

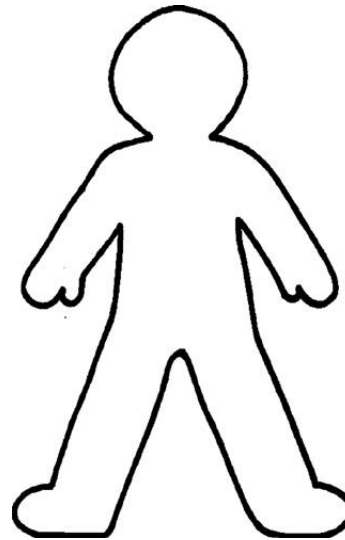
Pupil Premium Impact Report 2016 – 17

The pupil premium is additional funding given to school to support pupils who are considered disadvantaged. The chosen measure for this is the entitlement of Free School Meals within the past 6 years. The current funding is £1,320 per pupil. 51.6% of our pupils are eligible = £207,240 in total

Reviewed in January 2017 funding decreased to £196,680

Academic

£100,000



Early language Acquisition and Reading Intervention Teacher

Overview: Early intervention to address one of our key areas of need on entry.

Cost: £29,000 (EEF phonics + 4 months)

Impact: 24 pupils received 'Talk Boost'. Using the SLC progression tool, 12 pupils made accelerated progress and met ARE for S & L, a further 12 made progress towards ARE. 11 PP students received direct phonics interventions.

On average they made 5 blocks progress In Y1 – 70% of PP students passed the phonics screening. (80% non- PP).

Maths focus on 'Closing the Gap'

Overview: Small group work and 1-1 teaching in maths with a closing the gap focus with a curriculum that has raised expectations

Cost: £10,000 (EEF booster + 4 months)

Impact: 70% of PP student achieved age related standards. This was better than non- PP peers.

KS2 Reading intervention 'Closing the Gap'

Overview: Targeted PP pupils in years 5 and 6 receive sound training to accelerate progress in reading

Cost: £3,500 (EEF booster + 4 months)

Impact: 65% of PP students achieved age related standards. This matched the achievements of non- PP peers.

English as an Additional Language support

Overview: An increased number of children have joined the school at KS2 with EAL. There is a need for additional training and capacity through EAL sound training following the new arrivals programme

Cost: £3,000

Impact: Two staff trained to deliver a following on intervention from new arrivals. 9 pupils across KS2 made 4 steps progress. 8 students completed our new arrivals programme and are now better equipped to access the curriculum.

Pupil voice evidenced an increase in confident levels.

Lead Learning Mentor

Overview: Our lead learning mentor works with vulnerable children during the day and at lunchtime. Promotes a whole school learning ethos of 'opting into learning'.

Cost: £36,500 (EEF mentor + 4 months)

Impact: Exclusions remain low at 0.02 with the added provision of play therapy for our most vulnerable. All students have made improvements based on SDQ scores. Positive pupil voice evidence for lunch club.

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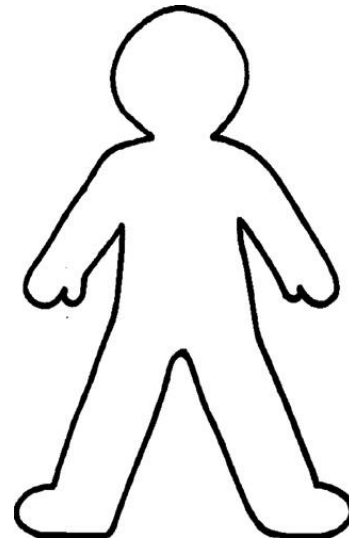
Academic

Speech and Language Therapy (TALK)

Overview: Provision for PP who have significant speech and language difficulties. Additional training for Early Years Staff

Cost: £5000 (EEF + 5 months)

Impact: From targeted interventions in reception 90% of targets were met based on expressive and receptive language. All early staff use Makaton to further support pupils with limited or no speech. Detailed impact report available. Whole school training has resulted in communication friendly environment. Evident in all classrooms.



QAT (A – Z Reading)

Overview: Targeted pupils receive quality additional teaching for reading.

Cost: £8,000 (EEF + 4 months)

Impact: In Y1 50% of PP student achieved ARS in reading (Non- PP 72%). Individual progress recorded through bookbands. When attendance was 100%, all children made at least two bookbands progress in reading over 10 weeks.

