Pupil Premium Policy

**"I am the vine; you are the branches.
If you remain in me and I in you, you will bear much fruit"
(John 15:5)**

This is a model policy for all Vine schools that has been reviewed and adapted for Great Clacton Church of England Junior School.

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Approved by Vine Schools Trust on:	Spring 22
Adopted by this school on:	Spring 22
Next review:	Summer 24

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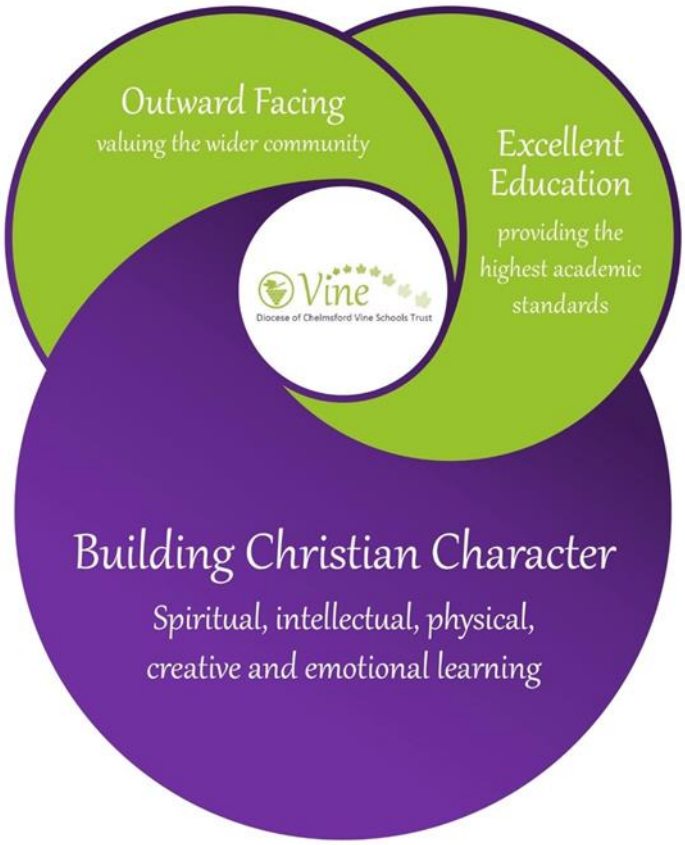
Vision & Values

V **Valuing every person**

I **Inspiring great teaching**

N **Nurturing academic excellence and Christian Character**

E **Excelling, unlocking great potential**



 Source: Essex Guidance, EEF, GOV.UK

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Appendix 1 – Strategy Statement Template

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1. Introduction

Our Vision for Great Clacton Church of England Junior School:

We aim at Great Clacton Church of England Junior School to provide a safe, secure and happy environment where every child is valued for their individuality. Through our shared commitment, enthusiasm and open mindedness, we aim to ensure:

- that all children in our care have the opportunity to achieve their potential
- that every child develops respect and an awareness of the needs of others
- that every child grows to be a caring individual, within a school community that reflects this

We believe that every child has a right to a comprehensive and interesting education related to personal abilities and talents, as well as an education that fulfils a child's curiosity to gain understanding and wonder of the human place in the world. We believe that children flourish where their views are respected, their abilities recognised and nurtures and their weaknesses understood and supported.

The attainment gap is the most stubborn test facing English schools and the Pupil Premium gives additional public funding to schools in order to close this gap. The idea that it can be solved simply by spending more is beguiling but unrealistic. If extra money is all the Pupil Premium is about, it is doomed to fail, particularly in a period of wider financial constraint.
The Pupil Premium represents much more. It provides funding, but also focus, setting the achievement of children from disadvantaged backgrounds as a priority for our system. This clarity is the Pupil Premium's greatest strength.
Educational attainment is the best predictor that we have of a young person's long-term outcomes. The Premium can act as a focal point as schools plan and put in place the strategies that will help their students succeed. Used with care and commitment, the Pupil Premium is one of the best bets we have.

Sir Kevan Collins Chief Executive Education Endowment Foundation (EEF)

Introduced in 2011**,** the pupil premium is a sum of money given to schools each year by the Government to support schools in improving the attainment of disadvantaged children**.**
This is based on research showing that children from low income families perform less well at school than their peers.
Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality.
The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates. The intended impact of this funding is to accelerate progress and raise attainment of these groups.

