



# St Osyth C of E Primary School

A member of the Diocese of Chelmsford Vine Schools Trust  
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## Pupil Premium Grant 2017-2018

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 will be spending the Pupil Premium Grant during 2017/18 and a summary of how we will measure 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)



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Need identified	Targeted Support	Cost £	Evaluation of Impact will be measured through:
Early knowledge and skills	Early Years Interventions and additional staffing	30,818	In EYFS all disadvantaged children made good progress from their starting points. Furthermore, 82% of children made above or well above expected progress by the end of the year.
Speech and Language,  individual emotional support and  Family Support	Provision via contract with Child First charity	5,400	<p>Speech and Language records show many children achieving the outcomes set by the service with 2 children being discharged leading to a removal from the SEN register now those needs have been addressed. See SEN Files.</p> <p>1-1 Counselling has been accessed by pupils through referrals from the school. The counsellor has worked with children this year to improve emotional wellbeing and/or improve child/parent relationships.</p> <p>Family Support Worker Jackie Curtis from Child First has supported several parents through referrals from the Learning Mentor. Support and advice have enabled some parents/carers to provide more stable living conditions for their children, to attend important meetings about their children's health or education and has enabled others to seek support for their own needs which in turn is beneficial to the children.</p>
Attendance	Rewards and systematic challenge and support for parents to raise levels of attendance.	3500	Attendance levels have improved. Tracking data of work undertaken with individual disadvantaged children shows this intervention to be effective, see internal school records. Number of PA's has decreased by 10.62% from 2016/17 to 2017/18.
Understanding and experience of the wider curriculum.	Life Bus-Coram Life	1050	<p>Staff enthused about level of engagement of children during their visit to the Life Bus. Children report positively on what they learnt in the Life Bus.</p> <p>Evaluations demonstrate that Coram Life Education sessions have increased health knowledge and life skills for children and positively altered attitudes about health-related practices among their peers.</p> <p>Children reported that they have used learning from previous visits. Statements included "I told my dad not to smoke around me because I can get sick really easily since I'm only young."</p>

	Curriculum trips	1000	100% of non-disadvantaged pupils had access to school trips with supported payments made from PPG budget.
Attendance and healthy eating	Breakfast club	2103	See Attendance data Health of children – see attendance and progress data. Emotional well-being of children – Attendance data shows children are wanting to be in school and settling in well to school each day.
Training	Training for staff to improve teaching of key areas of common weakness for disadvantaged children - writing	1400	Training for teachers on improving writing outcomes has seen a significant improvement in writing progress. <ul style="list-style-type: none"> <li>School Performance Summary 2017/18 shows a significant increase (+2.02) in writing progress for disadvantaged children bringing it in line with the national average.</li> </ul> However, Maths and Reading outcomes for disadvantaged children are still, on average, below non-disadvantaged children. Thus, some revision of this provision needs to be made for 2018/19. Monitoring of the impact of this will need to be undertaken.
Individual emotional support and family support	Learning Mentor	14, 701	The Learning Mentor has improved the emotional wellbeing of disadvantaged pupils by helping to identify pupils in need and allocating the appropriate support.: <ul style="list-style-type: none"> <li>6 children received emotional wellbeing support through Dog Assisted Therapy which ran over 6 weeks.</li> <li>3 Pupils received emotional wellbeing support through Play Therapy.</li> <li>20 children attended My Club, an afterschool club run by Homestart and based on building resilience.</li> <li>Art Club was run at lunchtimes for pupils who were experiencing social difficulties or needed to talk. This was run on a daily basis with numbers reaching over 20 each day.</li> <li>Weekly meetings with some disadvantaged pupils took place on a 1-1 basis and supported them to engage in school and form trusting relationships.</li> </ul> The Learning Mentor has improved the emotional wellbeing of disadvantaged pupils by supporting their parents/carers/families and allocating appropriate support.

