

2018-19 IMPACT OF PUPIL PREMIUM SPEND

In 2018 -19 the allocation for Pupil Premium Funding was: £67, 880     Date of next review: July 2020  
Research undertaken by the NFER has identified 7 building blocks that are common in schools which are more successtul in raising

disadvantaged pupils' attainment:

1. Whole-school ethos of attainment for all

2. Addressing behaviour and attendance

3. High-quality teaching for all

4. Meeting individual learning needs
5. Deploying staff effectively

6. Data-driven and responding to evidence

7. Clear, responsive leadership

Building Block	Support/Provision	Planned Impact: why are we providing this?	Impact Evidence
1. 1. Whole-school ethos of attainment for all	Professional Development - Growth Mindset: 2 twilights	To help chn have a positive attitude to their learning and understand that effort (rather than ability) leads to improvement	Growth mindset has been introduced across the school, Y3 in particular have embraced it. There is no data evidence of its impact yet but children are beginning to show evidence of a mindset change in their discussions.
	Curriculum enrichment	PP chn begin new topic learning with a level of knowledge and experience which is at least in-line with that of their peers	Book scrutiny shows that PP chn's writing is comparable to that of non-PP peers in terms of curriculum information and vocabulary, and they were seen to use the knowledge from their enrichment activities in their topic work. School Improvement Officer report in Spring term found PP enrichment and provision to be excellent.
	TA pre-teach topic skills and vocab in preparation for upcoming topic: 1 day per half term	PP chn begin new topic learning with understanding and vocabulary which is at least in-line with that of their peers	
	Funded educational visits for all 28 FSM pupils	All FSM pupils access educational trips and visits	All FSM chn accessed educational visits across the academic year
	One funded extra-curricular after school club for all FSM pupils who want to attend	All FSM pupils to access an afterschool club (currently 1 child taking up this opportunity, aiming to increase to 50% of FSM chn = 14 chn)	Publicising this provision led to 7 more FSM chn in Y4 and Y5 joining an after school club, bringing the total number of FSM chn in the school attending clubs to 12.
	Nurture and aspiration group – ‘Purple club’. (TA led)	Year 3 PP pupils increase their self-belief and attitude to learning – a ‘can do’, growth-mindset attitude leads to better progress and attainment throughout their time at school	Purple club led to a noticable improvement in self esteem and learning attitudes for the Y3 PP children, observed by their teachers in class, which meant that their progress was broadly in line with their non-PP peers by the end of the year, in fact in maths the WTS at KS1 made more progress than their non-PP peers, and in writing the EXS at KS1 made more progress than their non-PP peers.
	Funded Residential Visit for all FSM pupils in Y4/6	All FSM pupils access at least one residential experience in Year 4/6 and are not prohibited by financial disadvantage	7 PP chn had their Y4 residential partly funded and 12 had their Y6 residential partly funded
	Funded instrumental tuition for upper school children.	All Year 5 and 6 FSM children offered the opportunity to continue learning one instrument with a peripatetic teacher (currently 5 children taking up this opportunity, aiming to increase to 25% of Y5/6 FSM chn = 8 chn)	Publicising this provision with the children led to 9 FSM chn in Years 4 and 5 (next year's Y5 and Y6, and 90% of the FSM in these cohorts) applying to have peri music lessons next year.
2. Addressing behaviour and attendance	Lunchtime social skills group (ELSA)	For targeted PP pupils, reduction in reported incidents through the lunchtime period.	CPOMS reports show a reducing number of behaviour incidents for monitored children over the year.
	Social Skills/ ELSA support	6 weekly programmes increase pupils’ ability to work independently, demonstrating positive attitudes to learning and resilience (14 pupils)	Target sheet scores (recorded by children, teacher and ELSA) before and after the ELSA programme show an average increase of 50%,
	Family Support Worker – focus on improving attendance for identified FSM pupils	To reduce the number of FSM pupils whose attendance falls below 96%, and to demonstrate improving attendance for any FSM pupils who are currently PA	This year: 10 PP with attendance below 96% (present + authorised absence). 8 of these are 94 or 95%. Last year 4 PP had attendance below 96%. Of the 5 PP chn who are PA, 4 showed improving attendance.
3. High-quality teaching for all	Quality first teaching with an emphasis on PP chn’s progress	PP children to make equal or better progress from their starting points compared to other children in the year group	Analysis of whole school data shows that that has not happened in years 3,4 and 5 but there are areas where PP chn's progress is equal or better than that of their peers:
			Reading: pupils who were GDS at KS1, Y4 and Y6 pupils who were WTS at KS1
			Writing: Y3 pupils who were EXS at KS1, Y5 pupils who were GDS at KS1, Y6 pupils who were WTS at KS1
			Maths: Y4, 5 and 6 pupils who were WTS at KS1.
	Family Support Worker – focus on improving access to home learning projects for PP chn	To increase the number of EPP chn who engage with their holiday homework and complete it at home	Packs given out by FSW meant that more PP chn engaged with and completed their holiday homework.

