

# Pupil Premium Strategy Statement (Primary) Impact Report

1. Summary Information					
<b>School</b>	Hindsford CE Primary				
<b>Academic Year</b>	2017 - 2018	<b>Total PP Budget</b>	£87,120	<b>Date of Most Recent PP Review</b>	February 2018
<b>Total Number of Pupils</b>	204	<b>Number of Pupils Eligible for PP</b> Number of SEN pupils out of the 66 PP Pupils Number of boys eligible for PP Number of girls eligible for PP	66/204 - 32.4% 16/66 – 24.2% 39/66- 62.1% 23/66 – 37.9%	<b>Date for Next Internal Review of this Strategy</b>	July 2018

## Current Attainment (2016 – 2017)

KS2 – 15 PP Pupils	Pupils eligible for PP		National Average (Pupils Not eligible for PP)		Expected Difference	GD Difference
<b>(All) 65% Achieving in Reading, Writing and Maths</b>	67%	GD: 7%	67%	GD: 11%	+0%	-4%
<b>(All) 71% Achieving in Reading</b>	73% - 102.4	GD: 7%	77% - 105.4	GD: 29%	-4%	-22%
<b>(All) 81% Achieving in Writing</b>	80.0%	GD: 7%	81.0%	GD: 21%	-1%	-14%
<b>(All) 87% Achieving in Maths</b>	81.0% - 102.3	GD: 7%	81% - 105.3	GD: 27%	+0%	-20%
<b>(All) +0.10 Making Progress in Reading</b>	+0.57		+0.33			
<b>(All) +1.42 Making Progress in Writing</b>	+1.30		+0.17			
<b>(All) +0.81 Making progress in Maths</b>	+0.27		+0.28			
<b>KS1 – 8 PP Pupils</b>						
<b>80% Achieving in Reading</b>	63%	GD: 0%	79%	GD: 28%	-16%	-28%
<b>77% Achieving in Writing</b>	63%	GD: 0%	72%	GD: 18%	-9%	-18%
<b>77% Achieving in Maths</b>	63%	GD: 13%	79%	GD: 23%	-16%	-10%
<b>Phonics – 7 PP Pupils</b>						
<b>(All) 93% Passing Phonics Screening</b>	5/7 = 71%		84%		-13%	
<b>GLD - (All) 58% Achieving GLD</b>	44%					

<b>2. Barriers to Future Attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-School Barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Emotional Behaviour (Unable to manage own emotions, sustain friendships)
<b>B.</b>	Low Attainment
<b>C.</b>	Social Behaviour (Unable to follow school rules, attitude to other peers/teacher etc.)
<b>D.</b>	Specific SEN Need
<b>E.</b>	Low Aspirations (Attitude to Learning)
<b>External Barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Low Attendance
<b>G.</b>	Poor Punctuality
<b>H.</b>	Lack of Home Support
<b>I.</b>	Limited life Experiences
<b>J.</b>	Turbulent Home life
<b>3. Desired Outcomes</b>	
	<i>Desired outcomes and how they will be measured</i>
<b>A.</b>	Out of the current 7 PP Pupils in Reception (None of whom entered working at National in any of the Prime or Specific areas) <b>5/7 (71.4%)</b> to make more than expected progress (Measured at the movement of more than 4 Foundation Mile Stones) so that at least <b>2/7 (28.6%)</b> of these pupils will achieved a Good Level of Development (GLD).  (4 entered significantly below in every Prime & Specific area and 3 entered significantly below in the majority of areas and below in some)
<b>B.</b>	Out of the current 6 PP Pupils in Year 2 (None of whom achieved their GLD at the end of Reception) <b>4/6 (66.7%)</b> pupils in Year 2 will make better than expected progress from their starting points in Reading, Writing and Mathematics so that at least <b>3/6 (50%)</b> of these pupils will achieve National Standard.
<b>C.</b>	Out of the 10 PP Pupils that are not SEN in Year 6, all <b>10 (100%)</b> pupils will achieve National Standard with <b>2 (20%)</b> of these achieving Greater Depth.
<b>D.</b>	The in-school difference between Pupil Premium and Non-Pupil Premium will be reduced.