2. Eligibility

- Primary schools are given a pupil premium for children in Reception to Year 6 who are currently entitled to free school meals based on their family income.
- Children in Reception to Year 6 who were previously entitled to benefits-based free school meals, even if they're no longer eligible for six years after they stopped qualifying for free school meals
- Children in care
- Children previously in care who have been adopted, or who have a special guardianship order, a child - arrangements order or a residence order
- Children recorded as being from service families

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3. School Responsibilities

- Identifying the funding received through the Pupil Premium in the development and budget plans.
- Informing the Trust Board by reporting to the Local Schools Board (LSB) through termly reports of the Pupil Premium allocation, the proposed plans for and the impact of spending on children in receipt of PPG
- Publishing a Pupil Premium Strategy Statement within the given time frame on the VST school website. (see Appendix A)
- Ensuring that where there are children eligible for Pupil Premium who are not falling behind their peers, curriculum enrichment raises aspirations beyond age related expectations. (These children must be clearly identified on the school's tracking system so that evidence of their performance is clear).
- Closely analysing performance data in order to identify gaps in attainment and to determine the focus areas for additional support to all children, including those entitled to benefit from the Pupil Premium.
- Evaluating and monitoring Pupil Premium spending to measure impact and spend it in ways shown to be most effective (with reference to EEF Teaching and Learning Toolkit which summarises the evidence for different approaches to raising attainment).

4. Priorities

The key priority is to maximise achievement for children in receipt of Pupil Premium by identifying, implementing and evaluating strategies to support

- the development of strong learning skills
- personal wellbeing
- improving attainment
- reducing gaps
- accelerating progress
- improving attendance
- extending and enriching opportunities and experiences
- improving engagement with families
- removing barriers

5. Provision

Each VST school will carefully consider the needs of the children who receive PPG funding, as they are best placed to identify what would be of most benefit to the children who are eligible. The resulting strategy for how the PPG funding is used is clearly documented and is regularly evaluated (at least termly) to ensure that the strategy is impacting positively on eligible children.
All VST schools consider a tiered approach to Pupil Premium spending in order to balance approaches to improving teaching, targeted academic support and wider strategies, as recommended by the EEF.

Tier 1 – Teaching
VST schools are committed to achieving consistently high quality of teaching. Ensuring effective teaching and opportunities to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. This might include professional development, training and support for early career teachers and recruitment and retention. Quality First Teaching and ensuring that the school has consistently inclusive classrooms supports Tier 1.

Tier 2 - Targeted academic support
Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Tier 3 - Wider strategies
Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common

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between schools, it is also likely that the specific features of the community each school serves will affect spending in this category

Strategies may include

- Extra one-to-one tuition or small-group support for children within the classroom.
- Employing extra teaching assistants to work with classes.
- Running catch-up sessions, for example for children who need extra help with maths or literacy.
- Running a school breakfast club to improve attendance.
- Providing extra tuition for able children.
- Providing music lessons for children
- Funding educational trips and visits.
- Paying for additional help such as speech and language therapy or family therapy.
- Funding English classes for children who speak another language at home.

- Investing in resources that boost children's learning, such as laptops or tablets.
- Family Learning Projects
- Providing experiences to broaden horizons and raise aspirations
- Regular CPD for teachers and Teaching Assistants
- A curriculum, under constant review which is designed to offer maximum flexibility to meet the needs of individuals

6. Monitoring

- The Trust Board and Local Schools Boards (LSBs) have a monitoring oversight of the use of Pupil Premium funding and the provision it supports.
- PPG provision is monitored closely within each VST School. Regular pupil progress meetings support evaluation of impact of strategies on children's outcomes and wellbeing and identify where strategies may need adapting.
- External Pupil Premium reviews may be implemented but the VST or requested by schools that identify the need for further support.
- Individual Case Studies and work samples support evaluation of progress over time.

7. Reporting

- The Headteacher will produce regular reports/action plans for the LSB. These will include:
  - The progress made toward maximising achievement for children eligible for Pupil Premium.
  - An outline of the provision and the impact of this provision on maximising achievement.
  - Financial details of how pupil premium is/was spent and an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to other forms of support.

