

Pupil Premium impact report 2016-17



| EEF Foci | Cost/resourcin | Area of need/ Support | Success Criteria | Impact |
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| <p>Metacognition and Self-Regulation.</p> <p>Parental involvement</p> <p>Social and emotional learning Attendance</p> | <p>£21,500</p> <p>Cost of securing qualified ELSAs (£550 pp)</p> <p>Facilities and resources for ELSA</p> <p>Training and development for FSW.</p> <p>Ongoing ELSA supervision.</p> | <p>Social and emotional need</p> <ul style="list-style-type: none"> • ELSA (school to explore training and development for identified TAs to become qualified and take on this role) • Family Support Worker – to work with families to support financial, emotional, attendance, family support for learning at home. • Key Looked After Child Worker | <p>Key TAs become trained ELSAs and are able to use Boxall profiles/ ELSA graphs and intervention tracking grids show improvements in SEMH</p> <p>Success criteria tracking shows improvement in self-esteem, confidence, resilience, ability to separate personal and academic, motivation to learning, social interactions</p> <p>Improved attendance figures</p> <p>Improved communication and support for families. Improved engagement through drop in sessions and home visits.</p> | <p>Attendance</p> <p>2015-16 = 94.95%</p> <p>2016-17 = 94.7% (DA pupils = 93.7%)</p> <p>50% of DA pupils who've had support for their attendance have improved.</p> <p>FSW works with:</p> <p>88% with EHAs are DA</p> <p>75% with CIN are DA</p> <p>100% CP are DA</p> <p>DA children were provided with school jumper. School visits were subsidised from PP funding.</p> |
| <p>Metacognition and Self-Regulation</p> | <p>£2,900</p> <p>Lunch club TAs, games and resources</p> <p>FSW</p> <p>FSW time</p> | <p>Emotional support and behavioural support</p> <p>Lunch club/ social skills club – 5 days.</p> <p>To include FSW involvement and resultant communication with home</p> | <p>Reduction in behaviour referrals for PP pupils for incidents during break and lunch times (unstructured parts of the school day)</p> <p>Self-esteem, friendships, feeling of belonging and social skills improved.</p> | <p>25% of DA pupils attend lunchtime club on a regular basis. This has resulted in a reduction of incidents at lunchtime.</p> <p>Whole school analysis of behaviour records show that incidents for DA pupils has dropped by 17% over the year (from 77% in September to on average 60%).</p> |

| EEF Foci | Cost | Area of need/ Support Quality of teaching for all | Success Criteria | Impact |
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| <p>All pupils receive Quality First Teaching which enables them to make accelerated progress.</p> <p>Effective feedback and high expectations of children to edit and improve their own work</p> | <p>£16,430</p> <p>Training to ensure understanding of teachers of the potential benefits and the possible limitations of the feedback approach.</p> <p>Time for training and SLT observations, monitoring.</p> | <p>Further staff development activities to ensure consistency of teaching across the school</p> <p>Staff training to highlight evidence of current differing expectations between PP and non-PP pupils</p> <p>Staff training to embed the language of learning in 'next steps' feedback</p> <p>Learning walks, lesson observations, 'book looks', pupil progress meetings.</p> | <p>Development of AfL policy</p> <p>Minimum expectations of developmental marking and pupils' edit and improve, challenging milestones set.</p> <p>Feedback shows very high effects on learning.</p> <p>Milestones met.</p> | <p>Training of staff has contributed to 80% of teaching now good or better.</p> <p>2017 KS2 Test results improved on 2016 and the gap with national outcomes also closed.</p> <p>Children's books demonstrate an improvement in the amount of and presentation of work. HMI (July 2017) noted 'that the books confirm that there are continuing signs of better teaching'.</p> <p>No significant differences in the books of DA and non-DA children.</p> |
| <p>Phonics/reading comprehension</p> | <p>TA's and required reading intervention</p> <p>£15000</p> | <p>Reading progression</p> <ul style="list-style-type: none"> Guided reading sessions in small ability groupings | <p>Reading attainment improves for all DA pupils</p> <p>Progress closely monitored through pupil progress</p> <p>Reading accuracy and fluency improves for pupils.</p> | <p>Reading data (End of KS2 data 2017) Reaching Expected Standard 47% (ALL) 42% (DA) Gap is closing significantly.</p> |

