



# St Osyth C of E Primary School

A member of the Diocese of Chelmsford Vine Schools Trust  
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## Pupil Premium Grant 2016-2017

Our Governing Body is accountable for ensuring the Pupil Premium received is used wisely. The Pupil Premium is a grant from central government. The Pupil Premium is for schools to use to ensure pupils eligible for free school meals (FSM) and pupils in care, who have been continuously looked after for six months, make at least the same progress as other pupils. We target this money to those children that are in need of extra support and challenge to secure appropriate progress and attainment. We do this in a variety of ways including:

1. Running intervention programmes for children. These may be in small groups or individually. Examples of programmes we run are the reciprocal reading, 1stclass@number 1, 1stclass@number2 and talk4number.
2. Employing extra staff to work in class, and at break and dinner time, with identified children. For example, we employ extra adults to work in the two classes for our youngest children, Foundation Stage, to ensure all our children make the very best start possible to their time at St Osyth; whatever their level of knowledge and skills when they join us.
3. Paying for external agencies to work with children and their families. For example, art and play therapy.
4. Paying for 'extra' staff so that they we can provide specific support for families.

The way in which we spend the Pupil Premium is positive for every child concerned. Here are two examples of what this may mean:

- a child 'catches-up' to where they are expected to be with their learning;
- a child's mental well-being improves.

We measure the impact of the way we use the Pupil Premium Grant through our monitoring and evaluation work. This covers, pupils progress and attainment data from formal tests, pupil progress and attainment information from teacher assessment, observations of learning, pupil perceptions, work scrutiny and feedback from parents.

We set out below in detail how we have spent the Pupil Premium Grant during 2016/17 and a summary of how we measured the impact of this

Further details are available in our annual SEN report and other reports considered by our Governing Body. Such reports are available on request.

Yours sincerely,

Mr Mark Carter-Tufnell

(Headteacher)



<b>Need identified</b>	<b>Targeted Support</b>	<b>Cost £</b>	<b>Evaluation of Impact</b>
Early knowledge and skills	Early Years Interventions and additional staffing	31, 707	Progress by disadvantaged children was good. Attainment of the cohort was above national. Continue additional provision 2017/2018
Speech and Language	Speech and language therapist support	4950	Progress by children concerned was good, see SEN records. Also see wider impact such as EYFS attainment and phonics screen results.
Maths knowledge and skills	LSA led interventions including 1stClass@number 1, 1 <sup>st</sup> Clas@number 2 and Talk for numbers.	5200	Progress on programmes good. See use of before and after assessments using the Sandwell standardised test.
	Teacher led interventions	18,960	Progress and attainment of children is improving. See internal school tracking data. However, outcomes for disadvantaged children are still, on average, below non disadvantaged children. Thus, some revision of this provision needs to be made for 2017/18. Monitoring of the impact of this will need to be undertaken.
Maths Knowledge and skills, and behaviour and learning skills	LSA Interventions and support	42, 854	Progress and attainment of children is improving, as is behaviour. See internal school tracking data and behaviour records and reports to governors. However, outcomes for disadvantaged children are still, on average, below non disadvantaged children. Thus, some revision of this provision needs to be made for 2017/18. Monitoring of the impact of this will need to be undertaken.
Attendance	Rewards and systematic challenge and support for parents to raise levels of attendance.	3950	Attendance levels have improved. Tracking data of work undertaken with individual disadvantaged children shows this intervention to be effective, see internal school records.
Understanding and experience of the wider curriculum.	Life Bus	1050	
	Curriculum trips	1000	
Attendance and healthy eating	Breakfast club	2103	See above comments about attendance.
Behaviour	DHT release time to lead on this issue.	1700	Behaviour records show that behaviour has improved. This has also been substantiated by external reviews including by HMI.

Individual Emotional support	Art therapy	3800	Children who received this therapy reported that it was beneficial for them. Improvements in emotional well-being and learning would support this. However, not all children may benefit from this single therapeutic approach. Thus, for 2017/18 consideration should be given to increasing the width of therapeutic support available for children so that it meets all the needs of all the children that need it.
Individual emotional support and family support	Learning Mentor	9446	School records show that not are disadvantaged children making better progress but they also show that parents are engaging more positively with school and thus children are being better supported. This will raise outcomes for children over time and thus should continue 2017/18.
Total funding received for disadvantaged children.		126,720	
Total funding spent 2016/17		126, 720	
Evidence used to monitor and evaluate impact of our use of the Pupil Premium Grants. This evidence is available for our LGB, MAT board and external reviews and inspections.			Internal school tracking data of pupil progress and attainment. National assessment information. For example, ASP. Reports used by MAT board and LGB. For example, data analysis Summer 2017 Attendance records – of the whole school, disadvantaged children and individual children. Records regarding therapeutic support. Behaviour records and reports to governors. Lesson observations, lesson dips and work scrutiny.