

Review of expenditure

Date: 20.07.18

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>The gap between our PPG and NPPG children in Reading, Writing and Maths in all classes will close.</p> <p>Reading Lessons will have a sharp focus on Vocabulary and Comprehension.</p>	<p>New Maths and Literacy Programmes will be purchased and taught to ensure clear progression and consistency throughout the school.</p> <p>TA supporting QFT in the classrooms and targeted intervention groups outside of the classrooms Effective</p>	<p>Teachers were able to use the new Maths and Literacy Schemes from the outset which meant that our inexperienced and overseas trained teachers had a clear framework for their planning. However, through ongoing reflection and monitoring by the Trust DHT / Maths Leader it has become apparent that the Rising Stars scheme did not embed learning enough or deepen children's understanding enough to accelerate learning and progress as it moved too quickly between concepts. It was therefore decided to implement the Maths Mastery approach as the approach provides children with greater opportunities to reason and problem-solve, the scheme also provides planning and resources and has very clear and comprehensive vocabulary to ensure conceptual understanding is secure. The Maths Mastery approach has now been adopted as a Trust wide approach to teaching Maths from Reception to Year 6.</p> <p>Year 3 staff have received training in Reciprocal reading and will be sharing this</p>	<p>There may still be a case to adopt a 'whole class reading lesson' approach to explicitly teach comprehension skills.</p> <p>The variation between Maths in Reception and the other Specific areas indicates that further training may be necessary to ensure that the Statutory Framework is being embedded throughout the environment and the planning, teaching and assessment of Maths is as robust as other areas.</p> <p>It should also be mentioned that the assessment of Reading and Maths has changed from TT assessment to a solely test based score, this may account for some possible inconsistencies between Writing and the other Core Subjects.</p>	<p>TA support (£6.80 per hour x 6 hours x 5 = £204 per day per TA 1 x TA per year group = £1428 per day</p> <p>X 38 = £54, 264</p> <p>English Resources £5,072</p> <p>Maths Resources £1,820</p>

	<p>feedback and Marking PDM</p> <p>QFT and SEND PDM. PPG PDM</p>	<p>approach with teachers from other year groups.</p> <p>Teachers have received training through PDM sessions on the importance of Quality First Teaching and the best use of TAs (EEF recommendations); this has led to a reduced number of low-impact TA led interventions. Interventions are now planned by teachers and the impact closely monitored.</p> <p>PPG PDM has raised awareness amongst staff and teachers are held to account during PPR meetings for the progress of children from vulnerable groups.</p> <p>Gaps in Reading, Writing and Maths remain across the school; this is a pattern that one would expect to see when the overall attainment of all children is accelerated. As teaching becomes consistently good or better throughout the school, we should now start to see the gaps closing between PPG and NPPG as interventions start to show impact. Reception gaps: -5.4%, -5.4%, -14.3% Year 1 phonic gap: -35.71% Year 1 gaps: 33.7%, 23.9%, 32.83% Year 2 gaps: -48.28%, 32.4%, -48.28% Year 3 gaps: -20.6%, -19.3%, -8.96% Year 4 gaps: -18.64%, -34.6%, -15% Year 5 gaps: -37.07%, -43%, -45.99% Year 6 gaps: -32.54%, -28.8%, -14.35%</p>	<p>LKS2 teachers have benefitted from some close mentoring and CPD from the Trust DHT / Maths Leader. Staff have then been very proactive and have set up parent Maths workshops.</p> <p>It is also important to note that in all year groups a percentage of the PPG children are also on our SEND register. Reception – 31% of cohort are PPG, of that 14.2% are also on the SEND register Year 1 – 27% of cohort are PPG, of that 30% are also on the SEND register Year 2 – 24% of cohort are PPG, of that 50% are also on the SEND register Year 3 – 28% of cohort are PPG, of that 32% are also on the SEND register Year 4 – 27% of cohort are PPG, of that 25% are also on the SEND register Year 5 – 27% of cohort are PPG, of that 47% are also on the SEND register Year 6 – 31% of cohort are PPG, of that 16% are also on the SEND register</p>	
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<p>The Quality of Teaching, Learning and Assessment across our school will be judged as being good or better</p>	<p>Opportunities for coaching and mentoring following monitoring.</p>	<p>During our recent review 74% of teaching was judged as being good or better, with 26% requiring improvement to be good; no teaching was found to be inadequate; this is a result of a triangulated approach of lesson observations, children's' progress in books and the creation of a supportive learning environment.</p> <p>Staff training using Target Tracker, adopting the new Trust Teaching and Learning Policy and in school and across Trust Moderation has meant that teacher assessment is more rigorous and quality assured; this has led to a reduction in in-school variation in terms of attainment and progress.</p>	<p>There may still be a training need in a small number of Year Groups in terms of quality assuring teacher assessment of attainment and progress.</p>	
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Progress and attainment of our Key Stage One PPG children will accelerate in Phonics (85% Year 1 will meet the required standard and 95% Year 2 retakes will achieve the required standard) and children in Years 2 and 6 will make accelerated progress.</p>	<p>Phonics CPD for teachers in Reception and KS1. Phonic assessments will be used to identify gaps in knowledge. Team Teaching and Monitoring will ensure that Phonics teaching across the Phases is good or better. An additional teacher in Year 6 will provide additional capacity in order to close attainment gaps.</p>	<p>Staff have received CPD, a trust based AHT has increased phonics teaching capacity across KS1. The AHT has also been able to rigorously monitor the planning and teaching of phonics across the phase.</p> <p>Progress has been accelerated for all groups of children in Phonics with 62% already at the required standard to pass the screening check in Year 1, non PPG have made accelerated progress with 72% on track vs 36%.</p> <p>Breakfast Clubs have also been funded through PPG for Targeted PPG children; those with poor attainment and Persistent absence.</p>	<p>Small group Phonics teaching has raised the attainment of the NPPG children.</p> <p>Children have had the opportunity to engage with high quality phonics resources that were not previously available at KHP.</p> <p>Research by EEF 'The Magic Breakfast project' demonstrated improved attainment outcomes by increasing the number of children who ate a healthy breakfast.</p>	<p>£24,000 (teacher)</p> <p>£16,500 (booster teacher)</p> <p>£500 (Resources – setting up an adequate space based on Nurture Group principals)</p> <p>Eden Counselling £16, 895</p> <p>FLO £18, 750 (Play Therapy) Supervision £325 Gill Martin £9, 300 (Nurture) EP £2,538</p>
<p>Support for our PPG children with SEMH will be planned, delivered and evaluated in order to measure impact, close attainment gaps and develop learning behaviours.</p>	<p>Set up a Nurture Group Intervention for targeted children in Reception and Year 1</p> <p>Nurture Breakfast session for children in KS2</p>	<p>Four out of six children in the Nurture Group made positive progress in terms of Boxall Profile scores; it has not been necessary to give any Fixed Term Exclusions to these children since the Nurture Groups was set up. The other two children continued to struggle to access mainstream education even within a small Nurture Group setting and are now being educated within an alternative provision; an application for</p>	<p>It has also been necessary to commission some additional time with a Private EP; this has meant that some of our most vulnerable children have been assessed, recommendations have been made to class teachers, parents have been supported and we are building evidence of 'Plan,</p>	

