

## Pupil Premium Strategy

1. Summary information					
School	Ongar Place Primary School				
Academic Year	2016/17	Total PP budget based on 15/16	£42960	Date of most recent PP Review	n/a
Total number of pupils	211	Number of pupils eligible for PP	31	Date for next internal review of this strategy	April 2017

2. Attainment in statutory tests 2016							
	% Key Stage 1 Pupils achieving expected +				% Key Stage 2 Pupils achieving expected +		
	School Pupils eligible for PP 7 (5 SEN support)	All school pupils	National average for other pupils		School Pupils eligible for PP 6 (2 statements)	All school pupils	National average for other pupils
Reading	67	73	78	Reading	50	70	71
Writing	67	67	70	Writing	50	77	79
Maths	67	73	77	Maths	67	83	75
	Year 1 Pupils achieving standard in Phonics			SPAG	67	83	60
Phonics	86	72	81	RWM	50	70	78

3. Barriers to future attainment (for pupils eligible for PP, including most able)	
In-school barriers	
A.	Pupils eligible for pupil premium are often identified as having emotional and social difficulties. This prevents engagement with learning and has a detrimental effect on their academic progress.
B.	Pupils who are eligible for Pupil Premium are not attaining as well as other pupils, particularly in Key Stage 2.
C.	Behaviour issues for a small group of pupils (most eligible for PP) are having detrimental effect on their academic progress and that of their peers.

External barriers	
D.	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
E	Pupils do not have equal access to trips and extra curricular activities or do not have correct equipment reducing their feeling of inclusion and learning opportunities.

4. Desired outcomes		
	<i>Outcomes</i>	<i>Success criteria</i>
A.	Higher rates of progress across KS2 for pupils eligible for PP.	Pupils eligible for PP identified make as much progress as 'other' pupils across Key Stage 2 in maths, reading and writing. Measured in Y3, 4 and 5 by teacher assessments and statutory tests in Y6 Supported by moderation
B.	Social and Emotional issues addressed	Pupils social and emotional literacy improves. Pupils are more able to engage with learning and school
C.	Behavioural issues of pupils addressed.	Fewer behaviour incidents recorded for these pupils. Less disruption in classes and for peers
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to XX% or below. Overall PP attendance improves from 93% to 95% in line with national average.
E.	Inclusion of pupils eligible for PP in all activities	No pupil will not take part in an event due to lack of parental funds. All pupils are fully equipped for school and activities

## 5. Planned expenditure

Academic year

2016/17

### i. Quality of teaching for all and targeted support

Outcome	Action	Rationale	Monitoring	Review
A: Higher rates of progress across KS2 for pupils eligible for PP.	<b>TA Support</b> <b>Wave 1 children</b> <b>Wave 2 children</b>	Support provided by TAs for lower achieving pupils (not SEN) so that they can be enabled to fulfil their potential. Proportional cost. Includes support for literacy and numeracy.	Performance management Pupil Progress Meetings  Lead: SENCo	July 2017
	<b>Support Staff Training</b>	TA CPD which involves managing specific needs eg: autism, phonics, NVQ Level 3, de-escalation tactics	Lesson Observations Performance management Pupil Progress meetings Lead: SENCo / CPD Leader	April 2017
	<b>Teaching Staff Training</b>	Class teacher CPD 'closing the gap', 'Every School a Good School', Maths SJB Hub, Lesson Study, Smart Move. Course cost plus supply cover	Performance management Pupil Progress Meetings Lead: CPD leader / Headteacher	April 2017
	<b>Group work by teacher</b>	Teacher to be employed part time to support children in Upper KS2 who are under attaining and support during SATs to promote well-being.	Performance management Pupil Progress Meetings Lead: Year 6 teacher / Headteacher	July 2017

