

Pupil premium grant proposed expenditure: Elsecar Holy Trinity Primary Academy

Report to Trustees and Local Academy Board: 2018/19

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (full time)	152
Total number of pupils eligible for PPG	45
Total amount of PPG received	£70,900

Projected spend and planned activity following Pupil Premium audit:			
Item/project	Cost	Objective	Outcome / Evaluation
Support Staff – interventions (current/proposed)	£19,577	Intervention programmes enable pupils to make progress that matches or exceed the cohort average.	TA support effective in supporting disadvantaged pupils. Pupil Premium data is analysed at each benchmark to review effectiveness and any additional actions put in place. Support Plan created for all disadvantaged pupils outlining additional support given.
Learning Mentor	£13,695	Supporting a range of vulnerable pupils in school who are eligible for PP for attendance issues/ working with parents in relation to pupil welfare.	Additional social and emotional support for PP children. Range of interventions in place to support PP children with social and emotional needs.
Attendance Officer	£3,312	Assist HT in analysis of attendance data. Sending letters when attendance falls below given level. Home visits and panel meetings Researching positive methods used nationally to engage parents to ensure and raise school attendance. Allow additional time to ensure the attendance and punctuality of pupil premium children is high. Development of rewards scheme for all pupils.	
Additional Teacher support	£11,052	Intervention support specifically targeted to PP children in Y6	Higher percentage of PP children to meet the national attainment standard in RWM by the end of the year. Progress is also good from individual starting points.
Senior Leadership Inclusion lead (0.4fte) support activities: - Progress	£23,824	Ensuring the intervention sessions are of an excellent standard and staff have the knowledge and ability to continue teaching the children.	Interventions monitored and progress data analysed to ensure effectiveness of intervention. TAC meetings held half termly for all pupils with EHA's in place

monitoring - Coaching - Welfare - Homework Club SLT Pupil Premium Review		Supporting a range of vulnerable pupils and families in school who are eligible for PP. All EHA's (for FS2 and KS1 and KS2). All Section 14 and 47 Early Health Assessments Sign posting to other agencies Co-ordinating support for families Supporting / carrying out safeguarding procedures. Review NPQSL project which focuses on the support for disadvantaged pupils. SLT audit impact of planned initiatives.	Core groups and CPC attended with reports provided. Referrals to other professionals e.g. SALT, OT, Physio, Disabled children's Team TADs completed ensuring all pupils are supported effectively. Regular meetings with professionals scheduled and completed to discuss concerns and identify next steps. Data presented to LAB's and Trust Board. Recommendations initiated to ensure value for money and maximum impact of planned actions.
CPD/INSET	No additional cost	To increase staff understanding and awareness of strategies to support the needs of pupil premium children.	All staff to ensure PP children are targeted for additional support.
Resources	£752	Extra resources to support the PP children.	Resources to support life skills group purchased and group held on a weekly basis.
Additional teacher Support	£2000 (x10 supply teacher)	Specialist one to one/group support to be provided for key children, when identified through the cyclical benchmarking process	Children make expected progress in-line with their peers.

Total PPG received	£70,900
Total planned PPG expenditure	£74,212

Interventions currently in place include;

Catch Up[®] Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers. It uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.

It is suitable for all struggling readers whose Reading Age is significantly below their Chronological Age and is designed for use with struggling readers aged 6-14, rather than beginner readers.

Time to talk has been specifically created to teach and develop social interaction skills and improve oral language skills for children aged between 4-6 years old. It contains over 40 sessions which are designed for children who will be seen two to three times each week. The book will also help teachers to develop the basis of interaction with the help of a friendly and approachable character, Ginger the Bear who is a core feature in all of the activities.

Jump Ahead a joint initiative between the Inclusion Support Team, Occupational and Physiotherapy Services, is a graded intervention programme devised for children with motor co-ordination difficulties. The handbook was devised to support schools in meeting the needs of these children, focusing on sensory motor integration and perceptual motor skills. The introduction provides theoretical background and guidance, with the programme itself comprising three termly stages, which are colour coded. Each stage incorporates five focus areas with five tasks for each area, providing a range of activities for developing skills. Each activity outlines the task, its purpose, equipment required and suggested observation points. Progress is monitored throughout the programme and includes a pre and post assessment

Toe By Toe[®] is a highly systematic page-by-page and step-by-step series of activities in one book, delivered one-to-one, with instructions for the 'coach' provided for each activity. It deliberately takes learners right back to the beginning of phonics and works up from there, based on the observation that many learners with difficulties seem never to have got the hang of phonics. Unusually, many of the stimuli are non-words, in order to focus learners' attention solely on decoding and avoid guessing based on any other 'cue'. It is intended that learner and coach should work through the entire scheme, however long that takes, and then graduate to simple reading books.

Benchmarking is an essential resource to accurately track and assess pupils' reading progress across the whole school, ensuring consistent and accurate levelling in reading. PM is a highly supportive reading programme for teachers, giving the reassurance that every child can succeed, as well as the ability to accurately measure reading progress and meet National Curriculum and Ofsted requirements. Introduce PM as a whole-school reading programme, use it as a reading intervention tool or simply top-up your library. PM also complements existing reading schemes.

Lego Therapy is a social development programme which helps children with social communication difficulties, such as Asperger's Syndrome. The programme is based on the highly structured, systematic and predictable nature of LEGO play which makes it appealing to children with social communication difficulties who are particularly attracted to systems.

Much more than simply playing with LEGO bricks, LEGO therapy includes the presence of a therapist who guides the children and encourages them to address and resolve their problems. Through LEGO therapy, children can learn to communicate with others, express their feelings, change their behaviour, develop problem-solving skills and develop a relationship with the world around them.

Other interventions include: Socially Speaking, Re-tracking, Max's Maths, 1:1 Social Support