4.Planned Expenditure		
Academic Year		2017 - 2018
Quality of Teaching for All Pupil Premium		
Outcome	Action	Impact
<p><b>To Remove the Barrier of: Low Attainment</b></p> <p>In 2018, to have an increased APS in Reading (2017: 102.0) &amp; Maths (2017:102.0) of Pupil Premium Pupils, so that this becomes more in-line with National Other.</p> <p>In 2018, to increase the number of Pupil Premium Pupils achieving Greater Depth.</p> <p>(2017 GD: Y6 - 1R, 1W &amp; 1M – 16PP within the year group)</p> <p>(2017 GD: Y2 -1R, 0W &amp; 2M – 11PP within the year group)</p>	<p><b>£1,000 – Resources</b></p> <p>To provide a range of training and INSET to continue to improve the quality of teaching and learning across the school – Target PP Pupils in class.</p> <p>Deliver training on how to support PP Pupils working at a deeper level – (Linked to School Development Plan). <b>(EEF=Mastery Learning: +5 Months)</b></p> <p>Further develop the assessment system of the school to enable accurate and effective assessment and tracking of PP Pupils' learning and development need (Linked to School Development Plan).</p>	<p>Over the past year a new assessment system has been implemented and embedded which has strengthened the effectiveness of pupil progress meetings by allowing discussions on the progress of pupil premium pupils to be more focused. Evidence of the professional challenge given during these meetings can be found in the Pupil Progress Meeting Minutes.</p> <p><b>Year 6 PP Pupils (15) Attainment 2017 - 2018:</b> (40.0% of the 15 PP Pupils in this group were also on the SEN Register)</p> <p>-At the end of KS2, 9/15 (60.0%) PP Pupils achieved ARE in Reading – APS: 101.5. -93.3% of the PP Pupils predicted to achieve ARE in Reading at the end of the year, achieved this.</p> <p>-At the end of KS2, 10/15 (66.7%) PP Pupils achieved ARE in Writing. -100.0% of the PP Pupils predicted to achieve ARE in Writing at the end of the year, achieved this.</p> <p>- At the end of KS2, 10/15 (66.7%) PP Pupils achieved ARE in Maths – APS: 100.3. -100.0% of the PP Pupils predicted to achieve ARE in Writing at the end of the year, achieved.</p> <p>(13.3%) PP Pupils achieved GD in Reading, (6.7%) PP Pupils in Writing &amp; (6.7%) PP Pupil in Maths. (6.7%) PP Pupil achieved Greater Depth Combined.</p> <p><b>Year 6 PP Pupils Progress 2017 – 2018:</b></p> <p>The first set of progress scores show the whole class progress. The second set of progress scores show progress for the pupils that were with Hindsford for the majority of KS2.</p> <p><b>Reading: Whole School:</b> -1.11 to <b>+0.6</b> / <b>PP Pupils:</b> -0.62 to <b>+0.36</b> / <b>Other:</b> -1.61 to <b>-1.61</b>  <b>Writing: Whole School:</b> -1.70 to <b>-0.9</b> / <b>PP Pupils:</b> -2.14 to <b>-0.94</b> / <b>Other:</b> -1.24 to <b>-1.24</b>  <b>Maths: Whole School:</b> -1.53 to <b>-1.2</b> / <b>PP Pupils:</b> -1.11 to <b>-0.40</b> / <b>Other:</b> -1.95 to <b>-1.95</b></p> <p>The results therefore show that PP Pupils made, on average, more progress than Non-PP Pupils. The school however recognises that progress overall needs to increase.</p> <p><b>Year 2 PP Pupils (7) Attainment &amp; Progress 2017 - 2018:</b> (14.3% of the 7 PP Pupils in this group were also on the SEN Register)</p> <p>-At the end of KS1, 4/7 (57.1%) PP Pupils achieved ARE in Reading. For this percentage to be achieved 3/7 (42.9%) PP Pupils in this group made accelerated progress and moved from Below at the End of Early Years to ARE at the End of KS2. All other PP Pupils in this group made expected progress.</p> <p>-At the end of KS1, 2/7 (28.6%) PP Pupils achieved ARE in Writing. For this percentage to be achieved 7/7 (100.0%) of PP Pupils in this group made expected progress from the End of Early Years to the End of KS1 with 1/7 (14.3%) PP Pupils making accelerated progress.</p> <p>-At the end of KS2, 5/7 (71.4%) PP Pupils achieved ARE in Maths. . For this percentage to be achieved 2/7 (28.6%) PP Pupils in this group made accelerated progress and moved from Below at the End of Early Years to ARE at the End of KS1. All other PP Pupils in this group made expected progress.</p> <p>0.0% PP Pupils achieved GD in any subject.</p> <p><b>Early Years PP Pupils</b></p> <p>At the end of Early Years, 2/8 (25.0%) achieved ARE in Reading, Writing &amp; Maths.</p> <p>100% of PP Pupils made expected progress in the majority of areas with 6/8 (75.0%) of PP Pupils making accelerated progress in every area.</p>

