Upton St. Leonards Pupil Premium Improvement Plan 2019-20

USL PUPIL PREMIUM INCUDES;	PUPIL PREMIUM ALLOCATIONS 2019-2020:	LINK WITH SIP:
Primary pupils recorded as known to be eligible for Free School Meals in any of the previous six years (Ever 6 FSM) as well as those first known to be eligible at January 2019 (£1,320pp) **Pupils eligible for the Service Child premium in 2013-2014, 2014-2015, 2015-2016, 2016-2017 or 2017-2018 as well as those recorded as a Service Child for the first time on the January 2019 Census (Ever 5 SC) (£300pp)** **Pupils recorded on the January 2019 School census who were looked after immediately before being adopted on or after 30 December 2005, or were placed on a Special Guardianship or Residence Order immediately after being looked after (£2,300pp)**	**Total number of pupils on roll (January 2019): 417** **Total number of pupils eligible for PPG: 49** **Amount of PPG received per pupil: 3 x £2300, 46 x £1320** **Total amount of PPG received: £67620**	SIP priorities for 2019-20; 'Working Together to get from A to B to C' 1) Writing 2) Transition- Pre-School to EYFS & EYFS through KS1 3) Assessment 4) ***Behaviour*** 5) Curriculum

Evidence of the current PP position;
- In the academic year 2018-19 the 'EPraise demerit value' (number of amber and red behaviours recorded) was significantly higher for PPG pupils than their peers in terms of misbehaviour (147.63 demerit value for PP pupils vs only 36.58 for non pupil-premium pupils) . N.B. PP vs Non-PP pupils was not tracked in 17-18.
- The average Pupil Premium Grant attendance rate for 2018-19 was 94.63% (94.48% in 17-18) with 1.01% unauthorised absences (1.47% in 17-18) and 0.35% of late arrivals after the close of registration (0.36 in 17-18) This is still lower than non pupil-premium pupils whose average average attendance rate for 18-19 was 96.43%, with 0.87% of unauthorised absences and 0.09% of late arrivals after the close of registration.

KS1;
- In the academic year 2018-19 67% of KS1 PPG Pupils met the expected standard in Reading compared to 84% of Non-PPG pupils
- In the academic year 2018-19 56% of KS1 PPG Pupils met the expected standard in Writing compared to 73% of Non-PPG pupils
- In the academic year 2018-19 67% of KS1 PPG Pupils met the expected standard in Maths compared to 83% of Non-PPG pupils

KS2;
- In the academic year 2018-19 63% of KS2 PPG Pupils met the expected standard in Reading compared to 84% of Non-PPG pupils
- In the academic year 2018-19 44% of KS2 PPG Pupils met the expected standard in Writing compared to 79% of Non-PPG pupils
- In the academic year 2018-19 50% of KS2 PPG Pupils met the expected standard in Maths compared to 82% of Non-PPG pupils
- Progress for Reading was *-0.31* for PPG Pupils compared to *0.42* for Non-PPG pupils

Evidence for this can be gathered from;
- School SEF
- School SIP
- 2018-19 data- ASP data, FFT data and internal data
- Intervention Data (2018-19)

- **Attendance data for Pupil Premium pupils (2018-19)**
- **EPraise Behaviour Data (2018-19)**

Main barriers to educational achievement for the PP group:

- Behaviour (EPraise) data and our knowledge of the children demonstrate that life experiences have not equipped them to manage their strong sensations and emotions well. They do not have a stress-regulation system that enables them to settle, to feel safe, to concentrate, to be curious or to be willing to work alongside peers in collaborative ways. Neuroscience shows us that their emotional regulation and stress-related systems have not yet sufficiently developed.
- Some children suddenly experience hurtful, shocking, strange or traumatic life events, such as bereavement, a parents redundancy, a depressive episode in a close relative or the death of a grandparent. When these life experiences happen, we all return to our most basic needs.
- Social difficulties/ incidents/ disagreements that occur can leave children feeling anxious, angry or stressed with high levels of hormones such as adrenaline and cortisol in the body. Research tells us that children act from their 'brain stem' when they are feeling like this; unable to access their emotional or thinking brain, and therefore unable to access learning.
- Lower rates of attendance than non-PP pupils, sometimes from full days absence, but for this group, often arriving late to school, which makes it harder for them to settle into the school day and then access learning due to the initial input they have missed
- Children that are already behind academically that would remain behind if left without identified, structured support to 'diminish the difference' between themselves and their peers
- Writing remains a School Improvement Priority this year for all groups of learners, including this group of learners.