3. High-quality teaching	Mathletics – Intervention and Home learning – All PP	PP children given an alternative to extra practice at home, with personalised learning goals to support with achieving alongside their peers in class.	Mathletics reports showed high levels of engagement from PP chn
	Year 3 pre-reading of texts before a guided session (TA led) – 40 min once a week.	Pre-teaching supports effective access and completion of class based learning. Pupils’ success and completion rates increase. Progress for this groups of pupils shown as good or better from starting points.	Children were ready to discuss their reading and partake in the group session. Data showed that from Autumn to Spring, PP children kept up with non PP children.
	Homework clubs for PP chn who are unable to access homework at home 2 x 30 mins/wk	PP children have the same opportunity as their peers to access and benefit from home learning activities	PP chn were enabled to complete TT Rockstars in school, and in year 4 were given paper times tables sheets to complete if they did not have internet access. Both of these strategies meant that more PP children were able to complete their homework more regularly.
	SATS revision books bought for Y6 PP pupils	PP pupils are able to revise at home so they are more prepared for SATS	All Y6 PP chn were given the revision books
4. Meeting individual learning needs	HLTA-led intervention for times tables	Children’s recall of times tables facts and inverses is measurably improved	Data showed that 32 out of 36 chn improved their scores over the course of the intervention, by an average of 14 marks out of 30. This intervention had a big impact.
	HLTA-led intervention for phonics	Children’s use of phonic skills to support their reading and spelling is measurably improved	Data showed that 25 out of 33 chn improved their scores over the course of the intervention, by an average of 2 marks out of 10. This intervention was helpful but was not as regular as we would have liked.
	HLTA-led 1:1 catch-up for chn who have missed objectives due to absence	Chn who have been absent are able to catch up	Catch-up activities could be seen in books during work scrutiny
	Interventions in each year group throughout the year to meet identified needs	Interventions are tailored to meet specific needs	Each year group organised interventions based on the needs of the children in their cohort
6. Data-driven & responding to evidence	Termly progress reviews to look at data, analyse gaps and identify intervention needs, with a focus on PP chn	Chn who may be falling behind are identified and their needs discussed	PP children were discussed in detail at progress reviews, and their Pen Portraits updated. Strategies were suggested, discussed and chosen, and these were then followed up by the PP lead by triangulating data, interventions/strategies and books to explore the impact. <i>Example: Mathletics and extra 5-a-day practice enabled a Y3 boy to move back to ARE in maths; behaviour target cards and a change in how behaviour was dealt with in class enabled 2 chn to improve their learning attitudes, increase their engagement in class and increase their productivity in written work; conferencing and reading her work aloud improved a Y5 child's writing so that she is now on track to achieve ARE next year.</i>
	Meetings between teachers and PP lead to discuss individual children who are not on track	Teachers are held to account for the impact of interventions, and, together with PP lead, they make sure that children have the appropriate provision and interventions	
7. Clear, responsive leadership	Coaching support for middle leadership team to strengthen monitoring and evaluation activity in relation to the PP group.	Year leaders confidently evaluate progress for PP pupils, using data analysis and work scrutiny effectively. Subsequent in-class intervention strengthens rates of progress for middle ability PP from starting points	Middle leadership team showing an data-driven approach to interventions and subsequent analysis of impact. The range of evidence of impact is wide: pre/post-intervention work scrutiny, observations of learning, conferencing activities, standardised testing analysis, participation rates. Middle ability PP chn's rates of progress increased in maths in Y4 and Y5, and in writing in Y4.
	PP Leader/Inclusion Leader – Evaluation and Monitoring role	Pen Portraits established and monitored for all PP pupils across the school so that barriers and provision can be seen and tracked ‘at a glance’	Coaching of teachers and development of Pen Portraits for all PP pupils shows teachers capturing small step impact and acting on barriers to learning for these children. Teams bring Pen Portraits to year group action planning meetings which feed into focused interventions such as the Year 3 pre reading.