### Years 3, 4 & 5 PP Pupils Attainment

At the end of 2017–2018, the following results were obtained:

The recalculated percentage is for information regarding SEN impact on attainment.

#### Reading:

Y1- 4/9 (44.4%) - 4/7 (57.1%) **1 Exc**

Y3 – 6/11 (54.5%) 6/10 (60.0%)

Y4 – 4/11 (36.4%) 4/7 (57.1%)

Y5 – 1/9 (11.1%) 1/5 (20.0%) **1 Exc**

#### Writing:

Y1- 5/9 (55.5%) 5/7 (71.4%)

Y3 – 7/11 (63.6%) 7/10 (70.0%)

Y4 – 4/11 (36.4%) 4/7 (57.1%)

Y5 – 4/9 (44.4%) 4/5 (80.0%)

#### Maths:

Y1- 6/9 (66.7%) 5/7 (71.4%) **1 Exc**

Y3 – 5/11 (45.5%) 5/10 (50.0%) **2 Exc**

Y4 – 5/11 (45.5%) 5/7 (71.4%) **2 Exc**

Y5 – 5/9 (55.6%) 5/5 (100.0%) **2 Exc**

Although the attainment of PP Pupils remains a target across the school, the progress that PP Pupils has made this year has been strong in the majority of year groups.

#### Reading:

Y1 – 77.8%, Y3 – 63.4%, Y4 – 100%, Y5 – 88.9% (7 PP Pupils Accelerated Progress across the school)

#### Writing:

Y1, Y3 & Y4 – 100% / Y3 – 77.8% (7 PP Pupils Accelerated Progress across the school )

#### Maths:

Y1, Y4 & Y5 – 100% / Y3 – 72.7% (8 PP Pupils Accelerated Progress across the school)

#### Marking & Feedback Impact:

The Marking & Feedback Policy was developed with staff during the September INSET Day with additional support being given to specific teachers. As a result, through-out the year, the marking of work and the level of challenge offered in marking grew stronger with teachers using challenges such as:

'Prove this!' / 'How Do You Know?' / 'Explain your answer further.' / "What is your opinion about this?" / "Build on your answer here'

There was also a significant improvement in the quality of pupil responses.

At the start of the Spring Term, the introduction of Quick Flick Staff Sessions was successful as it presented opportunities for staff to share good practice in marking and to look at the impact that this has on outcome.

By the end of the year, there was:

- A notable decrease in the number of non-negotiable marking due to children making less mistakes (Children making less mistakes), identified during moderation in Consortium.
- 90% of teachers reported that they felt more skilled and confident when marking pupils work and when offering challenge in marking.
- An increase in consistency in marking across the school.

Provide training/support in carrying out effective response marking to move learning on, especially for PP Pupils.  
**(EEF=Feedback: +8 Months)**