Main areas for development for the PP group 2018-2019:

- Support children, through the use of the Thrive Approach, F-C Approach and Restorative practice, who have experienced Adverse Life Experiences so that they can access and engage with learning.
- Support children's social skills, emotional well-being and emotional literacy.
- Building on an area of improvement from last academic year, continue to improve the structure and quality of lunch times so that children experience positive playtimes, reducing the number of behaviour incidents that arise and consequently ensuring children are emotionally ready to engage with learning.
- With use of a pastoral team, make transitions into school smoother, and if need be make home visits to families, collecting children if required
- To continue to develop structured, research based interventions which 'diminish the difference' for our most vulnerable learners in all four areas of need; Cognition and Learning, Sensory and Physical, Social, Emotional and Mental Health, Communication and Interaction.

MILESTONES		
DEC 19	**MAR 20**	**JUL 20**
- Whole staff F-C Approach training has taken place. Our Relationships (Behaviour Policy) has been adapted to reflect our knowledge and understanding of the Thrive Approach, F-C Approach and Restorative practice. - Learning environments support the idea of containment and feeling safe. Children have a 'safe space' within their classroom, trust staff and staff get down to pupils' level, attune and validate their emotions and support with regulation. - Learning walks and pupil voice evidence that behaviour is beginning to be dealt with in a restorative manner. - Staff have Thrive screened their individual classes and targeted planning has taken place to support	- Our Bronze Expectations 'RRS' are embedded. Children know these and understand them when asked. 'Stop, Drop, Think' (Restorative Conversation Script) are visible in every classroom and learning walks and pupil voice evidence it being applied at teacher level, SLT level and SMT level. - CPOMS logs and EPraise data carefully tracks levels and patterns of misbehaviour and the use of restorative practice. Pupils that repeatedly misbehave receive targeted SEMH support through QFT and from the Inclusion Team and may have individual plans of support and a multi-agency support package in place.	- The implementation of our new 'Relationships Policy' demonstrates lower levels of misbehaviour and lower rates of misbehaviour for our PPG and non-PPG groups. - Thrive, F-C an restorative principles are embedded as part of a whole school approach. Staff continue to class screening pupils every term so that as a school, we are prioritising those children that most need input. SEMH needs are carefully planned for through the curriculum. - For specific children, an improvement in patterns of behaviour is evident through analysing EPrasie data. Case studies can evidence this. - There is evidence of progress within the developmental strands of Thrive for pupils that

- SEMH needs e.g. whole class Thrive action plan, group or individual intervention programmes. - There is evidence that teachers have begun to embed good practice to support SEMH needs within QFT. - Attendance data has been scrutinised by the Attendance Officer and Inclusion Lead and initial contact/ AIM meetings where appropriate have been set up with identified families. - Group Provision Maps for structured, evidence based interventions reflect pupil progress rates which 'diminish the difference' in pupil progress. - CAPS Project (Children's Access to Play in School) or zoned play has began to be implemented. SLT and the PE-Co-ordinator have a clear vision for development. Zoned areas are becoming more evident at playtimes.	- Learning walks and pupil voice continue to evidence that behaviour is being be dealt with in a restorative manner. - Staff are embedding Thrive, F-C Approach and Restorative principles in their classrooms, particularly in terms of a developed learning environment and they way they speak to children. They will also be using Thrive whole class action plans through the PSHE curriculum to support children's social skills, emotional well-being and emotional literacy. Individual and Group SEMH intervention is underway. - There is evidence of progress within the developmental strands of Thrive for pupils that were highlighted for Individual or Group intervention from the previous term. - The additional Pastoral Support Worker is tracking patterns in behaviour and monitoring how staff are responding to these behaviours, with support from the Inclusion Lead. - Attendance for our Pupil Premium pupils/ most vulnerable attendance group has seen an improvement due to engaging parents, support from the Inclusion Team and Home visits to facilitate bringing pupils in to school. - Group Provision Maps for structured, evidence based interventions reflect pupil progress rates which 'diminish the difference' in pupil progress. - CAPS Project (Children's Access to Play in School) or zoned play has developed further. Zoned areas are more evident at playtimes and mid day supervisors have stepped in to a 'Play Leader' role.	received QFT Thrive support or were highlighted for Individual or Group intervention from the beginning of the academic year. - Attendance for our Pupil Premium pupils/ most vulnerable attendance group has improved again year on year. - Group Provision Maps for structured, evidence based interventions reflect pupil progress rates which 'diminish the difference' for our PPG group. - An improvement in Behaviour at playtimes is evident through EPraise and CPOMS data, Pupil Voice and Staff Voice due to children being engaged in purposeful play through the use of the CAPS project.

