

Upton St. Leonards Pupil Premium Improvement Plan

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| <p>USL PUPIL PREMIUM INCLUDES;</p> <ul style="list-style-type: none"> 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 2017 (£1,320pp) Pupils eligible for the Service Child premium in 2012-2013, 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 2018 Census (Ever 5 SC) (£300pp) Pupils recorded on the January 2018 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) | <p>PUPIL PREMIUM ALLOCATIONS 2018-2019:</p> <p>Total number of pupils on roll (January 2018): 417</p> <p>Total number of pupils eligible for PPG: 50</p> <p>Amount of PPG received per pupil: 45 x £1,320, 1 x £300 & 4 x £2,300</p> <p>Total amount of PPG received: £68,900</p> | <p>LINK WITH SIP:</p> <ol style="list-style-type: none"> Continue to improve the quality of teaching of Writing across the school so that attainment and progress are in line with those achieved in Reading and Maths by; Ensuring a consistent approach to teaching handwriting and developing pupils fine motor skills across the school Developing pupils language and vocabulary through word awareness Continue to diminish the difference in achievement for vulnerable learners by; Developing a whole school Thrive Approach and implementing the use of a class screening tool Providing vulnerable pupils with access to a high-quality inclusion provision Developing the role of the Inclusion Team in supporting vulnerable pupils to achieve better outcomes Targeting relevant interventions for vulnerable and under-achieving pupils Reducing the levels of absence in school to below the national average for all pupil groups Monitoring and evaluating PPG Grant spending rigorously to ensure funding impacts on PPG pupils' achievement To improve pupils' behaviour at break and lunch times in school and improve respect for supervisors, by; 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 |
| <p>Evidence of the current PP position;</p> <ul style="list-style-type: none"> In the academic year 2018-19 high percentages of PPG pupils needed additional support than their peers in terms of behaviour The average Pupil Premium Grant attendance rate for 2017-18 was 94.48% (with 1.49% unauthorised absences and 0.36% of late arrivals after the close of registration) vs an average attendance rate of 96.43% for non-PPG pupils (with 0.87% of unauthorised absences and 0.09% of late arrivals after the close of registration) <p>KS1;</p> <ul style="list-style-type: none"> In the academic year 2017-18 43% of KS1 PPG Pupils met the expected standard in Reading compared to 83% of Non-PPG pupils In the academic year 2017-18 43% of KS1 PPG Pupils met the expected standard in Writing compared to 83% of Non-PPG pupils In the academic year 2017-18 43% of KS1 PPG Pupils met the expected standard in Maths compared to 89% of Non-PPG pupils <p>KS2;</p> <ul style="list-style-type: none"> In the academic year 2017-18 64% of KS2 PPG Pupils met the expected standard in Reading compared to 76% of Non-PPG pupils In the academic year 2017-18 64% of KS2 PPG Pupils met the expected standard in Writing compared to 80% of Non-PPG pupils | | |

- In the academic year 2017-18 73% of KS2 PPG Pupils met the expected standard in Maths compared to 86% of Non-PPG pupils
- Progress for Reading was -0.31 for PPG Pupils compared to 0.42 for Non-PPG pupils
- Progress for Writing was -2.17 for PPG Pupils compared to -9.0 for Non-PPG pupils
- Progress for Maths was 0.47 for PPG Pupils compared to 0.68 for Non-PPG pupils

Evidence for this can be gathered from;

- School SEF
- School SIP
- 2017-18 data- ASP data and internal data
- Intervention Data (2017-18)
- Attendance data for Pupil Premium pupils (2017-18)
- EPraise Behaviour Data (2017-18)

Main barriers to educational achievement for the PP group:

- 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.
- Low rates of attendance 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, 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 through the use of Thrive Approach.
- 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.
- Extend quality fine motor provision into Quality First Teaching in order to improve fine motor skills and handwriting across the school.

MILESTONES

| DEC 17 | MAR 18 | JUL 18 |
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| <ul style="list-style-type: none"> • Whole staff Thrive training has taken place. Staff have screened their individual classes and are speaking to children using the Vital Relational Function (VRF) principles. | <ul style="list-style-type: none"> • Staff are embedding some Thrive principles in their classrooms, particularly in terms of a developed learning environment and the way they speak to children. They may also be using Thrive whole class | <ul style="list-style-type: none"> • Thrive principles are embedded as part of a whole school approach. Our behaviour policy and practice reflects the VRF's in the way that we speak to, and manage pupils. Staff are class screening pupils every |