- The LSB will ensure that there is an annual Strategy statement (Appendix A) to parents on how the Pupil Premium funding has been used. This task will be carried out within the requirements and timescales published by the Department for Education and published on the school website. To comply with School Information regulations, schools are required to publish a pupil premium strategy statement annually, or if a multi-year strategy is used,(3 years is recommended), this must be reviewed annually before Dec 31st.

- All schools must use the template available on GOV.UK to publish their strategy statement. https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability

- Schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's pupil premium guide, activities should include those that:
  - support the quality of teaching, such as staff professional development;
  - provide targeted academic support, such as tutoring; and
  - tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

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8. Covid Appendix

In light of the impact of the Covid lockdown on the most vulnerable pupils specific planning has been focused on assessing the needs of these pupils after lockdown, and ensuring that additional measures to meet their needs are in place, emotionally, socially and academically (including planning for remote learning in the future). These plans have been closely linked to the school's plan for implementing the national 'Catch Up' funding provision in our whole school Learning Enhancement Plan.

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1. Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Great Clacton Church of England Junior School
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	44.5% (110 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22 2022/23 2023/24
Date this statement was published	31.12.23
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Karen Jones - Executive Headteacher
Pupil premium lead	Mrs Tara Finney - Head of School
Governor / Trustee lead	Mrs Julie Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,807.50
Recovery premium funding allocation this academic year	£17,255
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£177, 062.50

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Part A: Pupil premium strategy plan

Statement of intent

At Great Clacton Church of England Junior School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible members of society and citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our overarching objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our aim is to ensure that effective teaching, learning and assessment meets the needs of all pupils through the analysis of both qualitative and quantitative data. Class teachers work alongside Senior Leaders, the SENCo, the pastoral team and other key members of school staff to identify specific intervention and support for pupils. This will be reviewed at least termly as part of termly Pupil Progress meetings and throughout each term through PPG Leader monitoring actions. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	High incidence of social, emotional and mental health issues in both children and their families leading to reduced focus, concentration and readiness to learn. Pupils have low self-esteem and lack resilience required to persevere when learning tasks are difficult.
2	Social factors (family break up, domestic violence, children services involvement, low attendance and narrow life experiences).
3	Less regular parental engagement means that some pupils lack support from home so that learning is not reinforced.
4	Lack of routines and boundaries in some home environments, impacting on home learning and behaviour.
5	Generationally low levels of academic attainment and aspiration in families.
6	Lack of equipment (Uniform, PE kit, technology) and access to resources.
7	Gaps in learning following two school years of Covid-related disruptions, remote learning barriers etc.

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8	A high % of disadvantaged children also have a SEND. A significant proportion of disadvantaged children have a diagnosis of ASD, ADHD or a SEMH need. This leads to children not always being able to self-regulate and ready to access their learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils are supported with their emotional and social difficulties so that they are ready to learn in school. (Data showing progress at expected or better.)	Data showing progress at more than expected. PPG Attendance data is improving towards 96%. Attendance of PPG pupils in line with all pupils. Pupil/parent voice demonstrates impact of pastoral team.
Staff across the school work to ensure equality of access to the curriculum across all subjects so that disadvantages are minimised and gaps between groups are reduced/closed.	Disadvantaged pupils are supported to overcome barriers thus enabling engagement across the curriculum. CPD is carefully planned so that all staff share an understanding of expectations of teaching and learning across the curriculum.
Increase the percentage of PPG children attaining ARE and GDS at the end of each Key Stage, as a result of effective class teaching and intervention teaching.	Percentage of children attaining ARE and GDS increases, for each cohort, compared to their respective starting points. Progress measures continue to show accelerated progress.
Pupils and their families can access affordable wrap around care (breakfast and after school club), where children receive nutritious food and have access to learning opportunities, support with their homework and social and emotional support.	Number of disadvantaged children attending wrap around care provision increases. Children attending report that they are happy in the provision and can access support for academic and social and emotional development.
Pupils have access to opportunities for enrichment, engagement and enjoyment in curriculum linked initiatives, through extra-curricular activities and to develop 'life skills' that will help them fulfil ambitions and raise aspirations.	Subsidised trips provided for all disadvantaged pupils, pupil voice demonstrates engagement and enjoyment of activities/initiatives offered and a wide range of extra-curricular clubs offered.

