



Pupil Premium Report for 2018-19
Colne Engaine Church of England Primary School

| Number of Pupils and Pupil Premium Grant Received | |
|---|------------------------------------|
| Academic Year | 2018-19 |
| Number of pupils on roll (October 2018 census) | 98 |
| Number of pupils eligible for pupil premium funding* *3 in financial year 2018-19, 8 in financial year 19-20 | 8 |
| Amount of Pupil Premium Grant received | £10,350 in total for academic year |
| Sept 2018-April 2019 – (from 2018-19 budget) = | £6250 |
| April 2019-August 2019 (from 2019-20 budget) = | £4100 |
| Date of most recent internal PP review | February 2019 |
| Date of next internal review of this strategy | Termly |

| Summary of the main barriers faced by eligible pupils |
|--|
| 1. Speech and language skills of our disadvantaged children in KS1 are less well developed than for other children in school |
| 2. Fine and Gross motor skills of some our disadvantaged children in KS1 are less well developed than for other children in school |
| 3. A number of our disadvantaged children are vulnerable in terms of their social and emotional wellbeing, which also impacts on their engagement and readiness to learn |
| 4. A number of our disadvantaged children are working below age related expectations in Reading, Writing and Maths |
| 5. A number of our disadvantaged children have not had experiences of enriching and engaging opportunities |

| Outcomes | | |
|-----------------|---|--|
| | Desired outcomes and how they will be measured | Success Criteria |
| 1. | Speech and language skills improve leading to improved understanding and social interaction for targeted KS1 pupils | -Speech sounds in targeted children are better developed - receptive and expressive language skills improved -social interaction supported |
| 2. | Improved fine and gross motor | -Targeted pupils demonstrate stronger co-ordination |

| | | |
|----|--|--|
| | skills to support co-ordination and handwriting | -Targeted pupils demonstrate improved fine motor skills including development of handwriting |
| 3. | Stronger emotional resilience and raised self esteem and wellbeing for all disadvantaged pupils | -Emotional wellbeing, social skills, behaviour and mental health of pupils is supported -Targeted pupils experience raised self-esteem -Enhanced readiness to learn, which impacts on progress and attainment - Families are supported to build positive parenting skills and to work with school to raise aspiration for their children -Staff expertise in supporting through intervention is enhanced, leading to raised progress and attainment |
| 4. | One to One and small group support leads to accelerated progress towards age related expectations in core subjects for targeted children | - Targeted intervention for disadvantaged pupils leads to raised attainment - overlearning and pre-teaching strategies support targeted children to retain learning and apply in new situations -Closer tracking of all disadvantaged pupils |
| 5. | Equal access to enriching experiences for all children | -Equality of access to experiences which enhance learning raises engagement and readiness to learn |

| Planned Expenditure | | | | | |
|--------------------------|---|---|--|--|----------------------|
| Academic Year | | 2018-19 | | | |
| Targeted Support | | | | | |
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How we will ensure it is implemented well | Staff Lead | When we will review? |
| 1. | 'Let's Talk' Speech and Language provision – Jane McKean. | Targeted children in KS1 are supported to develop all aspects of speech and language, which also supports social interaction- and therefore engagement in learning and improved self esteem <i>Evidence Base: EEF Toolkit (Oral Language Intervention +5months), NFER Report (meeting individual learning needs)</i> | Programmes are reviewed regularly and SMART targets measured All class adults and SENCo work from programme to support Regular support from Let's Talk | Jane McKean (SALT) JS – SENCo Class adults | Half termly |
| Total Budget Cost | | | | | £ 750 |

| Targeted Support | | | | | |
|--------------------------|--|--|--|-------------|----------------------|
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How we will ensure it is implemented well | Staff Lead | When we will review? |
| 1. | Bespoke Speech and Language support - KS1 'Talk Boost' intervention – LM | School based bespoke support which builds on intervention above - Targeted children in KS1 are supported to develop all aspects of speech and language, which also supports social interaction- and therefore engagement in learning and improved self esteem <i>Evidence Base: EEF Toolkit (Oral Language Intervention +5months), NFER Report (meeting individual learning needs)</i> | Programmes are reviewed regularly and SMART targets measured | LM SENCo | Half termly |
| Total Budget Cost | | | | | £1068 |

| Targeted Support | | | | | |
|-------------------------|---|--|---|-------------|---------------------------------|
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How we will ensure it is implemented well | Staff Lead | When we will review the action? |
| 2. From Spring 19 | SL to lead 1:1 gym trail sessions to improve fine and gross motor skills to support co-ordination and handwriting | -Targeted children in KS1 build gross and fine motor skills and co-ordination to support them to be more ready for writing | Regular review of programmes linked to OT support | SL JS PM | Half termly |
| Total Budget Cost | | | | | £316 |

