

Key expenditure of PPG 2016-17 at Broxbourne CE Primary School

19 PPG pupils (4 of which are PPG+)

The school received £26,600 for its PPG and PPG+ pupils in the financial year April 2016-March 2017.
The total amount spent on PPG in the financial year April 2016-March 2017 will be £35700

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 2016-17:

Action	Rationale	Cost
Deputy to teach writing booster in KS1 across one afternoon	High quality teaching and tracking is needed to accelerate the progress of PPG pupils and thus close the gap.	£4000
High level PPG intervention for maths across two afternoons	High quality teaching and tracking is needed to accelerate the progress of PPG pupils and thus close the gap.	£8000
Inclusion Co-ordinator release half a 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 has this as a key role and closely monitors the quality and impact of our PPG provision.	£4000
High level PPG intervention for literacy across one afternoon	High quality teaching and tracking is needed to accelerate the progress of PPG pupils and thus close the gap.	£4000
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
Targeted interventions by 5 HLTA/TAs 3 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.	£3500 of the £14,400 cost of these interventions
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.	£600 one hour per week
HT delivering extension maths to Y5 and Y6 2 x per week from	More able pupils require high quality provision to extend and	£2000

Spring Term.	challenge their reasoning. Pitch of these sessions ensures this is the case.	
Staffing a nurture group for KS2 vulnerable children.	Pupils need to be confident, socially adept and emotionally best prepared for success at school.	£600 (relative to composition of the group across the year).
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.	£2000
Fund for sports clubs, music tuition, family support, 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.	£6000

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.