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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £68,589.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils working below age related expectations and/or not making at least expected progress, to receive appropriate interventions and to receive appropriate support in class. HLTAs and LSAs lead evidence based intervention programs and support learning across the curriculum. (£60,759.48)	EEF - Small group tuition EEF - Teaching Assistant Intervention Maximising the Impact of Teaching Assistants	5, 7, 8
Teaching of mechanics and maintenance for identified pupils to provide opportunities to develop life skills in a hands-on, small group context. (£1,734.12)	EEF - Aspiration interventions	1, 2, 5
'Talk time' initiative to develop learning conversations and pupils' oracy skills around talking about their learning and progress. (£50)	Developing Oracy in the Classroom Professional Learning Conversations and Reflections About Learning	1, 5, 7
Coaching and mentoring programs delivered by a trained sports coach to target healthy emotional wellbeing, supporting attendance and to develop fitness and healthy living skills for targeted pupils. (£6, 045.41)	Physical activity | EEF Prioritise social and emotional learning to avoid "missed… | EEF	1,2,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,578.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase access to academic support, online learning resources available to pupils to use in school and at home. Apps, subscriptions and	EEF - Using Digital Technology to Improve Learning	5, 6, 7, 8

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other digital technology provided to support students' learning. -100 Lexia intervention licences. This will address gaps in reading and spelling and will raise literacy standards. -Widgit subscription to be renewed (Lexia - *still in 3 year licence period - no cost this year* Widgit - £295	EEF - Lexia Reading Core 5	
Accelerated Reader program to ensure that children's reading levels are accurately assessed and children have access to a wide range of books within their identified ZPD. (£2,988 - Accelerated Reader subscription)	Evidence4Impact - Accelerated Reader EEF - Accelerated Reader	5, 6, 7, 8
Seesaw online platform to record and evidence high quality teaching and learning. This also provides the opportunity for alternative recording methods for children with writing barriers to demonstrate their learning. (£1,305)	Seesaw for Schools Efficacy Study	5, 7, 8
Subsidy of all curriculum-based school trips for disadvantaged children to enable all pupils to access rich learning experiences. (£8,500)	Changing Minds: The Lasting Impact of School Trips	2, 3, 5, 6, 7
Dyslexia Gold intervention program and licences to support gaps in spelling and reading through an evidence based intervention. Spend to include accompanying resources including tinted glasses. (£450)	EEF-Improving-literacy-in-key-stage-2	5, 7, 8

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £92,894.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Learning Mentor to support Social Emotional wellbeing of pupils and deliver evidence based SEMH interventions (£21,034.84)	EEF - Social & Emotional Learning	1, 2, 3, 4, 5, 8
Pastoral Lead to coordinate pastoral provision, support families including those open to children's services, coordinate and lead TAF support etc (£33,655.51)	EEF - Social & Emotional Learning Pastoral care: A whole school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners	1, 2, 3, 4, 5, 8
Children and Families worker (0.8) to support joined-up home/school pastoral intervention	EEF - Social & Emotional Learning	1, 2, 3, 4, 5, 8

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and deliver a range of evidence-based SEMH intervention programs including 'I am me'. (£20,785.04)	Pastoral care: A whole school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners	
Jigsaw PSHE program to support the delivery of a high quality PSHE curriculum, increase pupil wellbeing and support social and emotional development. (no cost this year)	EEF - Social & Emotional Learning	1, 5, 7, 8
Membership of Child First Trust to provide pupil counselling, external Family Worker, speech & language support and pastoral services. (No renewal when contract ends in June but spend to be ringfenced for counselling and therapy services)	EEF - Social & Emotional Learning Pastoral care: A whole school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners	1, 2, 3, 4, 5, 8
Subsidy of wrap around care provision for disadvantaged pupils to ensure the services are affordable for families to access. (£3,060)	DfE - Impact of breakfast clubs in schools with high levels of deprivation National School Breakfast Programme - Food for Thought	1, 2, 3, 6
Attendance incentive scheme to improve attendance and reduce persistent absence. (£500)	DFE - Improving School Attendance EEF -Rapid evidence assessment on attendance interventions for school aged pupils	1, 2, 3, 4, 5, 6
Weduc parent communication platform to support effective home-school communication, including booking of parents' evening appointments, return of permission forms etc. (£2,023)	EEF - Communicating Effectively with Families	1, 2, 3, 4, 5
Annual National Online Safety subscription to support e-safety learning, staff training and awareness and parent learning. (£1,245)	EEF - Communicating Effectively with Families EEF - Working with Parents to Support Children's Learning	1, 2, 3, 4, 5, 8
Setup and initial funding of Community Shop to support families in need to purchase low-cost uniform, food and home essentials. (£4,000)	EEF - Working with Parents to Support Children's Learning The Role of the School as a Community Hub...	1, 2, 3, 4, 6
Administrative support assistant to organise PPG initiatives, analyse data, complete PPG and CiC paperwork, attend CiC meetings etc. (£4,189)	Essential spend to meet statutory requirements for completion of PEP paperwork, data analysis of PPG/LAC pupils etc. Tackling Educational Disadvantage	2, 3, 5, 7, 8
External attendance solutions company (Aquinas) to support rigorous monitoring of	DFE - Improving School Attendance	1, 2, 3, 4, 5, 6

