



Capel-le-Ferne Primary School

Evidencing the Impact of Pupil Premium
2018/ 2019



Capel-le-Ferne Primary School

Department for Education Vision for Pupil Premium Funding

Recognising the need to improve the performance of disadvantaged pupils, the Government introduced the pupil premium in 2011. This allocates specific funding to schools for each pupil from a disadvantaged background.

Our Principles

At Capel-le-Ferne Primary School we ensure teaching and learning opportunities meet the needs of all our pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupil the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. We receive a Pupil Premium Grant for each child who is entitled to receive Free School Meals or who has been entitled over the last five years, for any Looked After Children

Provision for Vulnerable Groups

Capel-le-Ferne Primary School has used the PPF funding to raise attainment, engagement and aspiration through a variety of programmes and activities, such as:

- Designated Learning Mentor to support the pastoral needs of children;
- Supporting learning through programmes delivered to individual and small groups of children who need a boost in their learning, unlocking their achievement;
- Providing specialised resources and specific support for individuals as recommended by specific agencies (for example Speech and Language Therapy);
- Maintaining Home/ School links to ensure provision of a range of support for children and their families;



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- Increase in the amount of children accessing intervention programmes, including off site interventions such as play therapy;
- Enhancement of curriculum opportunities and entitlements to ensure children become independent and successful learners;
- Additional teaching and learning opportunities provided through curriculum enhancement; opportunities, learning mentors, trained TAs and external agencies;
- Supporting training through Virtual Schools Kent (VSK) and accessing their additional services;
- Continued development of the schools environment – playgrounds and spaces around the site.

Academic Year September 2018– August 2019

The Pupil Premium Grant for the Financial Year April 2018- March 2019 was £51,460 and is being utilised to provide:

- Further increase in the amount of children accessing high quality and impacting intervention programmes focusing on tracking and needs analysis following assessment;
- To release SMT members to support in raising the teaching and learning standards to outstanding across the school;
- Designated Learning Mentor to support the pastoral needs of children;
- Enhancement of curriculum opportunities and entitlements to ensure children become independent and successful learners;
- To further enhance the enquiry led curriculum to encourage independent and lifelong learning;
- Curriculum enrichment and development of the schools outdoor environment to create stimulating outdoor learning spaces and engaging learning opportunities to deepen understanding;
- Developing awareness of mental health issues across the school including: Attachment and Dyspraxia training.
- 2 staff members fully trained in Nurture Group Intervention –with accreditations received.
- Environment refurbishment to set up official Nurture Room.
- To provide off site intervention programs for children and their families e.g. play therapy
- To develop SEMH provision across the school through applicable services such as CHATTs and the Early Help Team;
- AENCo training to enable the development of provision for children in LAC or post-LAC families;
- Individual resources to support pupils unique learning needs including: Home tutors, electronic devices, funding for OSHL activities.



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Spending Breakdown 2018/2019

- The rate for the financial year 1st April 2018 to 31st March 2019 is £51,460
- £1,367 Primary FSM Children, £300 for Service Children, £2,300 for children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order and £900 for Looked After Children/Children in Care.

Use of Funding	Objectives	Intended Outcomes	Class Based Impact/ End of year Impact	Cost for year
Intervention Programs and Designated Learning Mentor	Support children to develop learning skills	Help to diminish the difference between national expectations. Promote pupil independence and confidence.	SLT to monitor impact on our AEN tracking document.	Learning Mentor Salary: £10,500 2 x Support TAs employed to work 1:1 (or with very small groups): £8898 (each)
Intervention program coordination	Enable children to access interventions targeting their individual needs in order for them to make progress	Children can transfer the skills gained within interventions into their classroom work making them more independent Learners.	SLT to monitor impact on our AEN tracking document.	Training for TAs to access interventions and produce resources: Speech Link, Beanstalk; English and maths interventions; STLS services (costed per intervention) Additional resources, CPD and Interventions - £3000 CHATTS – To be Costed Private Tutoring – Costed Individually
Senior Management Team release time	To raise standard of Teaching & Learning across the school; Maths for the more able Spelling Reading	To increase the number of children attaining good levels of progress	Increased % of pupil premium children matching or exceeding the attainment level of their peers. Narrowing the attainment gap for those vulnerable, SEND and underachieving.	RT – Facilitate Booster Groups Yr6 (no cost) RT/DS – Adoption Conference attendance (£120 plus travel) RT – Team Teach (no cost) RT – To lead and monitor AFA across the school ensuring provision for vulnerable groups (£3000) FC – To lead Nurture Group sessions for targeted pupils (no cost) FC – To work with TAs to ensure intervention groups are targeting the right pupils (no cost)



