



St Osyth C of E Primary School
A member of the Diocese of Chelmsford Vine Schools Trust
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Respect Hope Trust Friendship Compassion Thankfulness

St Osyth Church of England Primary School

Pupil Premium Grant 2018-2019



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 includes 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 2018/19 and provide evidence of probable impact as seen on the Education Endowment Foundation. The Education Endowment Foundation is an independent charity established in 2011 to improve the educational attainment of the poorest pupils in English schools. The EEF provides details of evidence-based resources designed to improve practice and boost learning. Further details are available in our annual SEN report and other reports considered by our Governing Body. Such reports are available on request.

Miss Z V Mann (Inclusion Manager)



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The Pupil Premium plan 2018-19

Improvement Strategy	Actions	EEF Toolkit Strand/Evaluation
Early knowledge and skills	Early Years Interventions and additional staffing	<p>Communication and language approaches   +6 <small>High impact for very low cost, based on extensive evidence.</small></p> <hr/> <p>Early literacy approaches   +4 <small>Moderate impact for very low cost, based on moderate evidence.</small></p> <hr/> <p>Phonics   +4 <small>Moderate impact for very low cost, based on very extensive evidence.</small></p>
Securing High Quality Teaching	Training for staff to improve teaching of key areas of common weakness for disadvantaged children – Maths focus	<p>Mastery learning   +5 <small>Moderate impact for very low cost, based on moderate evidence.</small></p>
Parental engagement	Social media used to provide regular updates for parents Eduspot app introduced to improve communication with parents Learning Mentor in regular contact with parents Learning Mentor to contacts parents before Parents Evenings to encourage attendance Learning mentor parent skills workshops, drop ins and meet and greet.	<p>Parental engagement   +3 <small>Moderate impact for moderate cost, based on moderate evidence.</small></p>

<p>Accelerating Progress and Attainment</p>	<p><u>Small group tuition</u> Additional Teacher employed to provide targeted teaching, in small groups of 15 or less, for maths and English. Children and subjects to be identified and targeted each term. Pupils working significantly below age related expectations receive Personalised Curriculums.</p>	<p>Small group tuition <i>Moderate impact for moderate cost, based on limited evidence.</i> £ £ £ £ £ £ £ £ £ £ +4</p> <hr/> <p>Individualised instruction <i>Moderate impact for very low cost, based on moderate evidence.</i> £ £ £ £ £ £ £ £ £ £ +3</p>
<p>Mentoring</p>	<p>PPG Champion and other members of staff mentor selected target students</p>	<p>Mentoring <i>Low impact for moderate cost, based on moderate evidence.</i> £ £ £ £ £ £ £ £ £ £ +1</p>
<p>Literacy and Reading Comprehension</p>	<p>Improved Literacy and reading skills through Phonological awareness intervention, Reading Comprehension Intervention, Phonic at KS1 and 2 grouped by attainment and Fischer Family Trust Intervention</p>	<p>Phonics <i>Moderate impact for very low cost, based on very extensive evidence.</i> £ £ £ £ £ £ £ £ £ £ +4</p> <p>Reading comprehension strategies <i>Moderate impact for very low cost, based on extensive evidence.</i> £ £ £ £ £ £ £ £ £ £ +5</p>
<p>Support for social and emotional issues. Attendance intervention</p>	<p>Emotional support and family support through contract with Child First Charity providing 1-1 counselling and Family Support workers. Funding to support inclusion e.g. subsidising trips, uniform and equipment Social and emotional support, behaviour and attendance intervention monitored by:</p> <ul style="list-style-type: none"> • SLT • Learning Mentor • Safeguarding Team 	<p>Social and emotional learning <i>Moderate impact for moderate cost, based on extensive evidence.</i> £ £ £ £ £ £ £ £ £ £ +4</p> <p>Behaviour interventions <i>Moderate impact for moderate cost, based on extensive evidence.</i> £ £ £ £ £ £ £ £ £ £ +3</p>

	<p>Mentoring by Learning Mentor</p> <p>Attendance rewards and systematic challenge and support for parents to raise levels of attendance.</p> <p>Breakfast Club – subsidised for CIC children</p> <p>Breakfast Club to improve school attendance.</p>	
Meta-cognition and self-regulation	<p>ReflectEd taught weekly in all year groups providing high quality teaching and learning using the most up to date research on how students learn.</p>	<p>Meta-cognition and self-regulation</p> <p>High impact for very low cost, based on extensive evidence.</p> <p>+8</p>
Speech and Language Provision	<p>Speech and Language Therapy via contact with Child First Charity.</p> <p>Direct work with pupils via Specifically trained LSA.</p> <p>Intervention for groups and individuals via WellComm, Talk Boost, Time to Talk, Language For Thinking, PORIC and ACE Screening.</p>	<p>Oral language interventions</p> <p>Moderate impact for very low cost, based on extensive evidence.</p> <p>+5</p>
Digital technology	<p>Apps, subscriptions and other digital technology provided to support students' learning e.g. Lexia for reading.</p>	<p>Digital technology</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p>+4</p>
Support for Healthy Approaches to Life	<p>Life Bus</p> <p>Breakfast Club</p>	<p>Physical development approaches</p> <p>Moderate impact for very low cost, based on limited evidence.</p> <p>+3</p>

Budget to Support the strategy:

Contribution to Salaries	£127,557
Mental Health and Wellbeing	£6367
Contribution to trips	£5000
Attendance	£4977
CPD	£2619
Total	£146,520

This strategy will be reviewed in September 2019.