	<p><b>£1,000 – Course / Resources</b> Provide staff CPD on developing reasoning skills within the classroom (Linked to School Development Plan). (EEF=Mastery Learning: +5 Months)</p> <p><b>£500 – TT Rock Star Package</b> To strengthen Times Tables by implementing TT Rock Stars: <b>Spring Term Project</b></p>	<p><b>Reasoning Impact:</b> Through-out the year, the changes made to the delivery of Maths lessons via the use of missing numbers in calculations, placing the equals sign in different places, Maths Party and Nando’s type of lessons and the introduction of TT Rock Stars, led to in-year progress being good for PP Pupils with 11 PP Pupils from Y1 – Y6 making accelerated progress and moving from WT to Expected. In lesson observations and on learning walks, there was also a significant development in PP Pupils being able to articulate their answers and present at the front of the class. Scores from launching TT Rock Stars increased significantly for 98% of PP Pupils, who also spoke positively about using this programme.</p> <p><b>“TT Rock Stars is fun, I am getting better at my times tables now.” (Year 4 Pupil)</b> <b>“I love TT Rock Stars, I practise every day. I have got better at my 7 times tables. (Year 5 PP Pupil)</b> <b>“It is good to learn your times tables because it helps you answer other questions quicker. I really like TT Rock Stars.” (Year 6 PP Pupil)</b></p>
	<p><b>£4,000 New Books</b> <b>£1,000 Reading Consultant</b></p> <p>Provide training in the teaching &amp; Learning of Reading in addition to Guided Comprehension. Implement developments across KS1 and KS2 (Linked to School Development Plan) <b>Spring Term Project (EEF=Reading Comprehension Strategies: +6 Months)</b></p>	<p><b>Guided Reading Impact:</b> Following the visit of a Reading Consultant during the Spring Term, the staff engaged with training on how to teach the children to answer a comprehension question in more detail – i.e. 3 mark questions. Impact from this staff meeting was visual in books, with pupils beginning to extend their answer more using phrases such as – I know this because... This is evidenced in the text by...</p> <p>An incentive for children to read at home more was introduced during the Summer Term with positive results as shown below.  <b>R:</b> From 7/30 (23.3%) to 18/30 (60.0%) – Overall Increase 36.7% - 3/8 (37.55) PP Pupils  <b>Y1:</b> From 12/31 (38.7%) to 21/31 (67.7%) = Overall Increase 29% - 6/9 (66.6%) PP Pupils  <b>Y2:</b> From 10/30 (33.3%) to 20/30 (66.7%) = Overall Increase 33.3% - 3/6 (50.0%) PP Pupils  <b>Y3:</b> From 9/31 (29.0%) to 18/31 (58.1%) = Overall Increase 29.1%- 4/10 (40.0%) PP Pupils  <b>Y4:</b> From 18/27 (66.75) to 24/27 (88.9%) = Overall Increase 22.15% - 8/11 (72.8%) PP Pupils  <b>Y5:</b> From 13/17 (48.1%) to 22/30 (73.3%) = Overall Increase 25.2% - 6/9 (66.7%) PP Pupils  <b>Y6:</b> From 13/30 (43.3%) to 23/30 (76.7%) = Overall Increase 33.3% - 9/15 (60.0%) PP Pupils</p>

	<p><b>£9,000:</b> Provide Letter Box Resources for all PP Pupils so they have access at home to good quality reading texts and Maths resources.</p>	<p><b><u>Letter Box Resources Impact:</u></b></p> <p>A pupil voice carried out at the end of the year showed positive results by pupils saying that the Letter Box resources helped them to get better at Maths and English.</p> <p><b>“The packs include interesting topics such as Space &amp; the Body. It also helps with Science.”</b></p> <p><b>“Receiving the Letter Box makes me feel happy and it is a nice surprise when opening the parcel.”</b></p> <p><b>“It increases my knowledge which makes me more confident.”</b></p> <p>The impact that this had on outcome however was difficult to measure and therefore this resource will not be used next year.</p>
<p><b>To remove the barrier of: <u>Lack of Home Support.</u></b></p> <p>In 2018, to increase the number of Pupil Premium Pupils completing homework each week.</p>	<p><b>£1,000 – Staff Homework Club Payment</b></p> <p>Provide an in-school homework support for Pupil Premium Pupils who may be unable to complete their homework at home.</p> <p><b>(EEF=Homework – Primary: +2 Months)</b></p>	<p><b><u>Homework Impact:</u></b></p> <p>At the end of the Autumn Term only 27/66 (40.9%) PP Pupils were handing their homework in each week from Y1 to Y6. 20 of these PP Pupils were accessing the club to support them. As this club was further promoted through-out the year and some changes were made to the type of homework tasks, the number of PP Pupils completing their homework each week increased by 15 PP Pupils.</p> <p>R: 3/8 (37.5%) Y1: 7/9 (77.8%), Y2: 4/6 (66.6%), Y3: 6/10 (60%), Y4: 8/11 (72.8%), Y5: 6/9 (66.7%), Y6: 7/15 (46.8%) = Total 41/68 = 60.3% Increase of 19.4%</p>
<p><b>Total Budgeted Cost</b></p>		<p><b>Total: £17,500</b></p>

