

# Pupil premium grant expenditure: Elsecar

## Report to governors: 2016/17

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### Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	140
Total number of pupils eligible for PPG	40
Amount of PPG received per pupil	£1300 £300 £1900
<b>Total amount of PPG received</b>	<b>£53,295</b>

### How did pupil premium funding make a difference to the attainment of disadvantaged pupils?

We have an in-depth tracking system which is analysed half termly enabling the SLT and class teachers to monitor and act on the progress of a range of different groups throughout their time at Elsecar Holy Trinity. The table below evidences what the money was spent on resulting in increased progress and attainment. It is however important to stress that not all pupil premium spending is purely for academic gains in literacy and numeracy, and allows school to support children in all areas of their education and wellbeing.

#### KS1

##### Percentage of pupils eligible for FSM

	2016 / 2017
School	29%
National	25.2%
School Y2	21%

#### KS2

##### Percentage of pupils eligible for FSM

	2016 / 2017
School	36%
National	25.2%
School Y6	29%

**Record of PPG spending by item/project 2016/2017**

Item/project	Cost	Objective	Outcome / Evaluation
Support Staff – interventions	£15,358	Intervention programmes enables pupils to make progress that matches or exceed the cohort average.	TA support effective in supporting disadvantaged pupils. Pupil Premium data is analysed termly to review effectiveness and any additional actions put in place. A support plan for all disadvantaged pupils is kept outlining additional support given
Attendance / welfare officer	£17,772	Supporting a range of vulnerable pupils in school who are eligible for PP for attendance issues/ working with parents in relation to pupil welfare. 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 social and emotional support for PP children. Range of interventions are in place to support PP children with social and emotional needs
Resources	£47.85 + £275	Extra resources to support the PP children, through attendance/welfare etc. Benchmarking Kit to be purchased to enable accurate assessment and development of reading skills.	Assessments in place and children supported through 1:1 and small group reading.
Attendance / behaviour rewards	£250	To increase attendance throughout school	Improved attendance figure
Progress Monitoring through observations and coaching	£2503 pa	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.

Teacher – welfare 2 x mornings per week	£9770 pa	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	TAF meetings held half termly for all pupils with EHA's in place Core groups and CPC attended with reports provided. Referrals to other professionals eg 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.
Additional SMSA	£2180	Support at lunchtimes to ensure that children eligible for pupil premium are engaging effectively in a range of sporting/social activities	Additional support to engage SMSA engage PP into a range of activities
Bruce Dyer club	£1850	Range of sports offered to children. Health and fitness promoted.	School experience for all children is positive. PP children engage in as wide a range of activities as possible
CPD	£1176	To increase staff understanding and awareness of strategies to support the needs of pupil premium children	All staff to have a greater understanding.

<b>Total PPG received</b>	£53,295
<b>Total PPG expenditure</b>	£66,157.85
<b>PPG remaining</b>	<b>0</b>

## **Interventions currently in place include;**

**Catch Up**<sup>®</sup> 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. Catch Up<sup>®</sup> Literacy 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. Time to talk 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**<sup>®</sup> 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.

**Read Write Inc** *Read Write Inc.* developed by Ruth Miskin, provides a structured and systematic approach to teaching literacy. It is designed to create fluent readers, confident speakers and willing writers. Each *Read Write Inc.* programme meets the higher expectations of the National Curriculum and uses effective assessment to accelerate every child's progress and prepare them for the National Curriculum Tests. It was devised to ensure that 4 to 7 year-olds learn to read and write and for 7 and 8 year-olds needing to catch up quickly.

**Benchmarking** - 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**

LEGO based 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.

## **Wellcomm**

WellComm: A Speech and Language Toolkit for Screening and Intervention in the Early Years: it plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development.

Easy to administer and score, the screening tool uses a unique traffic light system to help practitioners understand the child's current level of speech and language and to provide a pathway for action, ensuring every child gets the support they need.