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				FC – Accessing services/ training outside of statutory hours.
Adaptation of school environment to support pupil wellbeing	<p>To develop support for children with SEMH needs.</p> <p>To develop awareness of mental health issues across the school.</p>	<p>To increase the wellbeing and involvement of PP pupils across the school.</p> <p>To develop staff strategies for dealing with mental health issues and effectively supporting pupils needs within the classroom</p> <p>To develop pupils own strategies for mental health and wellbeing</p>	Increased wellbeing and involvement of pupils measured against PASS assessment and Leuven	<p>FC – Resources to support assemblies including wellbeing toolkits, Language for Learning, Nurture Group Network</p> <p>FC – Nurture Room resource (£1500)</p> <p>RT – building and developing sensory garden (£3000)</p> <p>JS – PASS /Boxall assessment online (learning mentor assessment of pupils) (£250)</p>
Subsidising School Trips and Sporting Events	To offer a range of wider school activities to all children regardless of families financial ability	PP children to be able to access opportunities in the wider curriculum.	Increased % of PP children accessing trips and events that require additional financial commitments from parents or carers.	Potential Expenditure over the financial year to subsidise trips and sporting events. £2000

Additional Resources, CPD and interventions - £3000

Subsidising School Trips and Sporting events - £2000

Learning Mentor - £10,500

Support TA - £8898

Support TA - £8898

Support TA - £4670

Sensory Garden (Continued development) – £2000

Nurture Room – (Continued resourcing) £1500

CHATTs counselling – Approx. £3000

Language Link (KS1/KS2) /Speech Link – £1810

Achievement For All (AFA) - £3000

PASS and Boxall assessment - £250

Clicker 7 Licensing - £400



Total Estimated Expenditure: £49,926

Termly Breakdown of Interventions and Steps to begin to 'diminish the difference'.

Children making 3 steps of progress a year are making 'good' progress and will be on track to achieve age expected standards.

Children making only 1 step of progress a year are making insufficient progress in order to reach age expected standards.

2 steps – modest impact

Between 2 and 3 steps – useful impact

Between 3 and 4 – substantial impact

Above 4.0 – remarkable impact which will begin to diminish the difference between national standards.

Children should make 3 steps of progress a year in each year group -Therefore **end of year** expectations will be:

Early Years – Step 3

Year 1 – Step 6

Year 2 – Step 9

Year 3 – Step 12

Year 4 – Step 15

Year 5 – Step 18

Year 6 – Step 21



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- Autumn/ Winter 2018

Name of Intervention	Provides Support for	No of children involved	Progress	Summary of Impact	Cost per term/ year?
Learning Mentor	Pastoral Support Emotional and behaviour for learning	38 (20PP)	PASS assessment/Leuven/Boxall Profile used to monitor progress in wellbeing Academic Steps Assessment used to monitor academic progress	Monitor patterns of development in formal assessments e.g. Boxall and PASS (summative assessment)	£3,500 per term / £10,500 over a year
Nurture Group – nurturing sessions	KS1, lower KS2 and upper KS2 pupils with SEMH needs (long and short term needs)	KS1 (Tuesday) - 10 Lower KS2 (Wednesday) - 18 Upper KS2 (Thursday) - 16	PASS assessment/Leuven/Boxall Profile used to monitor progress in wellbeing Academic Steps Assessment used to monitor academic progress	Monitor patterns of development in formal assessments e.g. Boxall and PASS (summative assessment)	PASS assessment cost – £70 (£210 for year) Boxall costing – £40 Learning Mentor – see above
CHATTs	Provides support for individual children with high levels of mental health needs.	8 (6)	PASS Assessment/ Leuven/Boxall profile used to monitor progress in wellbeing. Academic steps assessment used to monitor progress.	Monitor patterns of informal assessments/ Boxall and Pass summative assessments.	£1000 per term £3000 per annum
Beanstalk	Children can transfer the skills gained within interventions into their classroom work making them more independent	3 (1xPP)	Easy access to system – referral process online.	All pupils report improvement in their own wellbeing (self-assessment)	No Cost – Volunteer service to promote progression in reading



