

Little Thurrock Primary School – PPG Review of outcomes for disadvantaged pupils 2023/2024

As a school we continue to recognise that our disadvantaged children continue to make less progress from their peers. For the academic year 23/24, we spent an **additional £21,607** to support the provision of our most disadvantaged children.

In total, the following was spent –

Staff costs – teachers £46,210

Staff costs – LSAs £118, 514

Additional staffing costs – Agency fees for National Tutoring Prog - £6008

Educational costs - £6029

Other costs - £10, 183.

TOTAL PPG SPEND = £186, 944

Aim		
Outcome 1		
Access to high quality first teaching for all including CPD for Staff Progress of children is accelerated due to high quality teaching and learning across the school.		
Success Criteria:		
Children eligible for PPG will make at least expected progress and achieve in line with their peers and meet national expectations in Reading, writing and maths. The attainment gap is narrowed between PPG and non-PPG across all year groups		
Evidence and impact, headlines		
Members of LTPS staff who are undertaking NPQs to further develop their subject pedagogy and leadership skills – 1 undertaking NPQEL, 3 NPQH, 3 NPQSEND. Mentoring & Coaching - Phase leaders are given weekly release time to work with teachers to support teaching. ECTS have been supported effectively by ELT/SLT and TRUST SLT. Regular CPD opportunities for staff across key subjects, including English and maths have supported teachers to develop their practise. The new TRUST maths scheme ARK introduced has enabled teachers to work collaboratively in school and across the TRUST to share learning. Medium Term Plans for all foundation subjects have further been developed in response to AFI OFSTED Nov 23. This is supporting teachers to ensure pupils have access to high quality first teaching through engagement with carefully planned lessons. However, progress of and attainment of PPG children continues to be lower than non PPG peers.		
End of year attainment		
End Summer 2023	ALL pupils JA +	PPG pupils JA +
Year 1	73%	82%
Year 2	67%	53%
Year 3	53%	38%
Year 4	52%	33%
Year 5	63%	47%
Year 6	80%	57%
Actions for 24/25		
Revised Marking and feedback policy to focus on disadvantaged pupils first. Closer analysis of termly test data to identify misconceptions and close gaps of disadvantaged pupils. Quality First teaching focus using LTPS ACE Framework Policy.		

<p>Aim</p> <p>Outcome 2</p> <p>Children with speech and language difficulties can communicate increasingly effectively</p>
<p>Success Criteria:</p> <p>Individual reports from SALT evidence children’s progress in their ability to communicate effectively with growing confidence.</p>
<p style="text-align: center;"><u>Evidence and impact, headlines</u></p> <p>Weekly external visits from SALT have continued. Some changes in staff due to maternity leave and unplanned absence.</p> <p>External SALT informs SENCO of progress at end of each term.</p> <p>S&L LSA assigned to work with key children and updates the progress of sessions weekly. The outcomes of these sessions have shown positive progress.</p> <p><u>Actions for 24/25</u></p> <p>Introduction of Provision Map to record progress of key children for interventions with dated reviews.</p> <p>External SALT reviews to be added to Provision Map to closer track pupils.</p>

<p>Aim</p> <p>Outcome 3</p> <p>Children with behavioural, social and emotional challenges demonstrate improved well-being</p>
<p>Success Criteria:</p> <p>Fewer incidents logged onto behaviour system.</p> <p>Staff reports of growth in confidence and Engagement.</p> <p>Qualitative positive data from student voice, student and parent surveys and teacher observations.</p>
<p><u>Evidence and impact, headlines</u></p> <p>Implementation of Regulation Stations for each class have proved successful.</p> <p>US approach adopted across the school.</p> <p>All staff now trained in the US Approach and links made between regulation and supporting children with ASD. All staff have now completed ACES training. Pupil voice has been conducted around behaviour and regulation stations. Children understand what the zones of regulation and have a clear understanding of strategies that they can use to help regulate themselves, they also know which adults that they can rely on for support.</p> <p>Regular ‘check-ins’ have built positive relationships to support the children coming into school each day and ensuring there are opportunities for pupils to share regularly if they have any worries. Check-ins are daily, weekly or monthly, depending on need.</p> <p>Linking in with the US Approach, if a child is showing dysregulation during the morning, an alternative safe space in the Hive/Pastoral office has been made available for them at break and lunch to prevent escalation of unsafe and aggressive behaviour.</p> <p>Open Door counselling service has continued to provide 1:1 counselling sessions for pupils this year to support them with any barriers they may have with regard to their learning, confidence and self-esteem or reluctance to attend school. Positive impact with the participating pupils has been seen following their 6-12 weekly individual sessions (dependent on need) from being more willing to participate in class discussions and group activities, attend school and ultimately, know when to share when they are concerned or anxious about anything. Positive impact the counselling sessions has had on their child.</p> <p><u>Actions for 24/25</u></p> <p>Boost self-esteem and sense of belonging through engagement in whole school achievement and celebration through be supported to achieve values. Introduction of Excellent Manners certificate.</p>

Aim
Outcome Provision to meet the specific needs of EAL learners develops in line with need
Success Criteria: Specific support is in place to enable EAL children to access the curriculum fully.
Evidence and impact, headlines EAL LSA works with key EAL children. New starters are assessed on entry at LTPS. Focus groups are arranged based on initial screening. AHT and EAL Lead have identified the need for a more consistent approach to initial testing for EAL children on admission to school.
Actions for 24/25 Revised LTPS assessment of EAL pupils to be devised and implemented with support from TRUST school with high levels of EAL.

Aim
Outcome Children eligible for PPG will progress and achieve in line with their peers and meet national expectations in Phonics
Success Criteria: Children are able to apply their phonic knowledge to their reading and writing To achieve higher levels of pass rates and closer to that of non-PPG peers in PSC by 2024/25. Year 1 phonics check data (and recheck in Year 2) shows improvement in reducing the gap between PPG and Non-PPG
Evidence and impact, headlines All staff have yearly training on RWI programme. The phonics lead has completed drop in lesson observations for all EYFS & KS1, these have all been positive. Teachers requiring support have been coached by RWI lead. Assessments were completed at the end of each half term with interventions starting as a result of gap analysis.
Actions for 24/25 Continue close tracking of pupils in RWI to close gap compared to non PPG peers.

Aim
Outcome Children experience a variety of engaging activities that extend beyond the curriculum
Success Criteria: Pupils have experience of activities beyond the curriculum.
Evidence and impact, headlines Our updated curriculum now includes activities to extend children in many ways. Each year group have three trips and visits per year to support the curriculum. We have planned for all subjects to have numerous meaningful learning moments through outdoor learning and practical activities. Cultural capital has been developed through school visits and visitors coming into school. All classes have taken part in at least one educational visit or workshop, complementing their learning across a variety of foundation subjects. Trips are now linked in with different areas of the curriculum with visits including trips to a farm, Colchester Castle, Kent Life, The O2, and The London Eye. Transport has also been provided for the Year 6 residential to enable more pupils being able to attend on. The school has now achieved the Silver Sports Mark through increased engagement in SSP Events. We monitor the make up of our sports teams to try and ensure that pupil premium children are fairly represented.

We pay for three free before/after school clubs a week and pupil premium children have first choice of these

Actions for 24/25

Closer tracking of engagement of PPG engagement in activities beyond the curriculum.
Continue to engage in and ensure opportunities are utilised both locally and nationally.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Counselling	Open Door
Speech and Language	Allen Speech and Language