### ii. Other approaches

B: Social and Emotional issues addressed	<b>Additional TA Support</b>	Additional emotional and social support is required in reception classes in order that children can be encouraged to develop self-care skills and independence. 1 temporary TAs has been appointed to facilitate this	Careful recruitment Targeted support Evaluation of pupils in line with PSED goal Lead: Headteacher / EY lead	Termly
	<b>ELSA Support</b>	ELSA trained TA to work with specific children in order to support their social and emotional needs and promote good learning	Continued supervision for ELSA Performance management Evaluation of pupils engagement and impact Lead: SENCo	Termly

C: Behavioural issues of pupils addressed.	<b>Friendly Groups</b>	An experienced TA two hours a week to supporting those children who need emotional and social support.	Monitor behaviour and the impact on attainment. Lead: SENCo	Termly
	<b>TA support</b>	Provision for children who require TA support to manage their behaviour on the playground and in class	Lead: SENCo / Headteacher	Half Termly
	<b>Transition Support</b>	To enable vulnerable children who move from our school to another setting to be supported through visits and communication of teachers	Evaluation through ELSA Communication with parents Discussion with secondary liaison Lead: Year 6 teacher / Headteacher	September 2017
D: Increased attendance rates for pupils eligible for PP.	<b>Breakfast Club</b>	Provides early morning child care for working families or for families find it difficult to attend school on time. This enables the children to have the best possible start to the day. Proportional cost funded to ensure places available when required by vulnerable children	Attendance monitoring  Lead: Head / Administrative Assistant	Termly
E: Inclusion of pupils eligible for PP in all activities	<b>Snacks/Breakfast for children in need</b>	Provides early morning child care for working families, enabling the children to have the best possible start to the day. Proportional cost funded to ensure places available when required by vulnerable children	Monitoring by administration assistant Meeting with EWO	Monthly
	<b>Trips</b>	Subsidies to the school trips/activities planned over the next academic year to enable children to participate in curriculum activities and residential visits	Lead Admin Assistant / Headteacher	April 2017
	<b>Swimming</b>	Subsidy to the costs of swimming lessons	Lead Admin Assistant / Headteacher	October 2016 July 2017
	<b>Uniform and additional clothing</b>	To ensure children are dressed appropriately and feel part of the school culture and community	Lead Admin Assistant / Headteacher	July 2017
<b>Total budgeted cost funded by Pupil Premium funding and school budget</b>				<b>£43,500</b>

1. Review of expenditure			
Previous Academic Year		2015-2016	
<b>Teaching Assistant Support Wave 1 children Wave 2 children</b>	Support provided by TAs for lower achieving pupils (not SEN) so that they can be enabled to fulfil their potential. Proportional cost. Includes support for literacy and numeracy. Includes provision for children who require TA support to manage their behaviour on the playground and in class	£14,500	We are in the fortunate position of being able to offer TA support in every class in the mornings. This is to support all children in their learning. Some of this time is allocated to children who are more vulnerable because of home circumstances. Some children are also offered 1:1 support to manage their behaviour in the playground and behaviour and personal care on trips and residential. This level of provision ensures all children are included and lessens the impact on other children in the school or in the class. (Assessment Information)
<b>Support Staff Training</b>	TA CPD which involves managing specific needs eg: autism, phonics, NVQ Level 3, de-escalation tactics	£700	This covers some of our staff training and has a positive impact on intervention and therefore academic progress it also enables staff to consistently manage the needs of all children (CPD records and evaluations)
<b>Teaching Staff Training</b>	Class teacher CPD 'closing the gap', 'Every School a Good School', Maths SJB Hub, Lesson Study. Course cost plus supply cover	£1,000	Specific CPD has enabled teachers to understand the challenges that disadvantaged children face and to remove barriers to learning through a pro-active approach to raising expectations and through targeted intervention (CPD records and evaluations)
<b>Friendly Groups</b>	An experienced TA two hours a week to supporting those children who need emotional and social support. A majority of these children receive pupil premium.	£1,100	Children are able to address friendship issues and barriers to them making friends within a safe environment. Before and after questionnaires and surveys show that the children recognise that they are more able to focus and attain in class when they are less worried about social and emotional issues. (TA notes)
<b>Additional TA Support</b>	Additional emotional and social support is required in some of our classes in order that children can be encouraged to develop self-care skills and independence. 2 temporary TAs have been appointed to facilitate this	£9,360	EYFS children entered the school with very low levels of self care and personal awareness. Through the use of additional TAs and strong leadership from the Foundation Stage Leader 73% of the cohort were assessed as demonstrating a good level of development at the end of KS1 showing expected and more than expected progress from their internally measured baselines Year Two children needed additional emotional and academic support due to low levels of ability and social issues. KS1 results reflect the positive impact this had 67% ARE maths reading and Writing (73% maths, 73 % Reading, 67% Writing) Additional support for transition to Year 3 was also available for this class. (Assessment Information)
<b>Group work by teacher from March –June Nov - March</b>	Teacher to be employed part time to support children in Upper KS2 who are under attaining.	£2,800 £4,800	This teacher worked with our less able Year 6 children, many of whom are in receipt of pupil premium, and also focussed on our disadvantaged more able ensuring that they reached their potential. The success of the group work is reflected in our pupil KS2 SAT results 2016 (Assessment Information)
<b>ELSA Support April - March</b>	ELSA trained TA to work with specific children in order to support their social and emotional needs and promote good learning	£5000	An experienced ELSA is employed four afternoons a week to work with specific children who have been identified as vulnerable either in terms of family situation or school circumstances. The ELSA keeps detailed records which show how children who have completed the programme have made