	<p>Play Therapy with our FLO</p> <p>Mentoring – social skills, Lego therapy, visualisation, mindfulness</p>	<p>Statutory Assessment has been made for one of these children.</p> <p>Play Therapy delivered by our FLO and other interventions delivered by our Learning Mentor have also had a positive impact on the support available for our children with barriers to Learning due to SEMH difficulties. During the academic Year 2016 / 2017 two children that were given FTEs, have not received any during this academic year.</p>	<p>Do, Review' if Statutory Assessment is needed. We will need to invest money in the coming Year on EP time to ensure that all children with barriers to learning due to SEMH are seen and reviewed as part of this process.</p> <p>The adoption of a de-escalation approach to negative behaviour has also had a positive impact on a number of children in terms of their behaviours to learning and the number of FTE applied versus a more sanctioned based approach; it would be hugely beneficial to outline the principals of this approach when reviewing policies.</p>	
<p>85% PPG children in EYFS will achieve the expected outcomes in Communication and Language with 30% achieving the Exceeding judgements.</p>	<p>Staff have engaged in training ICAN Early Talk Boost training</p> <p>ICAN Talk Boost materials have been used to assess children's suitability for the programme</p>	<p>82% of all children are currently thought to be on track to reach the GLD of which C&L is an essential element. One out of the twenty-one PPG children in Reception is currently not on track to achieve GLD in C&L.</p> <p>We have one teacher and three practitioners who are now trained to deliver Early Talk Boost.</p>	<p>It would appear that Early Talk Boost has had a positive effect on developing C&L in children in our Reception. Now that we have staff trained to deliver this intervention it is hoped that the programme will be rolled out earlier in the academic</p>	<p>Private SALT £5000</p> <p>£1500 (Staff Training and resource materials)</p>

	<p>ICAN Talk Boost materials have been used to plan and deliver sessions and to measure impact on children's language development.</p>		<p>year next year in order to maximise impact.</p> <p>It has also been necessary to commission some additional time with a private SALT; this has meant that some of our children with barriers to learning due to CI difficulties have been seen and assessed in a timely manner.</p>	
<p>Whole school attendance will increase to over 96% and the in-school variation in attendance and punctuality between our PPG and NPPG children will be eliminated.</p>	<p>Late Gate to promote the importance of punctuality.</p> <p>Inclusion Leader and FLO will promote our expectations of attendance and punctuality.</p> <p>Attendance rewards will be in place – a weekly class award (cup), 100% attendance certificates, pencils and a termly prize draw.</p>	<p>School Persistent Absenteeism has continued to fall across most Year Groups since September 2017. Overall: 9.7% ↓1.5% Reception: 16.6% ↓1.9% Year 1: 12.1% ↓1.3% Year 2: 4.0 ↑1.9% Year 3: 11.8% ↓1.4% Year 4: 10.0% ↓0.8% Year 5: 12.1% ↓4.2% Year 6: 11.7% ↓5.2%</p> <p>Our disadvantaged PA remains at 23.4% which is 8.3% above the National rate for disadvantaged children, although the gap has been reduced by 2% since September 2017.</p>	<p>Case studies can be provided for a number of multiple sibling families that have had a negative effect on our PPG PA due to changes in circumstances, temporary housing, relocating and delays with being able to report CME.</p> <p>Working with SEASS has had a positive impact on the CPD of our school staff but we feel that as permanent school staff, we can work with many of our hard to reach parents in a more productive way to improve our attendance in the forthcoming year.</p>	<p>SEASS support £4,875 Termly Price Draw £120 Ongoing Prizes £400 Breakfast Club £4.00 per day per child = £8,000</p>

