

## Upton St. Leonards Pupil Premium Review of Expenditure for 2018-19

Review of expenditure for 2018-19				
Previous Academic Year				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned/ Next	Cost
<p>Provision for PP pupils is overseen by a senior leader, including enriching their opportunities and ensuring provision is in place to diminish the difference between themselves and their peers</p> <ul style="list-style-type: none"> <li>• Overseeing provision for PP pupils including enriching their opportunities and ensuring provision is in place to diminish the difference between themselves and their peers</li> <li>• Setting up start and end assessments for intervention and support</li> <li>• Data analysis of the PP group</li> <li>• Diagnostics for individual PP pupils</li> <li>• Work scrutiny and analysis on a regular basis</li> <li>• Conducting Pupil Voice Interviews</li> <li>• Line managing other Inclusion Team staff members that may provide support to PPG pupils</li> </ul>	<p><b>Inclusion Lead</b></p> <p>Inclusion Lead focused on monitoring and assessing needs of the PP group.</p>	<p>Senior Leadership Team vision, rationale and monitoring more robust</p> <p>Inclusion Lead continues to work closely with Assessment Lead (SLT) to scrutinise data to look at outcomes for those children falling into vulnerable groups</p> <p>Published, evidence based interventions evidence progress that 'diminishes the difference' in attainment across a spectrum of need e.g. learning, social emotional development, motor skills etc.</p> <p>Vulnerable pupils now have greater opportunities to develop their social, emotional and personal development for example Thrive approaches are now embedded in to the curriculum through quality first teaching, children in every year group have access to Forest School Provision, and targeted groups are receiving targeted intervention. SDQ scores and Thrive screening evidences good progress in social, emotional development.</p> <p>Ongoing monitoring gathers evidence of impact and the voice of all stakeholders.</p>	<p>Inclusion Lead to continue to focus on those intervention areas which have shown less impact from data scrutiny and explore the reasoning behind this</p> <p>Inclusion Lead to work with Forest School Lead to monitor the impact of Forest School sessions on pupil progress e.g. through the use of SDQ's.</p>	<p>% of Inclusion Lead Salary + TLR £23,549 approx</p>

<ul style="list-style-type: none"> <li>• Specific emotional support is provided for children and their families, in order to ensure that every pupil achieves their potential through the provision of targeted support, signposting to services and interventions.</li> <li>• Pastoral Care to be available in order to meet basic needs as well as developing SEMH within school.</li> <li>• Specific and targeted evidence based interventions are available for identified pupils to 'diminish the difference' between themselves and their peers in terms of social and emotional health.</li> <li>• Outreach to be available to families, where applicable, in order to improve the attendance of vulnerable pupils.</li> </ul>	<p><b>Pastoral Support Workers</b></p> <p>PPG funding used to employ two full-time Pastoral Support Workers.</p>	<p>Pastoral Support worker support ensures basic needs are met &amp; that children feel safe and special. Research shows that only when these needs are met, are children able to access their 'emotional' and 'thinking' brains.</p> <p>Ensuring that vulnerable pupils have the ability to have movement/ brain breaks when required, ensures other pupils have the best possible learning environment at all times as lessons are not disrupted when pupils are dysregulating.</p> <p>Vulnerable pupils sensory needs are met meaning they are in a better emotional state and consequently can access learning.</p> <p>Scrutiny of SDQ/ Talkabout and Thrive assessments (Self-esteem) continue to evidence progress which 'diminishing the difference' e.g. data showed 100% intervention effectiveness for Talkabout in the Summer Term and 75% effectiveness for individual Thrive.</p> <p>Levels of attendance rose from 95.8% to 96.3% for the whole school, and from 83% to 86.4% for a particular target group of vulnerable pupils.</p> <p>PP attendance rose from 94.48% (37 PP pupils) to 94.63% (40 pupils).</p>		<p>£17,205 each per academic year</p> <p>Total= £34,410</p>