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	learners.				
LSA support	Help to diminish the difference between national expectations. Promote pupil independence and confidence.	1 x 1:1 PP Support in classes (1-5) as needed for up to 10 PP	LSA targeted to specific pupils/ groups. Staff able to access additional support for high needs pupils.	3xPP below expected progress	Support TA employed to work 1:1 (or with very small groups):£1483 per term/ £8898 per year
Speech and Language Link	Children can transfer the skills gained within interventions into their classroom work making them more independent learners.	3 XPP	Children highlighted quickly through early assessment. Online program provides support for targeted intervention.	Some improvements in S+L assessments but 2xPP need further support.	Training for TAs to access interventions and produce resources: Speech Link, Beanstalk; English and maths interventions; STLS services (costed per intervention)
English interventions including reading, phonics and spelling	To increase the number of children attaining good levels of progress	14 xPP	Reading Progress KS2: 1 x PP good progress 11 x PP below average progress. 2xPP no progress	TA initiating interventions across the school and monitoring independently.	No Cost – Class based interventions Training costs if applicable TBC
Handwriting intervention	To increase the number of children attaining good levels of progress	5 xPP	3 xPP below average progress 2xPP good progress	Intervention to be discussed in TA meeting – to look at impact across the school.	No Cost – Class based interventions Training costs if applicable (Clever Hands) TBC
Maths interventions including mastery and booster groups	To increase the number of children attaining good levels of progress	14 XPP	KS2: Maths progress 11 xPP below average progress 4x PP no progress	TA initiating interventions across the school and monitoring independently.	No Cost – Class based interventions Training costs if applicable TBC
STLS services including SALT	Enable children to access interventions targeting their	2	EH, Social services support, SEMH and C&L, STLS services in	Parents working alongside school to support key pupils.	No cost



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	individual needs in order for them to make progress		collaboration	Attachment training offered/ carried out with whole school.	
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Spring 2018

<u>Name of Intervention</u>	<u>Provides Support for</u>	<u>No of children involved</u>	<u>Progress</u>	<u>Summary of Impact</u>	<u>Cost per term/ year?</u>
Learning Mentor	Pastoral Support Emotional and behaviour for learning	38 (20PP)	Nurture room running lunch time support.	Children aware of LM role and how to access support. From September it has been decided that this role will transfer into a FLO position – This will not impact on the current level of provision provided.	£1654.3 per term / £9926 over a year FLO – Role will be extended to 4 full days a week from September. A nurture TA will be employed full time from September.
Nurture Group – nurturing sessions	KS1, lower KS2 and upper KS2 pupils with SEMH needs (long and short term needs)	KS1 (Tuesday) - 10 Lower KS2 (Wednesday) - 18 Upper KS2 (Thursday) - 16	PASS assessment/Leuven/Boxall Profile used to monitor progress in wellbeing Academic Steps Assessment used to monitor academic progress	Monitor patterns of development in formal assessments e.g. Boxall and PASS (summative assessment)	PASS assessment cost – £70 (£210 for year) Boxall costing – £40 Learning Mentor – see above
CHATTs	Provides support for individual children with high levels of mental	5 (3)			£666 per term £2000 per annum



