoral care manager continues to meet with the families with children who are low 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 difficulty and which the school are supporting</p>	
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Pupil Premium Statement for the Academic Year 2017 - 2018

1. Summary information					
School	CHANGE Schools Partnership – Notley Green Primary School				
Academic Year	2017.2018	Total PP budget	PPG budget for 2017 – 2018: £89,760 Carry forward from 2016 – 2017: £16,050 Total PPG budget for 2017 – 2018: £105,810	Date of most recent PP Review	Summer 2017
Total number of pupils	422	Number of pupils eligible for PP	59	Date for next internal review of this strategy	Autumn 2017

2. Current attainment		
Data taken from School Performance Data (33.3% of y6 children (2017) 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	38%	63%
% meeting the expected standard or above in reading	46%	72%
% meeting the expected standard or above in writing	54%	78%
% meeting the expected standard or above in maths	54%	76%
% meeting the expected standard or above in GPS	46%	78%
% making expected progress in reading	3.2	Data not available from School Performance Data
% making expected progress in writing	- 0.8	
% making expected progress in maths	1.94	

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 School Performance Data Year 6 - 2017 <i>Attainment:</i> FSM (in the last 6 years): % expected standard or above for reading, writing and maths – 38% Not FSM (in the last 6 years): % expected standard or above for reading, writing and maths – 63% Year 2 - 2017 <i>Attainment:</i> FSM (in the last 6 years): % expected standard or above for reading, writing and maths – 50% Not FSM (in the last 6 years): % expected standard or above for reading, writing and maths – 76%
B.	Engagement Starting point: 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
C.	Teaching and Learning Starting point: 85% of teachers' impact on learning is consistently good or better over time

External barriers (issues which also require action outside school, such as low attendance rates)

D. Attendance

Starting Point:

	No. of pupils (PP or FSM)	Attendance 2016 – 2017
Year 1	4	95.8
Year 2	8	96.1
Year 3	16	94.2
Year 4	11	95.7
Year 5	10	96.0
Year 6	13	94.4
Totals:	62	95.4

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 opportunities which may not 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 will be able to show more self-control, calm quicker and therefore attend to their learning

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				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?

<p>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>	<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>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>	<p>CT with monitoring from SLT</p>	<p>Termly at pupil progress meetings</p>
<p>Total budgeted cost (allocation across HLTA, LSA, LM, Inclusion) Resource costs to implement</p>					<p>£76, 296 £10, 000</p>
<p>ii Engagement</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented</p>	<p>Staff lead</p>	<p>When will you review</p>

<p>To improve curriculum engagement and academic achievement of children in receipt of PPG</p>	<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>Behaviour interventions to support children with SEMH difficulties</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>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					£8,000
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?
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<p>To enable all children to have access to quality first teaching and develop independent learning</p>	<p>Staff training – identified courses throughout the year that will benefit the teaching of children with PP</p> <p>DTP</p> <p>In-house training</p> <p>Training, conferences and cover costs</p> <p>De-escalation techniques</p> <p>Training to support the teaching of metacognition</p>	<p>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.</p> <p>Rowland suggests that children can achieve when teachers put in place quality first teaching which supports all learners – i.e.</p> <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 	<p>Teachers work with PP champion to identify any barriers to learning and suggest ways of overcoming these.</p> <p>Monitoring pupils' attainment and progress, ensuring delivery is appropriate to the needs of the children.</p> <p>Identify any gaps in staff understanding of a range of difficulties and identify any CPD needs</p> <p>Children's attainment is discussed at pupil progress meetings</p> <p>Drop in sessions and learning walks</p> <p>Impact of PDM training noted via learning walks</p>	<p>CT with monitoring from SLT</p>	<p>Termly at pupil progress meetings</p>
<p>Total budgeted cost £8, 000</p>					

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 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>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 in addition to the staff and resources allocations above (outcome 1).					£3, 514

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