

Pupil Premium Forecast Spending Plan 2018 – 2019 Financial Year

Expected total for financial year = £85 800

Main barriers to educational achievement:

A	Learners with multiple barriers to learning including SEND and EAL
B	Learners who are identified as 'Families under stress'
C	Learners where parental aspiration and capacity to support with learning at home is low
D	Learners where English is not their first language
E	Learners who have high mobility
F	Learners with medical conditions often resulting in low attendance

Year Group	Item / project	Estimated cost	Barrier to learning	Intended or actual impact and evaluation
Whole School	Part-Time non-class based Assistant Head (Inclusion, welfare, behaviour & attendance) to effectively lead provision of PPG learners with multiple barriers (75% of overall time)	£29 612	<p>A, B, C, D, E, F</p> <p>(A) To ensure that PP learners with SEND have effective personalised support and additional high quality teaching.</p> <p>(All) To continue to ensure that Pupil Premium provision is fit for purpose and meets external accountability criteria</p> <p>(B /C) To ensure full engagement in meetings for the whole family (which include a wide range of professionals) and strategies implemented to remove barriers to learning</p> <p>(F) When children are unable to attend school due to medical reasons liaise with parents and Hospital Education providers</p>	<p>Learning plans (through the plan, do review approach) show progress and PP learners with SEND make strong progress.</p> <p>Effective evaluation of 'top up' / intervention provision for PP learners linked to actual progress outcomes</p> <p>'Families under stress' are effectively supported and will trust and work in partnership to strive to achieve better emotional and academic outcomes for their child / children</p> <p>Sequence of teaching and learning is consistent to curriculum and targeted to specific needs enabling gaps to be plugged</p>
	NLP4Kids (75% of costs)	£2 344	<p>B, C, E</p> <p>To facilitate the opportunity for learners to have a weekly group session to develop resilience to effectively tackle challenges both academically and socially</p>	Learners are able to rationalise their emotions and internal feelings and use these positively to develop confidence and resilience. Low level behaviours reduced and learners making expected progress across the academic year.
	EAL Specialist Advisory teacher (20% of overall time)	£100	<p>(D) To use additional professional personnel to advise and deliver CDP for staff for the beginner / developing bi-lingual learners who are also identified as PP (for specific learners from EYFS2 to Year 6)</p>	Beginner bilingual learners make good progress with language acquisition and at the end of KS2 are working in line with their peers
	Professional Support Services for families (80% of overall costs)	£3 000	<p>A, B, C, F</p> <p>To enable PP learners to thrive within their families and to increase family self-esteem and resilience as external support has been provided to support families in the home</p>	Learners thrive within their home and community environments and parents are effectively equipped to manage confrontation and more challenging behaviours enabling school to support parents with learning

	Lead for Pastoral Support and Behaviour (80% of overall costs)	£16 011	(All barriers) To enable PP learners to thrive at school by increasing self-esteem and resilience which is then reflected in their behaviours for learning	PP learners regularly attending school and actively engaging with learning. Behaviour choices well managed by individuals with crisis triggers reduced Learners making expected progress / accelerated progress across the academic year
	Subsidies for educational visits and visitors and Curriculum enrichment (25% of allocated funds)	£1 650	(All - priority to C) To enable all PP children to access a full range of educational, extra-curricular and enrichment activities and raise self-esteem	PP Learners taking a fully active role in the Curriculum to enable them to have equity with their peers Experiences are transferrable to learning which enables PP learners to achieve better academic / social outcomes
	CPD opportunities for all teaching and non-teaching personnel (Part subsidy)	£ 500	(All) To enable all staff to effective support and accelerate PP learners School to have trained Herts Steps trainers within provision	'Top up' support personalised and through high quality first teaching PP learners to make at least expected progress for each Academic Year Impact of provision is regularly reviewed and monitored (including at PP outcome meetings Therapeutic learning environment implemented September 2018 reducing the need to exclude the most vulnerable learners
	Teacher / SLT release and supply for professional dialogue	£1 000	(All) To facilitate effective directed liaison opportunities with lead personnel responsible for PP provision	Class teachers able to thoroughly track individual PP progress data and report it consistently and clearly at Pupil Progress Meetings. Gaps identified by class teachers and agreed strategies identified with targets set for next review
	Pupil Premium individual spend	£500	(All) To provide all PP learners throughout the school with a school jumper / cardigan and in / out of school enrichment activities	Personal well-being / morale of learners improved as dressed in line with peers. Learners able to access enrichment activities at school and exciting holiday courses improving their well-being during extended holiday periods.
	Subsidised Breakfast Club including SATs for Yr 6 (including staffing costs)	£100	(All) To provide free access to facility/ write off debts of those learners who become entitled to Pupil Premium To support and prepare Year 6 learners for SATs week with breakfast and emotional well-being support	Facility to be used to ensure that learner well-being is met enabling them to be 'Ready to Learn' All learners have breakfast in advance of SATs exams. All learners in attendance for SATs. Learners emotionally prepared for tests to promote improved end of KS2 outcomes.
EYFS	Additional Teaching Assistant (part-time)	£10 147	A, B, E To ensure that the Ratio in EYFS2 is 1:10 which will enable better ongoing observations to ensure EYFS curriculum adult directed support is bespoke	Accelerated progress made with more learners working within ARE which should enable more Learners to achieve GLD at end of Academic year. More EYFS
	Access to EYFS lunch club (33% of costs)	£200	B, E, F To enable PP learners to access provision to provide a safe and social lunch environment	Learners medical conditions are met and social development is supported through a structured and social lunch time where PSED skills can be regularly taught and revisited as club is led by an EYFSP practitioner.
	Resources linked to EYFSP learners	£350	A, B, C, E To ensure that provision is fully resourced to match PP learners' interests and learning needs promoting a curiosity and a love of learning.	Accelerated progress made with increased numbers of PP learners working in line with their peers at the end of Academic Year

KS1 / KS2	1:1 Tuition / top up groups and PPG Home Learning Club (67% of allocated amount)	£2 000	A,B ,C To accelerate the progress of individual learners in core areas of learning Teachers to support learners with their home learning tasks; reducing anxiety at home	Key gaps are identified and plugged through bespoke small group teaching enabling learners to apply these learnt skills within mainstream classes. {Progress rates accelerated and attainment gap narrowed) Home Learning practise activities effectively supported by teaching staff with AforL opportunities provided to class teachers
	Additional Teacher in Year 6 (equivalent of 0.8) from September 2018 to August 2019)	£10 445	A, B, C, D, E To rapidly improve progress and attainment whilst working with learners within the classroom setting	Learners are applying strategies and developing independent learning skills in their work. Effective AfL in place enabling gaps to be plugged and 'pre-learning / over teaching' which is enabling them to narrow the achievement gap and work closer to ARE
	Additional Teachers in upper KS2 1:September 2018 to May 2019 1: September 2018 to end of Academic Year	£5 885	A, B, C, D, E To rapidly improve progress and attainment whilst working with learners in targeted groups	All PP learners in groups to achieve ARE at the end of KS2 in Reading, Writing and Maths and therefore achieving in line with their peers.
	Additional Teaching Assistants (part-time pm)	£4 314	A,B,C,D,E To support learners in KS1 and KS2 to make accelerated progress enabling them to achieve better outcomes which would include: pastoral support, 'top ups' and specific interventions where needed	End of KS1 and KS2 outcomes show that disadvantaged learners are making good progress and closing the attainment gap with National outcomes.
Total expenditure		£ 88 158	Pupil Premium Forecast £85 800	
ARE = Age Related Expectation GLD= Good Level of Development				