

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	Impact
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	Due to staffing constraints, Deputy was seconded to teach writing in Y6 in the Spring/Summer term. Highly effective impact.
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	All Y6 PPG made ARE and one made GDS. VA progress was 2.3 compared with 0.3 non-PPG. Highly effective impact.
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	91% of PPG children made expected or better progress in R, W or M. Good progress measures for RWM were 64%, 55%, 82% respectively. Highly effective impact.
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	All Y6 made ARE and one made GDS. In Spring/Summer term Deputy taught Y6 only. VA progress was 4.5 compared with -1.6 for non-PPG.

			Highly effective impact.
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	All teaching staff aware of PPG progress and impact of provision shared with TAs.
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	91% of PPG children made expected or better progress in R, W or M. Good progress measures for RWM were 64%, 55%, 82% respectively. Highly effective impact.
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	This strategy has proved effective and will be further developed in the next cycle.
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.	£2000	Due to staffing constraint, Head taught whole class maths in Y6 instead of this intervention. GDS was achieved by 28% of pupils of Y6 cohort which included one PPG child.
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).	Boxall profiles evidence increased dispositions for learning. Behaviour improved in all cases.
Renewal of Mathletics to enrich and extend mathematical learning for all pupils and	Security with number, confidence and enjoyment. This provides access to technology and	£2000	Mathletics used in Y6 revision sessions. 100% of PPG achieved ARE

staffing at an early morning breakfast maths club.	ensures the digital divide is not a barrier to our PPG pupils.		in maths.
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	70% of pupils in KS2 received music tuition as a result of this enrichment opportunity. Families were financially supported for residential trips.

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.