## i. Targeted Group Support

Outcome	Action	Impact
<p><b>To remove the barrier of: <u>Social &amp; Emotional Behaviour</u></b></p> <p>To effectively support pupils experiencing complex home lives such as experiencing domestic violence, being a young carer, drugs/alcohol within the family home etc.</p>	<p><b>£4,212</b></p> <p>Children to attend weekly counselling sessions where they can access specialist support in specific areas of their home life.</p> <p>Recommendations made by the school counsellor to be followed by staff members to support pupils in class.</p> <p><b>(EEF = Social &amp; Emotional Learning: +4 Months)</b></p>	<p><b><u>Counselling Autumn Term Impact:</u></b></p> <p>During the year, 6 PP Pupils accessed counselling for a number of reasons. When asked about the effectiveness of this support, all 6 PP Pupils spoke positively about their experience. The school has individual case studies for these pupils which identifies some of the following successful outcomes:</p> <ul style="list-style-type: none"> <li>* Early Help Implemented to support the family.</li> <li>* Reduced risk of exclusion.</li> <li>* Pupils able to access outside agency support.</li> <li>* Pupils able to access in-school support such as Breakfast Club and the Nurture Group.</li> </ul>
<p><b>To remove the barrier of: <u>Poverty (Living Conditions, Diet, Clothing etc.) &amp; Turbulent Home Life</u></b></p> <p>To effectively support families requiring help within the family home.</p>	<p><b>£2,250</b></p> <p>Employ a School Learning Mentor to work in unison with the Safeguarding Lead.</p> <p>To meet with families to discuss any concerns and solutions to concerns.</p> <p>To lead on Early Help programme if required and co-ordinate the involvement of outside agencies.</p> <p>Liaise with class teacher to ensure pupil/pupils are fully supported.</p> <p><b>(EEF = Parental Engagement: +3 Months)</b></p>	<p><b><u>Early Help Impact:</u></b></p> <p>During the year, 6 PP Families received support via the Early Help Programme. 4 of these were hugely successful and closed through-out the year, due to the families meeting their agreed targets. Feedback from the families were positive, with some speaking about an improve quality of life. 2 of these Early Help Programmes will continue next year.</p> <p><b><u>(Finance Calculations:</u> 1 Family Every Half Term: 1 Hour Meeting, 1 Hour Prep Time, ½ Hour Per Pupil Week – Total Per Half Term = 5 Hours - Maximum 3 Families Per Term = 30 Hours / 30 Hours x 3 = 90 Hours Per Year)</b></p>

**To remove the barrier of: Low Attendance**

To increase the attendance of the current 2 pupil premium pupils identified as PA pupils.

To increase the attendance of Pupil Premium Pupils that had attendance less than the government set target of 97% last year which was 40.9%.

**£4,875**

Employ a School Learning Mentor to carry out first response calls to any pupil not in school without permission.

Carry out home visits if required and work closely with pupils & parents regarding attendance.

Co-ordinate attendance meetings with parents/carers to discuss attendance.

Send attendance letters out each half term.

Track & monitor attendance carefully.

Promote and report attendance at every opportunity – share with all stakeholders.

**Attendance Impact:** Below is the impact of the work carried out via the Learning Mentor on Attendance.

Whole Year	R	1	2	3	4	5	6	Whole School
Whole School	96.08%	97.07%	97.54%	94.79%	95.88%	96.13%	97.62%	96.45%
PP	94.45%	96.59%	97.88%	95.98%	93.87%	96.06%	96.80%	95.90%
Non-PP	96.64%	97.27%	97.46%	94.19%	97.26%	96.16%	98.43%	96.72%

Autumn Term	R	1	2	3	4	5	6	Whole School
Whole School	98.27%	98.44%	98.69%	94.60%	96.97%	97.58%	98.64%	96.87%
PP	93.66%	96.88%	99.25%	96.0%	95.96%	96.47%	96.83%	96.41%
Non-PP	97.18%	97.50%	98.07%	93.56%	97.62%	97.38%	98.89%	97.10%

40/66 (60.6%) PP Pupils had attendance over 97.0%, 14/66 (21.2%) PP Pupils had 100% attendance.  
26/66 (39.4%) PP Pupils had attendance less than 97.0% and were scheduled to work with the Learning Mentor during the Spring Term.