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attendance and ongoing dialogue, support and enforcing accountability with parents for children with attendance concerns/persistent absence.	EEF -Rapid evidence assessment on attendance interventions for school aged pupils	

Total budgeted cost: *£177,062.50*

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Academic Year 2022-2023			
Quality of Teaching for All			
Desired Outcome	**Chosen action / approach**	**What was the evidence and rationale for this choice?**	**Review**
PPG pupils make accelerated progress and the attainment gap between disadvantaged and non-disadvantaged pupils narrows.	Pupils working below age related expectations and/or not making at least expected progress, to receive appropriate interventions and to receive appropriate support in class. HLTAs and LSAs lead evidence based intervention programs and support learning across the curriculum.	EEF - Small group tuition EEF - Teaching Assistant Intervention Maximising the Impact of Teaching Assistants 5, 7, 8	In years 3, 4 and 5 the attainment gap has narrowed significantly - in the majority of subjects across year groups it is less than 10%. In year 6 (high SEND numbers in cohort), intervention for individual pupils has shown an impact and has narrowed their attainment gap significantly. Summer term data shows that disadvantaged pupils continue to make good progress from their starting points and, in year 3,4 and 5, 75%+ are making good or better progress from their starting points. In year 6 this figure is slightly lower but there are a high number of pupils at 'just below expected' and clear intervention is in place for these identified pupils.
Identified disadvantaged pupils have the opportunity to access practical learning as part of a broad and balanced curriculum	Teaching of mechanics and maintenance for identified pupils to provide opportunities to develop life skills in a hands-on, small group context.	EEF - Aspiration interventions 1, 2, 5	Mechanics and maintenance groups have run twice weekly across each term. Children have developed new skills that they would not have had the opportunity to learn without this group. Pupil voice evidences that pupils get high levels of enjoyment from the group and show pride in the skills they have learnt and things they have made (eg. wooden planters).
Identified disadvantaged pupils have the opportunity to develop oracy skills and express clear views and opinions about their learning	'Books & Biscuits' initiative to develop learning conversations and pupils' oracy skills around talking about their learning and progress.	Developing Oracy in the Classroom Professional Learning Conversations and Reflections About Learning 1, 5, 7	Books and Biscuits took place weekly in the autumn and spring terms. Children have demonstrated that they can speak about their learning with increased confidence and fluency. Alternative format being explored for next year.
			Total Budget Cost **£75,674.92**
Targeted Support			

