

Key expenditure of PPG 2015-16 at Broxbourne CE Primary School

17 PPG pupils (6 of which are PPG+)

The school received £25,000 for its PPG and PPG+ pupils in the financial year April 2015-April 2016.
The total amount spent on PPG in the financial year April 2015-April 2016 will be £40,850

Objectives in spending PPG:

To accelerate progress to at least expected in English and Maths for eligible children.

To challenge and extend more able eligible children.

To narrow the gap in achievement between PPG and non PPG children.

To provide enrichment opportunities (music, sport, cultural, school trips).

To build self-confidence, self-esteem and organisational skills.

To ensure inclusion in school life and empower pupils in the learning process in order to raise attainment and progress.

Summary of proposed spending PPG 2015-16:

Action	Rationale	Cost	Assessment of Impact
Deputy to teach across the school during Subject Leader release to accelerate the progress of PPG from Spring Term.	High quality teaching and tracking is needed to accelerate the progress of PPG pupils and thus close the gap.	£6 000	KS2 PPG progress for the year was greater than Non-PPG. Subject Leaders have scrutinised PPG attainment in their subjects.
PPG pupils are rigorously tracked at half termly pupil progress meetings led by SLT	Impact of provision and appropriateness needs constant analysis and reviewing	Procedural	Work scrutiny shows books to be commensurate with those of non-PPG. See above. Interventions planned based on termly progress.
Full time support in each class of TA in the afternoons – additional TAs in classes.	High quality support is needed across the week to accelerate the progress of PPG pupils and thus close the gap.	£12 000	Work scrutiny shows books to be commensurate with those of non-PPG. See above. Interventions planned based on termly progress.

HLTA intervention TA 4 x afternoons per week across all key stages working with targeted pupils.	High quality focused personalised provision is needed to raise self-esteem and narrow the gap.	£5 000	Well matched provision accelerated progress for PPG children, particularly in Y6.
1 to 1 mentoring of pupils and parental engagement.	Pupils need to be confident, motivated and emotionally best prepared for success at school. Parental engagement and partnership is vitally important for supporting this process.	As part of the provision above	Increased attendance and attitudes to learning evident .
Inclusion Co-ordinator/SENCO and SEND release one day per week for focus on vulnerable groups to monitor and deliver provision. Explicit responsibility to track and monitor the impact for PPG and PPG+ pupils in collaboration with the HT.	High quality provision requires strategic planning, monitoring and reviewing to ensure actions are impacting and closing the gap. Inclusion Co-ordinator/SENCO has this as a key role and closely monitors the quality and impact of our PPG provision.	£6 000	Interventions closely monitored and adapted according to Sutton Trust evaluation of interventions.
HT delivering extension maths to Y5 and Y6 2 x per week from Spring Term.	More able pupils require high quality provision to extend and challenge their reasoning. Pitch of these sessions ensures this is the case.	£1 200	Y6 pupils focussed upon made good or better progress during this time.
Staffing a nurture group for KS2 vulnerable children.	Pupils need to be confident, socially adept and emotionally best prepared for success at school.	£1 800	Nurture group supported and developed pupils self-esteem and confidence well.
February 2015 – Renewal of Testbase diagnostic assessment tool	Enables detailed diagnostic identification of key focus areas to accelerate the progress of PPG pupils in class and additional interventions across reading, writing and maths.	£175	Used for summative assessment and for now try this questions in maths particularly.
Funding training of 1 member of staff on KS1 Phonics Literacy Program with a view to accelerating the progress of pupils across the summer term.	Ensures high quality Wave 3 provision for KS1 pupils in literacy.	£175	Practitioner able to deliver the intervention appropriately.

Play therapy for appropriate pupils	Pupils need to be confident, socially adept and emotionally best prepared for success at school.	£1 200	Supported the emotional need of relevant pupils.
Renewal of Mathletics to enrich and extend mathematical learning for all pupils and staffing at an early morning breakfast maths club.	Security with number, confidence and enjoyment. This provides access to technology and ensures the digital divide is not a barrier to our PPG pupils.	£2 000	Pupils attending made good progress with this resource.
Sports club staffing to provide extra-curricular opportunity and encourage healthy lifestyle choices.	Payment to PE Co-ordinator on Mondays to run KS1 Multi-Sports	£2 000	PPG pupils attended the club and benefitted accordingly.
Fund for sports clubs, music tuition, trips and residential visits	For life chances to be improved it is vital to provide enrichment opportunities to pupils who perhaps may not otherwise have these.	£3 000	All PPG pupils attended all trips and a significant number benefited from musical tuition.
Homework club x 1 week	We encourage children who may need additional support to attend homework club and provide access to resources.	£300	Focus pupils attended and were supported.

Measuring the impact of PPG spending

All staff use pupil progress meeting summary sheets in which interventions/actions for children targeted by PPG are recorded. The school monitors the impact on each pupil half termly at pupil progress meetings. Evaluations are focused on pupil progress and how pupils' self-confidence has developed as a consequence of the intervention and interventions are reviewed and adjusted accordingly. The impact of interventions is evaluated at the end of each term and reported to Governors. A specific Governor is appointed to monitor the use and impact of PPG.

Expected outcomes

To secure at least expected progress in English and Maths for eligible children:

1. at least 3 steps of progress (as measured by the HfL tracker) for eligible children in Y1, Y2, Y3, Y4, Y5 and Y6

To build self-confidence, emotional maturity and self-esteem. To aid inclusion in school life and readiness for learning in order to raise attainment and progress.

PPG Progress, 2015-16 (steps from previous year group)

Of the 17 PPG pupils, 30% are on the SEND register

<u>Year 2 (30)</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
PPG (3)	2.3	2.0	2.0
Non-PPG (27)	2.7	2.6	2.7
In School Gap	-0.4	-0.6	-0.7

<u>Year 3 (30)</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
PPG (3)	2.2	2.1	2.3
Non-PPG (27)	2.2	2.1	2.3
In School gap	0	0	0

<u>Year 4 (30)</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
PPG (3)	2.3	2.3	1.3
Non-PPG (27)	3.5	3.8	3.2
In School gap	-1.2	-1.5	-1.9

<u>Year 5 (32)</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
PPG (3)	2.7	3.0	4.0
Non-PPG (29)	3.4	3.0	4.1
In School gap	-0.7	0	-0.1

<u>Year 6 (31)</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
PPG (5)	4.0	3.6	4.2
Non-PPG (26)	3.2	3.3	3.7
In School gap	+0.8	+0.3	+0.5