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	health needs.				
Beanstalk	Children can transfer the skills gained within interventions into their classroom work making them more independent learners.	3 xPP	Children completed an entry and exit survey on their attitudes towards reading. Direct staff feedback, weekly on individual attitudes and progress.	All children who have completed the programme have indicated that they have enjoyed reading. 2 of the 4 pupils have made accelerated progress in reading this term.	No Cost – Volunteer service to promote progression in reading
LSA support	Help to diminish the difference between national expectations. Promote pupil independence and confidence.	1 x 1:1 PP Support in classes (1-5) as needed for up to 10 PP	Academic steps, Boxall assessments Staff, pupil and parent feedback.	Ongoing – Although an impact is beginning to be seen.	Support TA employed to work 1:1 (or with very small groups):£1483 per term/ £8898 per year
Speech and Language Link	Children can transfer the skills gained within interventions into their classroom work making them more independent learners.	3 XPP	New Junior Language link bought	Junior language link to support needs of key pupils in KS2. Key areas of need targeted and programs set online to support staff.	Training for TAs to access interventions and produce resources: Speech Link, Beanstalk; English and maths interventions; STLS services (costed per intervention)
English interventions including reading, phonics and spelling	To increase the number of children attaining good levels of progress	14 xPP	Teacher meetings, Structured conversations, pupil progress meetings, school data	TA initiating interventions across the school and monitoring these independently.	No Cost – Class based interventions Training costs if applicable TBC
Handwriting intervention	To increase the number of children attaining good levels of progress	5 xPP	Teacher meetings, Structured conversations, pupil progress meetings, school data	Resources filed and held centrally to support staff in planning and implementing	No Cost – Class based interventions Training costs if applicable (Clever Hands) TBC
Maths interventions	To increase the number of children attaining good levels of progress	14 XPP	Teacher meetings, Structured conversations, pupil progress meetings,	9/14 have made accelerated progress in maths this term –	No Cost – Class based interventions Training costs if



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including mastery and booster groups			school data	according to teacher assessments and steps data.	applicable TBC
STLS services including SALT 2xPP	Enable children to access interventions targeting their individual needs in order for them to make progress	2	LIFT, ROVs, Personalised Plans, class intervention records, class data, pupil progress, SEN tracker	Teacher's given provision, techniques and resources to support pupils in class. TAs leading interventions have been upskilled. Children are able to remain in class and access class based learning. Support for parents and advice given for HNF and the EHCP process.	No Cost

Summer 2018

<u>Name of Intervention</u>	<u>Provides Support for</u>	<u>No of children involved</u>	<u>Progress</u>	<u>Summary of Impact</u>	<u>Cost per term/ year?</u>
Learning Mentor 19x PP	Pastoral Support Emotional and behaviour for learning	38 (19PP)	All pupils assessed by online Boxall across the school (July 2018)	End of year Boxall results show a reduction in need across the school including several high SEMH need pupils in KS2	£1654.3 per term / £9926 over a year
Nurture Group – nurturing sessions	KS1, lower KS2 and upper KS2 pupils with SEMH needs (long and short	KS1 (Tuesday) – 10 (7xPP) Lower KS2 (Wednesday) – 18 (12 xPP)	PASS assessment/Leuven/Boxall Profile used to monitor	Monitor patterns of development in formal assessments e.g. Boxall	PASS assessment cost – £70 (£210 for year)



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34 x PP	term needs)	Upper KS2 (Thursday) – 16 (12xPP)	progress in wellbeing Academic Steps Assessment used to monitor academic progress All staff aware of Boxall profile and first assessments carried out (July 2018)	and PASS (summative assessment); Academic progress; Whole school online Boxall implemented July 2018; Shows high level of SEMH intervention across the school is having a significant impact.	Boxall costing – £40 Learning Mentor – see above
Nurture Group – Fully accredited 4 x PP	Pupils who need additional support for wellbeing and/or involvement	4 xPP	Pupil progress will be assessed through: PASS, Leuven, academic 'Steps', parent, pupil and staff feedback	Monitor patterns of development in formal assessments e.g. Boxall and PASS (summative assessment); Academic progress; Positive impact upon 3 pupils – 1 child returning to class full time. 2 continuing with a lesser programme.	SENCo and learning mentor salary – see above, plus SENCo Saving of SENCo Salary from February – Deputy head has taken on this role. Resources for Nurture classroom - £150 Learning Mentor see above
CHATTs	Provides support for individual children with high levels of mental health needs.	5 (3) 8 children currently receiving CHATTs of which 4 are PP	Across the course of the year 13 children have had access to CHATTs. With 4 children being signed off and 1 child not completing the course.	All children completing the counselling have moved up the ladder assessment system – showing an increase in their SEMH and wellbeing.	£666 per term £2000 per annum School are considering the need to ask for a parental contribution towards costs from September 2019
Beanstalk	Children can transfer the skills gained within interventions into their classroom work making them more independent learners.	3 xPP 4 x pupils currently have access to Beanstalk. 3 of which are in receipt of PP.	Children completed an entry and exit survey on their attitudes towards reading. Direct staff feedback, weekly on individual attitudes and progress.	All children who have completed the programme have indicated that they have enjoyed reading. 2 of the 4 pupils have made accelerated progress in reading this term.	No Cost – Volunteer service to promote progression in reading



