



Capel-le-Ferne Primary School

Evidencing the Impact of Pupil Premium
2018/ 2019



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 £1,800 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	To develop support for children with SEMH needs. To develop awareness of mental health issues across the school.	To increase the wellbeing and involvement of PP pupils across the school. To develop staff strategies for dealing with mental health issues and effectively supporting pupils needs within the classroom To develop pupils own strategies for mental health and wellbeing	Increased wellbeing and involvement of pupils measured against PASS assessment and Leuven	FC – Resources to support assemblies including wellbeing toolkits, Language for Learning, Nurture Group Network FC – Nurture Room resource (£1500) RT – building and developing sensory garden (£3000) JS – PASS /Boxall assessment online (learning mentor assessment of pupils) (£250)
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.	Awaiting Data	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 awaiting data.	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: Awaiting data	TA initiating interventions across the school and monitoring independently. (Maths co-ordinator to look at CPD on a Numicon 'Closing the Gap' intervention).	No Cost – Class based interventions Training costs if applicable TBC Numicon intervention £280
Handwriting intervention	To increase the number of children attaining good levels of progress	5 xPP	Awaiting term 2 data	Intervention to be discussed in TA meeting – to look at impact across the school. (English lead has delivered whole staff inset on handwriting – new policy to be established and regular CPD to be available for all staff).	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	KS2: Maths progress Awaiting data	TA initiating interventions across the school and monitoring	No Cost – Class based interventions Training costs if



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including mastery and booster groups				independently. (Maths lead to investigate further intervention support and provide TA CPD).	applicable TBC
STLS services including SALT	Enable children to access interventions targeting their individual needs in order for them to make progress	2	EH, Social services support, SEMH and C&L, STLS services in collaboration	Parents working alongside school to support key pupils. Attachment training offered/ carried out with whole school. SALT input to support EHC and HNF.	No cost

Spring 2018 (Predicted)

<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)	TBC	TBC	£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 term needs)	KS1 (Tuesday) - 10 Lower KS2 (Wednesday) - 18 Upper KS2 (Thursday) - 16	TBC	TBC	PASS assessment cost – £70 (£210 for year) Boxall costing – £40 Learning Mentor – see above



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CHATS	Provides support for individual children with high levels of mental health needs.	5 (3)	TBC	TBC	£666 per term £2000 per annum
Beanstalk	Children can transfer the skills gained within interventions into their classroom work making them more independent learners.	3 xPP	TBC	TBC	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	TBC	TBC	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	TBC	TBC	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	TBC	TBC	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	TBC	TBC	No Cost – Class based interventions Training costs if applicable (Clever Hands) TBC
Maths	To increase the number	14 XPP	TBC	TBC	No Cost – Class based



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interventions including mastery and booster groups	of children attaining good levels of progress				interventions Training costs if applicable TBC
STLS services including SALT 2xPP	Enable children to access interventions targeting their individual needs in order for them to make progress	2	TBC	TBC	No Cost

Summer 2018 (predicted)

<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)	TBC	TBC	£1654.3 per term / £9926 over a year
Nurture Group – nurturing sessions 34 x PP	KS1, lower KS2 and upper KS2 pupils with SEMH needs (long and short term needs)	KS1 (Tuesday) – 10 (7xPP) Lower KS2 (Wednesday) – 18 (12 xPP) Upper KS2 (Thursday) – 16 (12xPP)	TBC	TBC	PASS assessment cost – £70 (£210 for year) Boxall costing – £40 Learning Mentor – see above



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Nurture Group – Fully accredited 4 x PP	Pupils who need additional support for wellbeing and/or involvement	4 xPP	TBC	TBC	SENCo and learning mentor salary – see above, plus SENCo Resources for Nurture classroom - £150 Learning Mentor see above
CHATTS	Provides support for individual children with high levels of mental health needs.	5 (3)	TBC	TBC	£666 per term £2000 per annum
Beanstalk	Children can transfer the skills gained within interventions into their classroom work making them more independent learners.	3 xPP	TBC	TBC	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	TBC	TBC	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	TBC	TBC	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,	To increase the number of children attaining good levels of progress	14 xPP	TBC	TBC	No Cost – Class based interventions Training costs if applicable TBC



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phonics and spelling					
Handwriting intervention	To increase the number of children attaining good levels of progress	5 xPP	TBC	TBC	No Cost – Class based interventions Training costs if applicable (Clever Hands)
Maths interventions including mastery and booster groups	To increase the number of children attaining good levels of progress	14 XPP	TBC	TBC	No Cost – Class based interventions
STLS services including SALT	Enable children to access interventions targeting their individual needs in order for them to make progress	2	TBC	TBC	TBC

Completed by: _____

Date: _____

Review Date: _____