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<p>Secure, safe area for 'containment' is provided in school to ensure;</p> <ul style="list-style-type: none"> <li>• a smooth transition into school for vulnerable pupils (supporting pupil attendance)</li> <li>• a base where children can feel safe, secure (contained) and have their basic needs met</li> <li>• social and emotional development of pupils does not become a barrier to learning</li> <li>• that pupils are supported to manage their strong emotions and sensations</li> <li>• To develop their maturity and resilience.</li> <li>• To build pupil's self-esteem and confidence</li> <li>• a central base of the school's Inclusion provision</li> </ul>	<p><b>Continual development of Pastoral/ Thrive/ Inclusion Room</b></p> <p>'The Hub' is our Pastoral/Thrive base. 'The Hub' operates in the mornings to support transition of vulnerable pupils into school. It is also open during the school day as a base where children can feel safe, secure (contained) and have their basic needs met. Thrive, Play therapies and social/self-esteem targeted intervention work takes place here. Through the Thrive Approach pupils are supported to manage their strong emotions and sensations .</p>	<p>Improvement in removing barriers to learning;</p> <ul style="list-style-type: none"> <li>- Individual Thrive Intervention data showed an overall effectiveness rate of 80% in the Autumn Term, 82.3% effectiveness in the Spring Term and 75% effectiveness in the Summer Term</li> <li>- Group Thrive showed an overall intervention effectiveness rate of 79.3% in the Spring Term when it was first initiated and 65% effectiveness rate in the Summer Term</li> <li>- Talkabout Social Skills data saw an 80% effectiveness rate in the Autumn Term, 30% effectiveness rate in the Spring Term (monitored carefully by IL thereafter) and 100% effectiveness rate in the Summer Term</li> </ul> <p>Pupil voice monitoring revealed that pupils felt that 'The Hub' is now an important part of our school. Pupils felt supported by the Inclusion Team, were listened to, were able to calm and therefore return to class feeling more equip to access learning.</p> <p>Levels of attendance rose from 95.8% to 96.3% for the whole school, and from 83% to 86.4% for a particular target group of vulnerable pupils.</p> <p>PP attendance rose from 94.48% (37 PP pupils) to 94.63% (40 pupils).</p>	<p>'The Hub' to continue to 'evolve' with PSW's continuing professional development in Thrive, Mental Health First Aid and Lego Therapies.</p> <p>IL to monitor Group Thrive closely next academic year to explore why effectiveness rate was lower in the Summer Term and to ensure optimum impact next academic year.</p> <p>IL to continue to monitor data closely on an ongoing basis in order to pick up any abnormalities in data such as for Social Skills intervention in the Spring Term of 18-19.</p>	<p>Total= £1300 approx</p>
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<ul style="list-style-type: none"> <li>To continue to stock our school EPraise Shop in line with our Relationships (Behaviour) Policy.</li> <li>To motivate and reward children for behaving in a positive manner</li> </ul>	<p><b>Behaviour Rewards</b></p> <p>Our 'EPraise' shop facilitates children spending their House Points on rewards, promoting good behaviour.</p> <ul style="list-style-type: none"> <li>Pupil voice activities were conducted to see what children would like as rewards</li> <li>School Captains reviewed these ideas and discussed practicalities with Lead Pastoral Support Worker</li> <li>Senior Leaders discussed implications and practicalities of suggestions</li> <li>New rewards advertised</li> </ul>	<p>Amber and Red behaviours at the start of our new Behaviour Policy totalled 63 'demerits' in Week 2 &amp; 70 'demerits' in Week 3. By March EPraise data shows total demerits per week to be between 20-30 'demerits' per week.</p> <p>Throughout the second half of 18-19 demerits continued to average 20-30 demerits per week evidencing that lower levels of misbehaviour were sustained.</p> <p>Pupil voice activities reveal pupils are fond of the new EPraise system and express the opinion that 'It helps them what the right way to behave is'</p>	<p>IL/ Acting Headteacher to delegate 'Achievement' to one of our new Assistant Headteachers in January 2020 to oversee the smooth running of EPraise and increase the profile of celebrating achievement in our school.</p> <p>Rewards to be evaluated annually.</p>	<p>Total= £300 approx</p>
<p>A whole school behaviour/tracking system was required set to;</p> <ul style="list-style-type: none"> <li>reward and motivate pupils to behave well</li> <li>rewards all pupils who meet expectation</li> <li>promote attendance (more sessions in school equates to more House Points)</li> <li>allow teachers and senior leaders to rigorously monitor and log any patterns of behaviour</li> <li>allow senior leaders to monitor teachers' management of behaviour</li> <li>highlight those children who need targeted support to address the needs of pupils who misbehave</li> <li>ensure consistent escalation of sanctions for pupils who persistently misbehave</li> </ul>	<p><b>EPraise &amp; CPOMS Behaviour Tracking Systems</b></p> <p>EPraise;</p> <ul style="list-style-type: none"> <li>Allows pupils to view their achievements and be positively and publicly rewarded for positive behaviour</li> <li>Allows teachers to record red and amber behaviours (demerits)</li> <li>Allows senior leaders to monitor patterns of behaviour and teachers management of behaviour</li> <li>Highlights those children who need targeted support to address the needs of pupils who misbehave</li> </ul>	<p>Amber and Red behaviours at the start of our new Behaviour Policy totalled 63 'demerits' in Week 2 &amp; 70 'demerits' in Week 3. By March EPraise data shows total demerits per week to be between 20-30 'demerits' per week.