			<ul style="list-style-type: none"> <li>• Several Families were allocated the support of Homestart, a mentoring service which provides help for parents/carers struggling to manage aspects of family life.</li> <li>• Coffee Mornings were attended by many parents at which they were supported with life skills, social skills and confidence building. Many parents benefitted by having the confidence to seek, apply for and take up employment.</li> <li>• Courses aimed at improving parental understanding of key learning took place on school premises including courses on Maths, Literacy and SEN. Parental/carer take up of courses was very good with many returning to do others.</li> <li>• Learning Together, a weekly afterschool club for parents/carers of disadvantaged pupils was well attended. Within this club parents and children worked together on activities set by the learning Mentor building the whole families' social skills and supporting parents/carers to gain skills to support their child's education.</li> <li>• Many families made use of the 'open-door' policy of the Learning Mentor role and sought the support for a variety of reasons including financial worry and children's behaviour.</li> </ul> <p>Results of this support can also be seen in the improvements in attendance and attainment as seen in school data.</p> <ul style="list-style-type: none"> <li>• Newly registered pupils from disadvantaged backgrounds were supplied with pre-loved uniform and PE kits to reduce outlays associated with starting a new school.</li> </ul>
<p>Additional teacher support to secure better progress by disadvantaged children and thus higher outcomes. Our aim is for</p>	<p>Teachers to provide targeted teaching, in small groups of 15 or less, for maths and English. Children and subjects to be identified and</p>	<p>66,748</p>	<ul style="list-style-type: none"> <li>• School Performance Summary 2017/18 shows a significant increase (+2.02) in writing progress for disadvantaged children bringing it in line with the national average.</li> <li>• Disadvantaged children with low prior attainment in Reading, Writing and Maths made higher progress than non-disadvantaged.</li> </ul>

there to be no gap between outcomes for disadvantaged children and non-disadvantaged children.	targeted each term. Also provides for greater cultural provision for children, e.g. music.		<ul style="list-style-type: none"> <li>Disadvantaged children with mid prior attainment in Writing and Maths made higher progress than non-disadvantaged.</li> <li>See information below and school held data analysis reports.</li> </ul>
Total funding received for disadvantaged children.		126,720	
Total funding allocated 2017/18		126, 720	
Evidence we will use to monitor and evaluate impact of our use of the Pupil Premium Grants. This evidence is considered byr our LGB, MAT board and external reviews and inspections.			<p>Internal school tracking data of pupil progress and attainment.</p> <p>National assessment information. For example, ASP.</p> <p>Reports used by MAT board and LGB.</p> <p>Attendance records – of the whole school, disadvantaged children and individual children.</p> <p>Records regarding therapeutic support.</p> <p>Behaviour records and reports to governors.</p> <p>Lesson observations, lesson dips and work scrutiny.</p>

#### Progress of disadvantaged children in KS 2

- Reading
  - Low - Progress of low attaining readers at the end of KS 1 is better by our disadvantaged children than by our non disadvantaged children in this group.
  - Mid - Progress of middle attaining readers at the end of KS 1 is not as good by our disadvantaged children than by our non disadvantaged children in this group.
  - High - Progress of our 1 higher attaining reader at the end of KS 1 is better than by our disadvantaged child thn non-disadvantaged children in this group. (1 pupil so not statistically relevant).
- Writing
  - Low - Progress of low attaining writers at the end of KS 1 is better by our disadvantaged children than by our non disadvantaged children in this group.
  - Mid - Progress of middle attaining writers at the end of KS 1 is better by our disadvantaged children than by our non disadvantaged children in this group.
  - High - Progress of our 1 higher attaining writer at the end of KS 1 is not as good as by our non-disadvantaged children in this group. (1 pupil so not statistically relevant).
- Maths
  - Low - Progress of low attaining mathematicians at the end of KS 1 is better by our disadvantaged children than by our non disadvantaged children in this group.
  - Mid Progress of middle attaining mathematicians at the end of KS 1 is equal to/better by our disadvantaged children than by our non disadvantaged children in this group.
  - High Progress of our 1 higher attaining mathematician at the end of KS 1 is not as good as by our non-disadvantaged children in this group. (1 pupil so not statistically relevant).

Progress of disadvantaged children shows that use of PPG is having a positive impact and is helping these children to diminish the difference to non-disadvantaged but this needs to be further improved, particularly reading mid prior attainment group.