| <ul style="list-style-type: none">• An additional Pastoral Support Worker has been employed and trained by the Inclusion Lead to oversee Behaviour and support with Children in Care.• 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.• There is evidence that teachers have begun to embed good practice to support fine motor skills within Quality First Teaching. | <p>action plans through the PSHE curriculum to support children’s social skills, emotional well-being and emotional literacy. Individual and Group Thrive intervention is underway.</p> <ul style="list-style-type: none">• 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.• OPAL or zoned play has begun to be set up. Zoned areas are more evident at playtimes and mid day supervisors have stepped in to a ‘Play Leader’ role.• 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.• Evidence of fine motor provision within the curriculum is evident from learning walks/ book trawls. | <p>term so that as a school, we are prioritizing those children that most need input. Thrive whole class action plans are used through the PSHE curriculum to support children’s social skills, emotional well-being and emotional literacy. Individual and Group Thrive intervention is underway.</p> <ul style="list-style-type: none">• There is evidence of progress within the developmental strands of Thrive for pupils that were highlighted for Individual or Group intervention from the beginning of the academic year.• For specific children, an improvement in patterns of behaviour is evident through analysing EPraise data.• OPAL or zoned play has been be set up. Zoned areas are available at playtimes and mid day supervisors have stepped in to a ‘Play Leader’ role. An improvement in Behaviour at playtimes is then evident through EPraise data, Pupil Voice and Staff Voice.• Attendance for our Pupil Premium pupils/ most vulnerable attendance group has seen an improvement due to engaging parents, support from• Group Provision Maps for structured, evidence based interventions reflect pupil progress rates which ‘diminish the difference’ in pupil progress.• An improvement in presentation/handwriting is evident through book trawls. | | |
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| 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: <ul style="list-style-type: none">• 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 | £12,355 (25% of Inclusion Lead Salary) £2,008 (Inclusion TLR) Total= £14,343 | Full time member of SMT 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 |

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| <ul style="list-style-type: none"> Line managing other Inclusion Team staff members that may provide support to PPG pupils | | | | |
| 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. | £ £17,205 each per academic year Total= £34,410 | 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') <ul style="list-style-type: none"> 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 | £100 | 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 Behaviour Tracking System <ul style="list-style-type: none"> -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 | Annual cost £750 | On-going | -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. | DEC MAR JUL |

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| behaviour <ul style="list-style-type: none"> -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 | | | | |
| OPAL- Opportunities for Play and Learning/ Development of Zoned Play and Play Leaders at lunchtime Research the OPAL scheme and evaluate whether it would meet the needs of pupils in our school. 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 | £2000 Approx OPAL Costs £1000 Approx Resourcing | 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 as 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 |
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| Extending quality fine motor provision into Quality First Teaching Ensure a consistent approach to teaching handwriting and developing pupils fine motor skills across the school (SIP Priority 1) Bring regular fine motor skill provision into Quality First Teaching in the classroom by; <ul style="list-style-type: none"> auditing current fine motor resources/ staff skillset we already have in school ordering additional resources to enable fine motor activities to take place in the classroom creating class 'fine motor boxes' which can be accessed daily providing staff CPD/ sharing of good practice/ resources to facilitate provision assigning a TA to the SIP priority to support with this priority throughout the school and feed back to English & Inclusion Leads monitoring of provision and impact to be carried out by English and Inclusion Lead | £500 Approx | Ongoing | -Presentation is a SIP whole school Priority -Ensure needs are met for a wide range of learners -Reduce the number of PPG pupils being withdrawn for structured intervention -Research shows that improved fine motor skills leads to an improvement in handwriting/ presentation. | DEC |
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| 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 | £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 | DEC |
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| as required to cater for varying areas of need e.g. Reading, Spelling, Maths, Fine Motor Skills, Phonics, Self-Esteem, Social Skills | | | measure the impact of structured interventions | |
| This section is responsive to need and will be allocated throughout the year. | | | | |
| Development and use of the Thrive Approach <ul style="list-style-type: none"> 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 | £2000 | Commencing January 2018 Ongoing use from Autumn Term 2017 September 2018 INSET | Research – ☑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. | DEC |
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| Attendance Officer <ul style="list-style-type: none"> 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 | £ 3,052 – 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 |
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| Outdoor Learning The school to operate Forest School with whole class and targeted opportunities for pupils as appropriate. | £500 | On-going | - Research has shown a wide range of adventure activities are linked with increased academic achievement. The main effects tend to be on self-confidence, self-efficiency and motivation. | DEC |
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| 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. | £975.00 £578.00 £59.92 £300.00 £555.00 Total= £2467.92 | 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 |
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Total Spend= £62,122.92 (Small amount of contingency remaining)