



Pupil Premium 2018-19 Academic Year

Expenditure Review

Please refer to Pupil Premium Plan 2018-19 for further details.

Anticipated Pupil Premium Budget	£40,029
Actual Pupil Premium Budget	£44,680

Areas of focus:

- A. High quality Early Years provision to get children off to the best possible start.
- B. Interventions which are effective in narrowing the gap.
- C. Developing early literacy skills.
- D. Developing children's wellbeing, involvement and levels of self-regulation.
- E. Ensuring that staff have the appropriate skillset to meet PP pupils' needs.
- F. Engaging and supporting families to improve their capacity and resilience.
- G. Raising children's aspirations for the future.

Proposed Expenditure	Predicted Cost	Purpose	Desired Outcome	Estimated Impact	Lessons Learnt & Future Implications
1. Additional Early Years classroom Teaching Assistant, 1 day per week. Focus: A, B, C	£3,005	Enable more secure outcomes in Characteristics of Effective Learning, Reading, Writing and Maths.	High quality provision that promotes more secure outcomes for PP children in Early Years.	This did not take place as staff needed to be prioritised elsewhere.	We have learnt the importance of not overcommitting a staff team with limited contingency. £3,005 carry forward to 2019/20.
2. The Nest Nurture Practitioners Resources Focus: D, E	Contribution towards 30 hours per week Nurture Practitioner support £17,510 Contribution towards resources £400	Ensure that children are equipped with appropriate skills to access mainstream learning. To ensure PP pupils not requiring nurture are able to access learning by supporting children that do require nurture. Ensure that teachers / support staff in classrooms benefit from trained knowledge and support of Nurture Practitioners.	Children able to access learning via adapted provision or in class. Children develop greater resilience to access learning and thrive. Reduction in children assessed as 3 or below on Leuven Scales.	Strong impact on learning readiness for children in Early Years cohort 2018/19. This has led to very settled and happy Year 1 classes (2019/20) who are learning better than previous cohort (in-house data). 25 children were identified as having wellbeing needs at start of EYFS (Leuven 3 or below for wellbeing); by end of EYFS, this had reduced to 4 children. 19 children were identified as having involvement needs at start of EYFS (Leuven 3 or below for involvement); by end of EYFS, this had reduced to 6 children.	High quality pastoral support has again demonstrated its impact on children's levels of wellbeing and involvement. This year, there was a particularly pronounced impact on the EYFS cohort. We will continue to invest in pupils' school readiness, wellbeing and self-regulation early in their school lives, as this has proven to have long term impact on them and their families. In order to support the specific SEN needs of other pupils, many fewer hours were spent on nurture support. We underspent as a result. £9,506 carry forward to 2019/20

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3. Sound Discovery small group support Focus: B, C	2 x Teaching Support Staff; 12 hours total per week £5,968	To work with class teachers / Assistant Head (Curriculum & Assessment) to target children's learning gaps, in order to improve literacy outcomes in Years 1 and 2.	Accelerated progress from individual starting points at the beginning of Y1 / phonics pre-screening Jan 2019.	For many children, the Sound Discovery programme proved to make a significant difference to their acquisition of reading skills. Over 90% of pupils scoring 22 or above in January phonics pre-screening went on to achieve the pass mark in the Year 1 phonics screening.	A group of children remain who find it extremely difficult to acquire decoding skills and who are working at a level below the Sound Discovery programme. We will seek external advice to improve our teaching and interventions with those children particularly in mind. Due to other staff cover needs, less support staff time could be allocated to small group Sound Discovery £2,984 carry forward to 2019/20.
4. Development of staff coaching and supervision scheme Focus: E	Towards release time / staff cover £750	To provide a reflective space for staff to explore challenges from children and families and how they can best respond to them.	Staff are resilient and have improved coping strategies in order to manage pupil / family needs more effectively.	This was not required during that particular school year. The in-house coaching and supervision group is still being embedded.	Provide time and resources to embed the scheme as required in 2019/20. £750 carry forward to 2019/20.

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<p>5. Parent Support Advisor</p> <p>Focus: F</p>	<p>0.20FTE Parent Support Advisor</p> <p>£7,424</p>	<p>To provide early help / parenting support. To identify barriers to children's learning, including domestic issues. To provide positive behaviour management strategies. To provide attendance support.</p>	<p>Increased levels of engagement of families. Fewer families requiring Section 17 / Section 47 support. Improved attendance for targeted pupils. Children of families access Parent Support Advisor make accelerated progress from starting points.</p>	<p>A similar proportion of parents (circa 40%) accessed parent support during the school year, compared to previous years.</p> <p>We know that this support helps to improve situations for our families and holistic outcomes for our pupils.</p>	<p>Our Parent Support Advisor is now on maternity leave and this has exposed under-capacity in this area.</p> <p>We will train an additional staff member to enhance family support capacity and ensure that this colleague also becomes a Designated Safeguarding Lead, in order to facilitate full information sharing which will enhance the quality of family support work.</p>
<p>6. Access to ad hoc Sunflower Club out-of-hours care / holiday playscheme funding on a needs basis.</p> <p>Focus: F</p>	<p>£750</p>	<p>To provide temporary out-of-hours care for pupils, so families can engage with support opportunities, improve skills / parenting capacity or benefit from respite.</p>	<p>Families' wellbeing and capacity are improved.</p>	<p>For the small number of families who were signposted to this support, the impact was very significant.</p> <p>This year, it was particularly supportive of families managing long-term health needs.</p>	<p>This expenditure was particularly supportive to Year 2 families in 2018/19. We will review the needs of our current cohort to determine whether this expenditure should continue.</p> <p>£281 carry forward to 2019/20.</p>

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7. Widening Aspirations Schemes – including Digital Leaders & Helpers / Rec Road Radio Focus: G	6 hours of HLTA time per week £4,222	To improve pupils' levels of self-confidence and alert them to future education and career opportunities.	Children have higher levels of self-confidence. Children are keen to go to college / university and pursue challenging careers.	Targeted children benefited significantly in terms of self-confidence and this was seen by teachers to have an impact in their levels of engagement in lesson time. The HLTA-planned sessions were observed to be of very high quality.	We need to be more flexible in our enrichment offering, responding more nimbly to emerging pupil needs. We also need to find authentic ways of evidencing impact. £1,407 underspend, as around two-thirds of anticipated time was devoted to this purpose.