</p> <p>Throughout the second half of 18-19 demerits continued to average 20-30 demerits per week evidencing that lower levels of misbehaviour were sustained.</p> <p>PP pupils that were persistently misbehaving were identified and carefully monitored through the use of EPraise. Case studies show particular individuals who were displaying repeated red behaviours at the start of the year, now displaying ambers due to the high levels of support that have been put in place.</p> <p>Pupil voice activities reveal pupils are fond of the new EPraise system and express the opinion that 'It helps them what the right way to behave is'</p> <p>Pupil voice activities reveal that bullying and misbehaviour are dealt with consistently and fairly. They can talk about the sanctions and impact.</p> <p>Senior leaders are confident about what patterns of behaviour 'look like' at Upton St Leonards Primary School and are better informed to make decisions regarding further actions for improvement.</p> <p>Teachers, Senior Leaders, and the Inclusion Team, are confident that the correct pupils are flagged for additional support in managing their behaviour/ impulse/ emotions.</p>	<p>Continue the use of EPraise and tailor to meet the needs of our new Relationships Policy logging restorative conversations.</p> <p>New AHT responsible for achievement to consider the possibility in adapting EPraise to enable parents to view pupil achievements.</p> <p>Continue to track patterns of behaviour and analyse as staff/ Inclusion Team to ensure the right levels of support are put in place for vulnerable pupils.</p>	<p>£690- EPraise</p> <p>£895 CPOMS</p> <p>£360 CPOMS keys</p> <p>Total= 1945</p>

<ul style="list-style-type: none"> <li>• To improve pupils' behaviour at break and lunch times in school and improve respect for supervisors (SIP Priority)</li> <li>• Improved behaviour has been evidenced to have a positive impact on both the learning outcomes of the individual as well their peers.</li> <li>• Motivated pupils learn make increased progress.</li> <li>• Rewards lead to improved social and emotional health.</li> <li>• Reduce social difficulties/ incidents/ disagreements that occur to avoid children feeling anxious, angry or stressed with high levels of hormones such as adrenaline and cortisol in the body.</li> <li>• Provide more high quality play opportunities to engage and keep pupils active</li> <li>• Provide play leadership opportunities and ambassador roles for pupils</li> </ul>	<p><b>OPAL- Opportunities for Play and Learning/ Development of Zoned Play and Play Leaders at lunchtime</b></p> <p>After researching and meeting with OPAL and exploring alternative options, SMT and Governors felt that the CAPS Project (Children's Access to Play in School) that the University of Gloucestershire was piloting better met our school needs. We would also be interested in achieving our 'Play Friendly School' quality mark.</p> <p>This academic year, our PE lead has taken a lead in increasing mid-day supervisor's knowledge, skills and understanding of play. Some zoned play has already been piloted e.g. skipping, dressing up, music zones etc. Mid-days are gradually moving towards being 'play-leaders'.</p>	<p>Pupils are already engaged in more high quality play opportunities e.g. skipping, dancing, board games</p> <p>Amber and Red behaviours at the start of our new Behaviour Policy totalled 63 'demerits' in Week 2 &amp; 70 'demerits' in Week 3. By March EPraise data shows total demerits per week to be between 20-30 'demerits' per week.</p> <p>Throughout the second half of 18-19 demerits continued to average 20-30 demerits per week evidencing that lower levels of misbehaviour were sustained.</p> <p>PP pupils that were persistently misbehaving were identified and carefully monitored through the use of EPraise. Case studies show particular individuals who were displaying repeated red behaviours at the start of the year, now displaying ambers due to the high levels of support that have been put in place.</p> <p>Assessment data for vulnerable children who's SEMH needs are being carefully tracked, show progress in terms of Thrive or SDQ scores.</p>	<p>SMT, SLT and PE-Co-ordinator to work together to implement Play Friendly School initiatives in Autumn Term 2019-20.</p>	<p>£0</p>