			emotional progress and find areas of schooling easier. (ELSA notes, Counsellor feedback, Educational Psychologist reports, CAHMs discussions)
<b>Transition Support</b>	To enable vulnerable children who move from our school to another setting to be supported through visits and communication of teachers	£800	This was an area of challenge in 2015 as we had seven schools to communicate with. Reports from our two main secondaries and the SEN schools suggest that the majority of the children made a good transition and are thriving. The money enabled release time for teachers and SENCO to discuss the needs of children with heads of years and learning and also the organisation of additional accompanied visits for more vulnerable children
<b>Support for looked after children and post adoptive children</b>	Supply cost covered to ensure classteacher and SENCo can meet with Educational Psychologist, social workers and parents to prepare and discuss appropriate individual plans.	£660	All affected children are included and settled with appropriate PEPs. (PEPs, Observation, Assessment information)
<b>Breakfast Club</b>	Provides early morning child care for working families, enabling the children to have the best possible start to the day. Proportional cost funded to ensure places available when required by vulnerable children	£500	Vulnerable children have benefitted from this and it ensures they begin the day in a calm and organised manner. It has also helped to alleviate some low attendance and lateness. (Attendance Figures, EWO notes)
<b>Snacks/Breakfast for children in need</b>	Ensures that children are ready to learn and are not distracted by hunger	£200	This is still used by some children and is an important aspect of what we offer.
<b>Trips</b>	Subsidies to the school trips/activities planned over the next academic year to enable children to participate in curriculum activities and residential visits	£2800	As an inclusive school we believe that all children should be able to participate in every learning experience offered. Our curriculum based school trips offer children experiences they may not otherwise have and learning opportunities which are further exploited in the classroom. While residential trips are optional no child is denied the opportunity to attend due to lack of funding. Every parent is informed that Mrs Good is available to discuss finances if necessary and more vulnerable families are directly approached offer assistance. (Trip registers)
<b>Swimming</b>	Subsidy to the costs of swimming lessons	£1800	We believe swimming is a life skill and children are not excluded on the basis of payment. (Swimming skills)
<b>Uniform and additional clothing</b>	To ensure children are dressed appropriately and feel part of the school culture and community	£200	A lot of uniform needs have been provided through donations and unclaimed lost property. This year we have provided trainers for children who would otherwise not be able to take part in PE and also kept an 'emergency' residential bag containing clothes, outerwear, towels and personal items that more vulnerable children may not be able to supply from home.
	Approximate Cost Overall	£46,220	