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LSA support	Help to diminish the difference between national expectations. Promote pupil independence and confidence.	1 x 1:1 PP Support in classes (1-5) as needed for up to 10 PP	Academic steps, Boxall assessments Staff, pupil and parent feedback.	Children were taken out of class –as this was proving to be more beneficial – they have worked on key skills in English, Maths and Reading. Steps Assessments indicate that 6 of the 10PP children have made increased progress in core subjects over the course of the year.	Support TA employed to work 1:1 (or with very small groups):£1483 per term/ £8898 per year Support TA did take maternity leave and additional TAs were asked to work O/T to cover this position. Additional OSHL clubs were also arranged to target specific gaps in children's learning.
Speech and Language Link	Children can transfer the skills gained within interventions into their classroom work making them more independent learners.	3 XPP	Language Link Assessments, Steps Data, Staff and Pupil discussions.	2 x Additional TAs trained in delivering junior language Link. 2x teaching staff – trained in Dyslexia L2 (covering Speech and language link). From September interventions to support Speech and language to run in R, 1, 2, 3 and into 4 where needed.	Training for TAs to access interventions and produce resources: Speech Link, Beanstalk; English and maths interventions; STLS services (costed per intervention) Dyslexia training by STLS £45 per adult Language Training for TAs by Education people - £130 per person.
English interventions including reading, phonics and spelling	To increase the number of children attaining good levels of progress	14 xPP	Assessments, Steps Data, Staff and Pupil discussions. Pupil Progress	TAs have been running targeted interventions following pupil progress meetings and gap analysis of data.	No Cost – Class based interventions Training costs if applicable TBC
Handwriting intervention	To increase the number of children attaining good levels of progress	5 xPP Small groups of children have been identified in	Evidence in books, day to day work, parental feedback, Assessment data for writing	To raise the profile of handwriting across the school a new handwriting policy has been	No Cost – Class based interventions Training costs if applicable (Clever Hands)



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		each class from year 1-6. Within these groups 8xPP children have been targeted for support.		produced. Workshops have been undertaken with teachers and TAs – This will extend to parent workshops in September.	
Maths interventions including mastery and booster groups	To increase the number of children attaining good levels of progress	14 XPP Groups of pupils have been targeted in years 5 and 6 for additional out of school interventions – led by skilled TAs	Assessment data, teacher judgements, intervention assessments, day to day class learning, evidence from pupil's books.	5 of the 8 targeted year 6 pupils achieved expected in KS2 SATS. All children have made accelerated progress in maths this term – according to teacher assessments and steps data.	No Cost – Class based interventions 2 xTAs leading OSHL interventions were paid overtime at a HLTA rate (2 hours x weekly)
STLS services including SALT	Enable children to access interventions targeting their individual needs in order for them to make progress	2 SALT are currently involved with 4 children across the school (1xpp) STLS are currently involved with 12 children across the school (2xPP)	ROVs, LIFT documentation, Personalised Plans, Class interventions, Parent, staff and pupil responses, Steps assessment data.	Teacher's given provision, techniques and resources to support pupils in class. TAs leading interventions have been upskilled. Children are able to remain in class and access class based learning. Support for parents and advice given for HNF and the EHCP process.	TBC



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Completed by: _____

Date: _____

Review Date: _____