			<p>All classroom / admin staff are aware of our PA children and concerns are raised immediately.</p> <p>Interventions such as collecting children from home relies on the goodwill of school staff and this may not be accessible if job roles / responsibilities change in the forthcoming year.</p>	
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Our PPG children are offered opportunities which reflect those of their peers; they are not disadvantaged due to lack of funds at home.	Clubs and extraCurricular Activities Increased Opportunities during lunchtimes	PPG have been offered funded places in after school clubs and extra curricula activities to build self-esteem, resilience, social and cultural capital and selfconfidence.	Children’s cultural and social capital has increased through this approach but it is costly and the impact on learning and development is difficult to measure.	£1000 - IPC £1000 per IPC project for memorable immersive experiences = £6000
Parents of PPG children and other hard to reach families have participated in opportunities to increase their engagement in their children’s learning.	Phonics club in Reception and Year 1 for parents and children Maths borrowing box in Reception (games) Careers Day once per term – invite parents to participate	Maths workshops have had a positive impact in Year 3 with a reduced attainment gap in Maths between PPG and NPPG children. Money has not yet been used to fund Maths games in Reception but it is hoped that this will help to close the attainment gap in Maths.	Parental workshops have a positive impact on children progress and attainment in Maths (this is also evidenced through research - Desforges, C and Abouchaar, A (2003). The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: Research report 433. Department for Education and Skills. London.) It is important increase the availability of this approach across the school during the remainder of this academic year and beyond.	£500

Aims of previous action plan

1. To improve the attendance of the Pupil Premium children

Strategies used were the use of the South-East Attendance Advisory Service to carry out the administration around attendance; writing to parents and meeting with them, use stickers as motivators for attendance, provide a taxi service for two targeted children and set up a breakfast club for targeted PPG children. There continues to be in-school variation between PA of our vulnerable groups; PPG and SEND, and all other pupils.

This will continue to be addressed through this year's action plan. Increasing the profile of attendance, the needs of the children from vulnerable groups and ensuring a culture that pupil attendance is 'everybody's business' will be a priority of the new Inclusion Leader. The Inclusion Leader will work closely with SEAAS to ensure rigorous systems are in place to address absence, motivating awards will be purchased and data will be used to identify those children whose attendance falls below 90%; these will be offered Breakfast Provision through Jacqueline's Gems, and our Pupil Premium children who are also on our SEND register with a primary need as SEMH will be assessed through the Boxall profile for Nurture Breakfast Provision planned by the Inclusion Leader.

2. To raise attainment and achievement of our Pupil Premium children

The gap between the percentage of our Pupil Premium children achieving Age Related Expectations and our Non-Pupil Premium children was not closed, and remained in all areas of the curriculum and in across all age-phases. Reading is a particular concern where the gap between PPG and Non-PPG children is up to in some Year Groups.

Funds from this year's PPG will be allocated to providing age and stage appropriate texts for children, high quality Literacy Planning through the Reading Tree. The Inclusion Leader will be leading on the development of high quality, whole class phonics sessions with targeted support for children from Reception to Year 3 who are yet to secure the skills of decoding. The new Inclusion Manager will also be raising the profile of PPG children through an initial staff meeting and sharing a 'vision' that being a champion for PPG children is the responsibility of all. The Inclusion Leader will also be attending all Pupil Progress reviews in order to support staff in planning and measuring impact of the PPG on the attainment of children and holding teachers to account in terms of children's attainment targets.

Current Attainment (based on Summer 2018 data)		
	Pupils eligible for PP	Pupils not eligible for PP (national average 2017)
60% of pupils meet the ARE in Reading at the end of KS1	18%	74%
69% of pupils meet the ARE in Writing at the end of KS1	35%	65%
69% of pupils meet the ARE in Maths at the end of KS1	29%	73%
76% of pupils meet the ARE in Reading at the end of KS2	67%	66%
70% of pupils meet the ARE in Writing at the end of KS2	61%	74%
65% of pupils meet the ARE in Maths at the end of KS2	50%	70%

The key priority for 2018 and 2019 is to build on the successful improvement of the prior year by securing accelerated rates of progress for ALL learners at each Key Stage and most especially in removing underachievement for our disadvantaged pupils.

In parallel, we will focus on ensuring that we are a truly inclusive family of schools; through exceptional Nurture provision for our most vulnerable; by building Family Hubs to connect with and support our Families and whole communities; by working to improve the overall Education system through a philosophy of contribution and collaboration.