Desired Outcome/ Chosen Action or Approach	Cost	Timeline/ Member of Staff	Rationale for Action (Linked to research where appropriate)	RAG rate
Inclusion Lead Dedicated Inclusion Lead to be focused on monitoring and assessing needs of the PP group:	% of Inclusion Lead salary = £23,549	Full time member of SLT On-going	-Leadership with direct responsibility provides focused assessment and evaluation in order to ensure that children get the right support they require.	DEC MAR JUL

• Overseeing provision for PP pupils including enriching their opportunities and ensuring provision is in place to diminish the difference between themselves and their peers • Setting up start and end assessments for intervention and support • Data analysis of the PP group • Diagnostics for individual PP pupils • Work scrutiny and analysis on a regular basis • Conducting Pupil Voice Interviews • Line managing other Inclusion Team staff members that may provide support to PPG pupils				
X2 Pastoral Support Workers Pastoral Support Worker to provide specific emotional support 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. PSW to be responsible for Pastoral Care, meeting basic needs as well as developing SEMH within school. PSW's will be Thrive and Lego therapy trained, and able to deliver targeted packages of support to identified pupils. PSW to also provide outreach to families, where applicable, in order to improve the attendance of vulnerable pupils.	£37,668	28.33 hours a week On-going	-Neuroscience, Child Development & Attachment Theory tells us children cannot access their thinking brains if their basic needs and emotional needs are not met. -Research shows pastoral care is inextricably linked with teaching and learning and the structural organisation of the school. -Pastoral care promotes students' personal and Social and Emotional Education in Primary School. -Improved levels of Social and Emotional development lead to stronger academic outcomes. -Smoother transitions into school, family Support, home visits and providing transportation should lead to a rise in pupil attendance rates	DEC MAR JUL
Resourcing of Pastoral/ Nurture/ Inclusion Room ('The Hub') • To be the central base of the school's Inclusion provision. • To transition vulnerable pupils into school • To provide a base where children can feel safe and secure and therefore develop their individual needs further • To offer children opportunities to re-visit early learning skills • To promote and support pupils social and emotional development. • To develop their maturity and resilience. • To build pupil's self-esteem and confidence	£500 Approx	On-going	-Smoother transitions into school, family Support, home visits and providing transportation should lead to a rise in pupil attendance rates -Smoother transition into school will ensure basic and emotional needs are met so children are able to access learning. -Research shows that children's learning is most effective when they have a sense of emotional well-being, good self-esteem and a feeling of belonging to their school community. -Neuroscience, Child Development & Attachment Theory tells us children cannot access their thinking brains if their basic needs and emotional needs are not met.	DEC MAR JUL
Behaviour Rewards To continue to stock our school EPraise Shop in line with our Positive Behaviour Policy. To motivate and reward children for behaving in a positive manner	£300	On-going	-Positive reinforcement results in an improvement in behaviour -Improved behaviour has been evidenced to have a positive impact on both the learning outcomes of the individual as well their peers. -Motivated pupils learn make increased progress. -Rewards lead to improved social and emotional health.	DEC MAR JUL
EPraise and CPOMS Behaviour Tracking System	Annual cost	On-going		DEC