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Desired Outcome	Chosen action / approach	What was the evidence and rationale for this choice?	Review
To improve literacy skills for identified disadvantaged children and provide access to the curriculum through visual support.	To increase access to academic support, online learning resources available to pupils to use in school and at home. Apps, subscriptions and other digital technology provided to support students' learning. -100 Lexia intervention licences to be renewed. This will address gaps in reading and spelling and will raise literacy standards. -Widgit subscription to be renewed	EEF - Using Digital Technology to Improve Learning EEF - Lexia Reading Core 5 5, 6, 7, 8	Lexia has been used effectively to support the development of reading, spelling and grammar skills again this year. Lexia intervention monitoring shows that children make good progress on this intervention and, where it is not benefitting a child, the licence is reassigned and an alternative intervention is sought for that child. This shows that the licences are always active and providing good value for money. An alternative intervention (*Dyslexia Gold)* to be used from Sept 23. Widget is used across the school, particularly as directed by the SEND team. This enables children with SEND needs to access their learning. Continue to subscribe in 23-24 academic year.
To improve standards in Reading and foster a love of books and reading in all children.	Accelerated Reader program to ensure that children's reading levels are accurately assessed and children have access to a wide range of books within their identified ZPD.	Evidence4Impact - Accelerated Reader EEF - Accelerated Reader 5, 6, 7, 8	Reading data shows that standards are improving across all year groups. Monitoring by the English lead shows that children's books are well-matched to their reading level and, particularly for emerging and early readers, this enables them to practice the sounds they are working on in phonics groups. The library is well stocked with books at all levels. Recent spend ensured that lower levels were well resourced.
To provide a platform to record and capture non-written, high quality teaching and learning.	Seesaw online platform to record and evidence high quality teaching and learning. This also provides the opportunity for alternative recording methods for children with writing barriers to demonstrate their learning.	Seesaw for Schools Efficacy Study 5, 7, 8	Seesaw continues to be well-used in all year groups, in all curriculum areas. It is particularly valuable in subjects such as PSHE, PE and music where rich learning can be captured and shared easily. This helps to support accurate assessment which informs planning.
To provide timely intervention and feedback to disadvantaged pupils, by their own class teacher, to improve progress and attainment.	Weekly Class Teacher led intervention to address gaps in learning and accelerate	EEF - One to One Tuition EEF - Small group tuition 5, 7, 8	This intervention has worked extremely well and provided valuable weekly opportunity for class teacher feedback to identified disadvantaged pupils. Pupil voice monitoring shows that pupils speak positively about this session and can share how it has positively impacted their

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	attainment and progress.		learning. Unfortunately due to budget limitations, the £17k+ cost of this is not feasible from next year's PPG budget and therefore this will not continue.
To ensure equal opportunities for all pupils to access rich learning experiences across the curriculum.	Subsidy of all curriculum-based school trips for disadvantaged children to enable all pupils to access rich learning experiences.	Changing Minds: The Lasting Impact of School Trips 2, 3, 5, 6, 7	All children attended all school trips this academic year, irrespective of financial situation. This continues to be a vital use of PPG funding and will continue next year.
			Total Budget Cost **£31,311.96**

Wider Strategies

Desired Outcome	Chosen action / approach	What was the evidence and rationale for this choice?	Review
To support the SEMH needs of pupils and deliver high quality SEMH interventions.	Full time Learning Mentor to support Social Emotional wellbeing of pupils and deliver evidence based SEMH interventions	EEF - Social & Emotional Learning 1, 2, 3, 4, 5, 8	The full time learning mentor continues to provide essential support to disadvantaged and/or vulnerable pupils, through social support at break/lunchtimes, SEMH based interventions, key staff member support for Looked After Pupils and bereavement support through a designated program. This continues to be a vital use of PPG funding and will continue next year.
To coordinate pastoral provision within school, support families requiring support and providing strategic and operational safeguarding actions through the DSL role.	Pastoral Lead (0.8) to coordinate pastoral provision, support families including those open to children's services, coordinate and lead TAF support etc (£32,074.06)	EEF - Social & Emotional Learning Pastoral care: A whole school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners 1, 2, 3, 4, 5, 8	The pastoral lead continues to provide essential support to disadvantaged and vulnerable pupils and their families. Safeguarding reviews (including by the Trust) and external reviews (eg Challenge Partners, Ofsted) have evidenced extremely high quality Safeguarding procedures and pastoral provision. The pastoral lead is also the fully qualified MHFA with enhanced training in pastoral care. This continues to be a vital use of PPG funding and will continue next year.
To support children and families with positive school engagement, including improved attendance and behaviour. To provide further intervention programs that develop positive learning behaviours to benefit within the classroom.	Children and Families worker (0.8) to support joined-up home/school pastoral intervention and deliver a range of evidence-based SEMH intervention programs including 'I am me'.	EEF - Social & Emotional Learning Pastoral care: A whole school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic	The Children and Families worker continues to provide essential support to disadvantaged and/or vulnerable pupils and their families. Attendance for the pupils she has worked with this year has improved significantly. The C&FW is now Thrive trained and has delivered this intervention since January 23. This continues to be a vital use of PPG funding and will continue next year.