| EEF Foci | Cost | Area of need/ Support Targeted support | Success Criteria | Impact |
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| Small group tuition In class - proportion of TA support in all literacy and maths to allow teacher focus on DA | £19,565 SLT, TAs in all literacy and maths lessons. | Small group in class – use of cutaways with support from TA | Improved teacher focus on DA pupils enabled by TA support. Rapid progression DA Pupils. | English (End of KS 2) Writing 71% reached Expected Standard (65% DA) Maths 63% reached Expected Standard (54% DA) |
| Booster support for Year 6 | £5000 SLT, class teachers, TA's Booster session run by teachers after school in Spring/Summer term. | Tutoring 1:1, small group before school, break or lunch time for PP pupils After school booster session Holiday booster sessions | Small group support focused on exam preparation and improvement of skills and understanding. DA pupils do as well as or better than non-DA pupils | Reading DA = 42% (6% lower than non DA) Writing DA = 65% (11% lower than non DA) Maths DA = 54% (18% lower than non DA) Combined DA = 31% (17% lower than non DA) |
| Focus interventions – reading writing and maths | £15,000 TA time every pm | Small group work led by TA, planned by teacher that focusses on identified gaps in learning | Pupils make better than expected progress | DA pupils achieved closer to non DA pupils in reading but significantly lower than non DA pupils in maths. |
| Improved data and tracking systems (% of Data Manager salary and % of SIMS Assessment, Behaviour and Attendance modules) | £6,173 | Ensure pupils' progress is closely monitored. | DA pupils will be appropriately targeted for mentoring, intervention and support | Classroom Monitor data system in place to track progress. |

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| Pupil Premium Meetings and administration | £4,500 Director for Inclusion, teacher time for meetings. PEP toolkit | Termly close tracking and meetings regarding progress and actions for individual PP pupils. | Clear and effective systems in place to track and evaluate progress – improved academic progress through shared action planning and close tracking. Academic progression in line or ahead of peers. Transition of information and strategies required to meet pupils' needs. | Year 3 & 5 data shows that the gap between DA and non-DA is closing. |
| Director for Inclusion (% of salary) | £27,500 | To support teaching and learning, intervention, data tracking, behaviour, attendance and progress strategies | Behaviour & Attendance strategies will be more effective and monitoring will be more robust. Attendance at least 94.8% FText less than 3% No PEx Progress will be closely monitored to ensure that academic mentoring is targeted at appropriate pupils. | Tracking shows that the numbers of behaviour incidents in school are declining. HMI (July 2017) noted 'inspectors observed pupils behaving well.' In relation to exclusions HMI stated 'the proportion of these has more than halved this school year, and the proportion of repeat exclusions has fallen by two-thirds.' |

| EEF Foci | Cost | Area of need/ Support Other Approaches | Success Criteria | Resourcing | Lead |
|---|---------|---|--|--|------------------------|
| Punctuality and attendance | £1,500 | First Day Response and follow up | Improved punctuality and engagement from outset of day. | Office staff | FSW |
| Enrichment Fund | £6,000 | <ul style="list-style-type: none"> • Access enrichment activities • Promote equal opportunities | Increased numbers of PP pupils engage in after school activities and curriculum enrichment activities. | Funding for clothing, sports equipment and subscriptions for events. | Director for Inclusion |
| Other considerations Curriculum resources Environment | | | | | |
| Pupil Premium Allocation | 155,100 | | | | |
| Actual spend | 141,068 | | | | |