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<ul style="list-style-type: none"> <li>Ensure a consistent approach to teaching handwriting and developing pupils fine motor skills across the school (SIP Priority 1)</li> </ul>	<p><b>Extending quality fine motor provision into Quality First Teaching</b></p> <p>Bring regular fine motor skill provision into Quality First Teaching in the classroom by;</p> <ul style="list-style-type: none"> <li>- auditing current fine motor resources/ staff skillset we already have in school</li> <li>- ordering additional resources to enable fine motor activities to take place in the classroom</li> <li>- creating class 'fine motor boxes' which can be accessed daily</li> <li>- providing staff CPD/ sharing of good practice/ resources to facilitate provision</li> <li>- assigning a TA to the SIP priority to support with this priority throughout the school and feed back to English &amp; Inclusion Leads</li> <li>- monitoring of provision and impact to be carried out by English and Inclusion Lead</li> </ul>	<p>Recent learning walks have evidenced consistency in the teaching of handwriting across the school. Teachers are now using a progressive scheme throughout the whole school, consistently and regularly teaching handwriting throughout the week, recording handwriting in consistent sized handwriting books and handwriting skills learnt are being applied in English writing books which also have handwriting lines throughout.</p> <p>Recent learning walks have evidenced an improvement in presentation and handwriting across the school.</p> <p>Activities which strengthen fine motor skills can be evidenced throughout the curriculum e.g. using peg boards or tweezers in early morning maths.</p> <p>Pupil voice evidences that children feel they know what is expected in terms of handwriting and that they feel their handwriting and presentation has improved.</p> <p>The number of PPG pupils that are being removed from QFT for fine motor intervention has significantly reduced.</p>	<p>SLT to continue to work alongside Pie Corbett to continue to embed new strategies.</p> <p>Senior Leaders to continue to rigorously monitor writing, handwriting and presentation.</p>	<p>Total= £500</p>
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<ul style="list-style-type: none"> <li>To facilitate personalised support through the use of trained teaching assistants and research based intervention materials at an individual/ group level to 'diminish the difference' for PP pupils and other pupils falling into 'vulnerable groups'.</li> </ul>	<p><b>Ongoing purchase of Research Based, Published Intervention Material &amp; Diagnostic Assessment Materials</b></p> <p>Personalised support and intervention at an individual level has been provided through Quality First Teaching as appropriate in order to 'diminish the difference' for PP pupils.</p> <p>Published, Wave 2, research based intervention materials have been replenished as required to cater for varying areas of need e.g. Reading, Spelling, Maths, Fine Motor Skills, Phonics, Self-Esteem, Social Skills</p> <p>This section has been responsive to need and has been allocated throughout the year.</p>	<p>Wave 2 intervention continues to 'diminish the difference' in many areas of need e.g. Reading, Spelling, Maths, Fine Motor Skills, Phonics, Self-Esteem, Social Skills</p> <p>Group provision maps are collated by intervention leads every term and data is analysed and report to the HT and Governors by the IL termly.</p> <p>The IL uses this data in order to prioritise monitoring for the next term.</p> <p>Using the Assess, Plan, Do , Review cycle, new intervention material is then researched, bought in and trialled where existing interventions are not having the desired impact.</p>	<p>Continue to replenish resources for intervention as required</p> <p>IL to continue to research published, researched based resources to meet pupil need.</p> <p>Carefully monitor the progress of pupils using the graduated approach (Assess/Plan/Do/Review) and adapt provision accordingly based on individual pupil need.</p>	<p>Rapid Phonics Online- £107.50</p> <p>Rapid Reading Online-</p> <p>£474.17</p> <p>Dyslexia Screener</p> <p>£227.65</p> <p>Bear Necessities</p> <p>£110.00</p> <p>Dancing Bears</p> <p>£140.00</p> <p>Word Shark</p> <p>£163.75</p> <p>SENT License</p> <p>£329.38</p> <p>Additional laptop</p> <p>£333.27</p> <p>Total- £1884.32</p>