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		achievement of learners 1, 2, 3, 4, 5, 8	
To provide a high quality PSHE curriculum to all year groups and all pupils.	Life Ed PSHE program to support the delivery of a high quality PSHE curriculum, increase pupil wellbeing and support social and emotional development.	EEF - Social & Emotional Learning 1, 5, 7, 8	All year groups continue to use the SCARF curriculum to support pupils to develop their social and emotional knowledge and skills. This is well-monitored by the subject leader and evidenced well, particularly on SeeSaw. From Sept 23, the school will use the Jigsaw curriculum.
To have timely access to pupil counselling, speech and language services, a family worker and pastoral support to support disadvantaged or vulnerable pupils and their families.	Membership of Child First Trust to provide pupil counselling, external Family Worker, speech & language support and pastoral services.	EEF - Social & Emotional Learning Pastoral care: A whole school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners 1, 2, 3, 4, 5, 8	8 child counselling courses completed. 6 families supported by the Family Worker. 8+ children had direct intervention from the S&L service plus S&L training and support for staff. SENCo attends the CFT cluster meetings to support with CPD. Due to poor access in the Tendring area to state funded services, funding still needs to be allocated to counselling and therapeutic services, however due to issues with CFT being able to meet demand and need within the timescales needed, we will not be renewing our contract with them when it expires in June 24. Funding amount will be ringfenced and we will explore alternative therapeutic providers.
To ensure that disadvantaged families can access wrap around care, reducing the financial barrier.	Subsidy of wrap around care provision for disadvantaged pupils to ensure the services are affordable for families to access.	DfE - Impact of breakfast clubs in schools with high levels of deprivation National School Breakfast Programme - Food for Thought 1, 2, 3, 6	Pupils in receipt of PPG funding pay £1 per session for breakfast and after school club. The number of PPG pupils accessing the provisions has increased by nearly 50% since the introduction of the subsidy. Parents speak positively about the subsidy and the positive impact it has on their access to the services. Numbers of non-subsidised siblings from the neighbouring Infant school have also increased, meaning the service remains sustainable and available for all. This continues to be a vital use of PPG funding and will continue next year.
To improve attendance of disadvantaged pupils and ensure that transport is not a barrier to accessing enrichment and wellbeing opportunities.	Lease of a minibus to enable children to attend school where family circumstance is a major barrier resulting in absence and lateness. This will also be used to support academic enrichment and wellbeing development through sporting opportunities,	DFE - Improving School Attendance EEF -Rapid evidence assessment on attendance interventions for school aged pupils 1, 2, 3, 4, 5, 6	Due to national delays in car building and parts post-covid and post-Brexit, we have been unable to secure a vehicle that is able to meet our needs. We will continue to look at the viability of this next year, however this year's funding has been reallocated to supporting attendance solutions such as Aquinas.

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	fixtures etc, local visits, transport to external services eg counselling.		
To encourage all pupils, including those who are disadvantaged, to attend school so that they access a regular, broad and balanced curriculum.	Attendance incentive scheme to improve attendance and reduce persistent absence.	DFE - Improving School Attendance EEF -Rapid evidence assessment on attendance interventions for school aged pupils 1, 2, 3, 4, 5, 6	Attendance incentive scheme set up and prizes given weekly and also at the end of each term. Attendance continues to be below National Average however it is higher than many other schools in the Tendring area with a similar demographic.
To develop effective home-school communication with all families, including those who are disadvantaged, and support families to engage with all aspects of school life such as parents evenings, enrichment activities, after school clubs etc.	Weduc parent communication platform to support effective home-school communication, including booking of parents' evening appointments, return of permission forms etc.	EEF - Communicating Effectively with Families 1, 2, 3, 4, 5	Weduc now used as the main form of scheduled contact between school at the parent community. Significantly increased take up of parents evening appointments and One Plan meetings since using this booking platform. Parents report that they find it beneficial to use the message function to communicate with the class teacher and/or leadership team.
To support staff and parents in developing an increased awareness of e-safety aspects such as social media, apps etc, through high quality training and CPD.	Annual National Online Safety subscription to support e-safety learning, staff training and awareness and parent learning.	EEF - Communicating Effectively with Families EEF - Working with Parents to Support Children's Learning 1, 2, 3, 4, 5, 8	50+ parents signed up to NOS by the end of summer term 2023. Platform used throughout the year to deliver CPD to staff on specific safeguarding topics. Safeguarding training able to be rigorously monitored with ease by the DSL, using the platform.
			£43, 635

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NONE	

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