	Cost	Timescale	Research/Impact	Review
• -Online school reward system designed to motivate students to behave well • -Rewards all pupils who meet expectation • -Promotes attendance (more sessions in school equates to more House Points) • -Allows teachers and senior leaders to rigorously monitor and log any patterns of behaviour • -Allows senior leaders to monitor teachers management of behaviour • -Highlights those children who need targeted support to address the needs of pupils who misbehave • -Ensures consistent escalation of sanctions for pupils who persistently misbehave	£690- EPraise £895 CPOMS Total = 1,585		-Behaviour needs to be carefully monitored in order to identify areas for improvement and monitor impact. -Behaviour tracking systems ensure good communication between those professionals that support the child leading to greater impact. -Improved behaviour has been evidenced to have a positive impact on both the learning outcomes of the individual as well their peers. -Motivated pupils learn make increased progress. -Rewards lead to improved social and emotional health. -Higher rates of attendance lead to more EPraise points being earned due to earning points every 'session' they are in school.	MAR JUL
CAPS Project (Children's Access to Play in School) -University of Gloucestershire pilot & 'Play Friendly School' quality mark. HT and PE Co-ordinator to engage in University of Gloucestershire's CAP project and take a lead on implementing this within our setting with the support of SLT. Providing more high quality play opportunities to engage and keep pupils active Enabling provision of zoned play areas for pupils Providing Play leadership opportunities and ambassador roles for pupils Training lunchtime supervisors to be play leaders	£0 Approx ring-fenced from Sports Premium Budget	Ongoing	-To improve pupils' behaviour at break and lunch times in school and improve respect for supervisors (SIP Priority) -Improved behaviour has been evidenced to have a positive impact on both the learning outcomes of the individual as well their peers. -Motivated pupils learn make increased progress. -Rewards lead to improved social and emotional health. - 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.	DEC MAR JUL
Ongoing purchase of Research Based, Published Intervention Material & Diagnostic Assessment Materials Personalised support and intervention at an individual level to be provided through Quality First Teaching as appropriate in order to 'diminish the difference' for PP pupils. Published, Wave 2, research based intervention materials to be replenished as required to cater for varying areas of need e.g. Reading, Spelling, Maths, Fine Motor Skills, Phonics, Self-Esteem, Social Skills This section is responsive to need and will be allocated throughout the year.	£500 Approx	On-going	-Recent research has shown that Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher. -1:1 tuition in intensive small groups is very effective in helping learners to 'diminish the difference' -Allows effective feedback. -Short periods of intensive sessions tend to have the most impact. -Gathering diagnostic baseline and exit assessment data will measure the impact of structured interventions	DEC MAR JUL
Development and use of the Thrive Approach	£1505.20 online subscription	Ongoing	Research –	DEC

• To provide targeted social and emotional support for our most vulnerable learners, particularly those that may have struggled with difficult life events. • To help vulnerable pupils re-engage with life and learning. • To promote healthy, happy, confident children who are ready and open to learning. • Improve relationships between peers and between learners and staff • Improved SEMH linked to improvement in Behaviour (Behaviour is a way of communicating) • To build on recent advances in neuroscience, attachment theory and child development. • Increase attendance	£1725.00 per practitioner for training Total= £3,230.20		Research suggests building resilience and resourcefulness, decreases the risk of mental illness, reinvigorates the learning provision and helps those children who are at risk of underachieving or exclusion to stay in school and re-engage with learning. Linked to up-to-date research on neuroscience, attachment research, learning theory, child development studies and research into risk and resilience factors.	MAR JUL
Attendance Officer • To work as a member of the Inclusion Team, under the direction of the Inclusion Lead, with a responsibility for Attendance • Collect and analyse data relating to attendance • As part of the Attendance Team, put personalised strategies in place to improve the attendance of particular pupils and monitor the impact of such strategies • Investigate school absence on a daily basis • Collect evidence and reasoning for those pupils who arrive after 9:15am • Carefully monitor any children that may have at least 10 days absence and if necessary report them as CME • Co-ordinate Attendance Rewards and displays promoting good school attendance • Provide outreach for vulnerable families with low attendance where applicable	£ 3,161 – 5 hours per week per academic year.	On-going 5 hours a week	- Increased rates of attendance lead to greater rates of academic performance -Smoother transition into school will ensure basic and emotional needs are met so children are able to access learning. -Smoother transitions into school, family Support, home visits and providing transportation should lead to a rise in pupil attendance rates -Motivated pupils learn make increased progress. -Rewards lead to improved social and emotional health.	DEC MAR JUL
Educational Visits The school are 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.	Approx £1500 required last academic year.	On-going from Sept 2016	-Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school -Approaches to learning can have impact on confidence and relationships in school	DEC MAR JUL

Total Spend= £71,993.20 – some flexibility within IL salary due to restructuring of leadership team.