| Targeted Support | | | | | |
|-------------------|--|---|---|------------|-------------------------------|
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How we will ensure it is implemented well | Staff Lead | When we will review? |
| 3. | FAST team subscription – which includes training and supervision of EFA school based staff | -Emotional wellbeing, social skills, behaviour, mental health of pupils is supported- raised self-esteem - enhancing readiness to learn – impacts on progress and attainment - Families supported to build positive parenting skills and to work with school to raise aspiration for their children -staff expertise in supporting through intervention is enhanced, leading to raised progress and attainment <i>Evidence base: EEF Toolkit (mentoring +2 months for disadvantaged pupils) NFER Report (meeting individual needs)</i> | Regular meetings with HT to review programmes. Feedback from class staff and parents on wellbeing of child and engagement. Progress data reflects raised engagement | JS | Half termly or as need arises |
| Total Budget Cost | | | | | £2201 |

| Targeted Support | | | | | |
|-------------------|---|---|---|------------|----------------------|
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How we will ensure it is implemented well | Staff Lead | When we will review? |
| 3. | Emotional Supporter staff @ 1 afternoon to supplement the work done with FAST | As above | As above | MM JS | As above |
| Total Budget Cost | | | | | £1068 |

| Targeted Support | | | | | |
|-------------------|--|---|---|----------------|--|
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How we will ensure it is implemented well | Staff Lead | When we will review? |
| 4. | 1:1 tuition for PPG pupils 2 hours weekly (£2073) 1 x morning session x Spring Term to support KS2 SATS PPG (£538) LSA support for KS1 X 5 mornings for Summer 2019 (£717) | Focused and targeted intervention to develop RWM skills for PPG – both SEN and MA <i>EEF Toolkit (One to one tuition Intervention +5months)</i> PPG children in KS1 receive intensive support while EHCP funding for significant additional needs is sought | Planning for interventions carefully monitored and recorded SMART targeting Progress in RWM is monitored to assess impact Book dips Lesson drop ins | JS SD SB | After interventions Half termly progress meetings |
| Total Budget Cost | | | | | £3630 |

| Targeted Support | | | | | |
|-------------------|---|--|--|------------|----------------------|
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How we will ensure it is implemented well | Staff Lead | When we will review? |
| 5. | Ensure all children have equal access to enriching experiences by supporting costs and expenses | Equal access to enriching experiences for all children | Check that all disadvantaged children have same access to trips, experiences, uniform, kit etc | JS | As needed |
| Total Budget Cost | | | | | £1317 |

| Review of Expenditure | | | | |
|---|--|--|--|-------------------|
| Academic Year | | 2017-18 | | |
| Targeted Support | | | | |
| Desired Outcome | Chosen action / approach | Impact (Was the success criteria met? Include impact on pupils not eligible for PP if appropriate.) | Lessons Learned (will this approach be continued) | Cost £9276 |
| Accelerated progress towards age related expectations in core subjects for targeted children | 1:1 tuition LSA targeted support | Children well supported to accelerate progress. Of the 4 disadvantaged children, all made at least expected progress and 3 made more than expected progress in reading, writing and maths. Whilst three are working below age related expectations owing to other factors, the gap is closing. The fourth child is working at above age related expectations. | This is a successful intervention. Communication of exact needs and gaps in understanding that need addressing is key to making this work and this will be a key development in the coming year. | £6784 |
| Stronger emotional resilience and raised self esteem and wellbeing for all disadvantaged pupils | FAST team provision Emotional Supporter LSA | FAST team have supported all PPG children and others during this period. Support varied- working directly with children, supervision for school staff working with children and direct support with parents and carers. This is highly effective support led to improved self-esteem, behaviour, self-regulation, improved engagement and aspiration. Parents and carers well supported with some challenging situations, which has in turn supported children to be more settled and ready for learning. Highly successful in supporting children to be more ready for learning – and therefore had a role in accelerating progress. | This is a successful intervention that will continue into next year. | £2280 |
| Speech and language skills improve leading to improved understanding and social interaction for targeted KS1 pupils | Let's Talk Speech and Language provision Jane McKean Talk Boost provision | Invaluable support for the growing number of children with SpL delay. Children with PPG and others are well supported by this provision and making good progress. Talk Boost has supported KS1 pupils with PPG entitlement to build receptive and expressive language skills. This impacts on ability for children to take a more active part in their learning – because they can understand, ask and answer questions and take more responsibility for their learning. | This is a successful intervention that will continue into next year. | £1645 |
| Equal access to enriching experiences for all children | Funds available to support | Funding this term has been used to provide access to school trips, which has supported children to feel integrated – leading to improved self-esteem. | This is a successful intervention that will continue into next year | £995 |

**Progress and Attainment data over academic year
2017-18**

Less than expected progress

More than expected progress

| Year Groups | | Reading | | Writing | | Maths | |
|-------------|--------|--------------|----------|--------------|----------|--------------|----------|
| | SEN | At least ARE | Progress | At least ARE | Progress | At least ARE | Progress |
| Rec 1 | 1 | 0% | 8 | 0% | 12 | 0% | 9 |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 1 | 1 | 100% | 6 | 100% | 5 | 100% | 5 |
| 4 | | | | | | | |
| 5 1 | 1 | 0% | 8 | 0% | 10 | 0% | 9 |
| 6 1 | 1 EHCP | 0% | 11 | 0% | 17 | 0% | 9 |