1 to 1 and small group teaching for year 2 & 6

Overview: Provision for PP who are not meeting age related expectations in RWM

Cost: £5000 (EEF + 5 months)

Not implemented

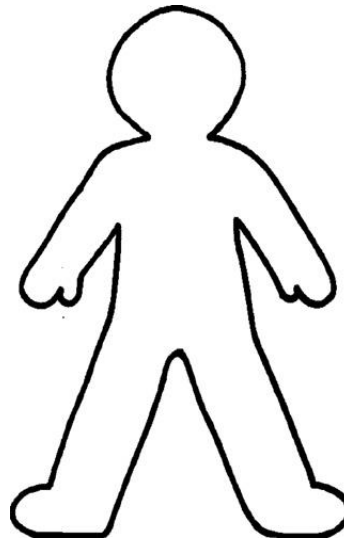
Pupil Premium Provision Map 2016 – 17

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Well Being

£52,000



Additional Lunchtime Sports Coach

Overview: To work with pupils during lunchtimes to reduce behaviour issues and self-esteem (EEF +2 months)

Cost: £1,000

Impact: Pupils reported of the positive impact of having a supervised sports lunchtime club. 'Help to sort disagreements' 'We can learn the rules' 'We play with different children' Behavioural incident numbers remain the same. However the play space has reduced dramatically because of building work.

Family Support Worker

Overview: To work with families and pupils to provide pastoral support and engagement
Cost: £20,000 (EEF + 3 months)

Impact: Supported 41 parents making 29 referrals and 12 self-referrals resulted. Parental engagement increased with hard to reach families. Outcomes of these referrals are evident in a report. Workshops were run for parents throughout T5. Parent voice was positive.

THRIVE LSA

Overview: To work with pupils identified with social, emotional and mental health needs
Cost: £15,000 (EEF +4 months)

Impact: 15/18 individuals had improved scores based on their social emotional development.

Breakfast Club

Overview: Safe haven before the start of school particularly for the most vulnerable.
Cost: £1000

Impact: On an average day 38 PP students attended breakfast club were PP. 34/38 had attendance above national. They all entered classrooms settled and ready to learn.

After school care

Overview: Children able to access highly supervised learning environment covering a range of learning based activities – spelling, reading, timetables and homework
Cost: £15,000

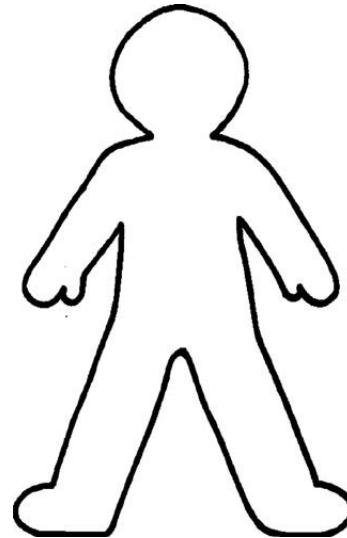
Impact: Increased numbers of PP students (From 28% in T 1 /2 to 40% in T 5/6 40%). All children completed homework on a weekly basis. Improved scores in spelling and arithmetic tests reported from class teachers.

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Other Support



CLF Studio Contribution

Overview: Provision for the most vulnerable learners including THRIVE training and support
Cost: £18,000

Impact: 11/12 classes had improved scores from a THRIVE assessments. 1 pupil at risk if PEX remains in mainstream with intensive support from the NEST.

Educational Welfare Officer

Overview: EWO and attendance team work with children and families to improve attendance and reduce lates
Cost: £2,000 (EEF + 3 months)

Impact: Attendance has improved overall to 95%. The gap between PP and non- PP attendance has reduced from 2.5% to 1.9%. Lates have reduced from 1.7 to 1.3

Trips/Skills force/Experiences

Overview: Provision to expand children's experience beyond the classroom.
Cost: £20,000 (EEF + 2 months)

Impact: High quality cross curricular work produced across the school. New experiences included science week and a visit to Bristol University raising aspirations. All children were involved with lego day and raised the profile of DT. 48 PP students out of 124 attended the reward trip for great attendance. Y6 had opportunity to visit the life skills centre and developed team work and resilience through skills force (Pupil voice and evaluation).

Personal care LSA

Overview: Provision for pupils requiring personal care and support
Cost: £8,000

Impact: One pupil with significant additional needs can now use the toilet independently. 7 more reception children who were not toilet trained achieved the self-care element of development matters. Support for one KS2 child.

Special Educational Needs Lead

Overview: A sizable proportion of our pupils' eligible for FSM also have an additional educational need. Our SENco is non class based ensuring that pupils with SEN receive the highest quality provision and specialist teaching.
Cost: £10,000

Impact: One pupil secured an EHCP. Four children secured TOP UP funding. All SEN students have a learning passport. 50% of targets set were achieved. Where attendance was 100% all targets were achieved. The gap in attendance for SEN students has reduced to 2.1%

Total Expenditure = £205,00

In year 2017-18

As the number of behaviour incidents at lunchtime have remained the same in T1 as T6 (35) we will not have the additional sports supervision at lunchtime. Additional training for SMSAs will be provided to further empower them with conflict resolution.

Although PP attendance to the school 3.15 (homework) club increased to 40% it did not reach those that needed it most. Instead lunch time homework opportunities will be provided.

As all early years' staff are now trained and experienced in assessment, planning and supporting speech and language development we will not buy in to an external provider (TALK)

We will reduce the amount spent on trips and experiences. Impact on increasing resilience and self-belief came more from school staff and a Growth Mindset approach rather than skills force.