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<p>To provide high quality Inclusion provision which;</p> <ul style="list-style-type: none"> <li>Ensures learner's feel safe, special and have their basic needs met in order to access their 'emotional' and 'thinking' brains making them ready to learn</li> <li>Facilitates targeted support for our most vulnerable learners, particularly those that may have struggled with difficult life events(trauma/ACE's)</li> <li>Supports vulnerable pupils re-engage with life and learning.</li> <li>Improves relationships between peers and between learners and staff</li> <li>Sees an improvement in SEMH which consequently links to an improvement in Behaviour (Behaviour is a way of communicating)</li> <li>To build on recent advances in neuroscience, attachment theory and child development.</li> <li>Facilitates an improvement in pupil attendance</li> </ul>	<p><b>Development and use of the Thrive Approach</b></p> <p>The school now has 4 licensed Thrive Practitioners.</p> <p>We use the Thrive screening tool across the whole school to assess SEMH as well as learning every term.</p> <p>A Thrive/SEMH curriculum is embedded into quality first teaching. Thrive screening helps teachers' asses and pan for SEMH needs in their cohort.</p> <p>Children identified through whole school Thrive screening access either group or individual Thrive intervention from a licensed practitioner.</p>	<p>Children's SEMH is given the upmost importance alongside learning outcomes.</p> <p>Teachers are aware of the importance of SEMH and the fact that if a child's basic and emotional needs are met, they cannot access learning.</p> <p>There are no 'invisible' children in our school. All SEMH are identified and individual needs are planned for.</p> <p>Individual Thrive Intervention data showed an overall effectiveness rate of 80% in the Autumn Term, 82.3% effectiveness in the Spring Term and 75% effectiveness in the Summer Term</p> <p>Group Thrive showed an overall intervention effectiveness rate of 79.3% in the Spring Term when it was first initiated and 65% effectiveness rate in the Summer Term.</p>	<p>Additional staff to become licensed Thrive Practitioners given the impact of the approach.</p>	<p>Thrive Online: £1505.20</p> <p>Total = £1505.20</p>
<ul style="list-style-type: none"> <li>To improve the attendance rate of a key targeted group of vulnerable learners</li> <li>To improve our whole school attendance rate</li> <li>To improve the attendance rate of our PPG group</li> <li>Smother transition into school will ensure basic and emotional needs are met so children are able to access learning.</li> <li>Increased rates of attendance lead to greater rates of academic performance</li> </ul>	<p><b>Attendance Officer</b></p> <p>Our Attendance Officer continued to work as a member of the Inclusion Team with a responsibility for Attendance. She has collected and analysed data relating to attendance, supported the Inclusion team in putting personalised strategies in place to improve the attendance of particular pupils and monitor the impact of such strategies, Investigated school absence on a daily basis and collected evidence and reasoning for those pupils who arrive after 9:15am.</p>	<p>Levels of attendance rose from 95.8% to 96.3% for the whole school, and from 83% to 86.4% for a particular target group of vulnerable pupils.</p> <p>PP attendance rose from 94.48% (37 PP pupils) to 94.63% (40 pupils).</p>	<p>Holidays within term time have been identified as pulling the whole school attendance figure down.</p> <p>IL and AO to implement Gloucestershire guidance around unauthorised holiday in term time, applying for penalty notices if needed.</p>	<p>£ 3,052 – 5 hours per week per academic year.</p> <p>Attendance rewards;</p> <p>£110.00</p> <p>Total= £3162</p>



<ul style="list-style-type: none"> <li>Facilitate a wide range of adventure activities as research has shown these experiences are linked with increased academic achievement. The main effects tend to be on self-confidence, self-efficiency and motivation.</li> </ul>	<p><b>Outdoor Learning</b> The school operate Forest School with whole class and targeted opportunities for pupils as appropriate.</p>	<p>Pupil voice monitoring activities evidence pupils speaking highly about their experiences in Forest School.</p> <p>An improvement in pupil behaviour has been evident through these sessions where pupils are engaged in kinaesthetic, 'hands-on' experiences which they may not have previously experienced.</p> <p>SDQ scores, Thrive baseline scores, Talkabout Scores for those pupils monitored, show high percentages of pupils Social Emotional needs improving.</p>	<p>Consider the possibility of extending Forest School opportunities to more classes/ age groups.</p> <p>Inclusion Lead to work with Forest School Lead to monitor the impact of Forest School sessions on pupil progress e.g. through the use of SDQ's.</p>	
<ul style="list-style-type: none"> <li>Ensure we are able to subsidise the cost of Residential trips during the course of the academic year for any pupil in receipt of the Pupil Premium to ensure equality of access.</li> </ul>	<p><b>Educational Visits</b> Costs of Residential trips during the course of the academic year for any pupil in receipt of the Pupil Premium subsidised to ensure equality of access.</p>	<p>Pupils have wider breadth of life experiences than that they may have previously experienced.</p> <p>Research shows that first hand experiences lead to improved academic outcomes.</p>	<p>Continue to facilitate in the future.</p>	<p>£246.05</p> <p>£262.50</p> <p>£616</p> <p>£63</p> <p>£364</p> <p>£50</p> <p>Total= £ 1601.50</p>