Spring Term	R	1	2	3	4	5	6	Whole School
Whole School	94.86%	96.32%	96.49%	95.47%	96.08%	96.08%	97.57%	96.30%
PP	92.76%	96.10%	96.27%	96.75%	94.98%	96.60%	96.61%	95.82%
Non-PP	95.66%	97.53%	94.82%	94.82%	95.89%	95.89%	98.54%	96.52%

Out of the 26 PP Pupils that the Learning Mentor worked, identified during the Autumn Term, 18 (69.2%) PP Pupils showed an increase in their attendance.

41/66 (62.1%) PP Pupils had attendance over 97.0%, 18/66 (27.3%) PP Pupils had 100% attendance.  
25/66 (37.9%) PP Pupils had attendance less than 97.0% and were scheduled to work with the Learning Mentor during the Summer Term.

Summer Term	R	1	2	3	4	5	6	Whole School
Whole School	96.90%	96.75%	97.54%	94.63%	93.96%	95.0%	97.05%	96.0%
PP	96.82%	96.72%	97.54%	95.23%	90.39%	95.08%	96.07%	95.20%
Non-PP	96.93%	96.76%	97.54%	94.30%	96.38%	94.97%	98.03%	96.39%

Out of the 25 PP Pupils that the Learning Mentor worked, identified during the Spring Term, 15/25 (60.0%) PP Pupils showed an increase in their attendance.

At the end of the Summer Term, 33/66 (50.0%) PP Pupils had attendance above 97%.

Out of the 33 PP Pupils with attendance below 97%, 8 of these children were between 95% and 97% with 9 children due to them being in hospital or going on holiday during school term.

Out of the 2 PP Pupils that were PA Pupils from the previous year. Attendance of both pupils increased from the previous year:

**Pupil 1:** 2016 – 2017: 82.33% to 88.1%

**Pupil 2:** 2016 – 2017: 86.32% to 93.65%

**(Finance Calculations:** 1 Hour Each Day – Attendance Work 5 x 39 = 195 Hours a Year)



<p><b>To remove the barrier of: Social &amp; Emotional Behaviour</b></p> <p>To ensure that children have a positive start to the morning so that they are ready for learning.</p>	<p><b>£2,437.50 &amp; £1,000 Resources</b></p> <p>Employ a School Learning Mentor to run a Feelings Board Session each morning for children to identify how they are feeling each morning so that early intervention can be put in place, resulting in the pupil having a positive day at school.</p> <p><b>(EEF = Social &amp; Emotional Learning: +4 Months)</b></p>	<p><b>Feelings Board Impact:</b></p> <p>Since the feelings board was implemented during the Spring Term, it has been accessed by: 4/8 R PP Pupils, 6/9 Y1 PP Pupils, 4/6 Y2 PP Pupils, 5/10 Y3 PP Pupils, 7/11 Y4 PP Pupils, 6/9 Y5 PP Pupils &amp; 8/15 Y6 PP Pupils</p> <p>Therefore, In total: 40/68 (58.8%) of PP Pupils access the feelings board each day. In a pupil voice, the children said:</p> <p><b>“The feelings board helps me because Mr Wigman comes to find me if I put my name on a sad feeling.” (Y2 Pupil)</b></p> <p><b>“I like the feelings board because it helps me think about how I am feeling each morning and helps me to be happy.” (Y5 Pupil)</b></p> <p><b>“I think the feelings board is a good idea because it helps me tell my teacher how I am feeling.” (Year 4 Pupil)</b></p> <p><b>“If I am angry or if I have a problem, somebody comes to find me so that I can talk about it.” (Year 3 Pupil)</b></p> <p><b>(Finance Calculations: 1/2 Hour Each Day – Feelings Board Work 2.5 x 39 = 97.5 Hours a Year)</b></p>
<p><b>To remove the barrier of: Social &amp; Emotional Behaviour</b></p>	<p><b>£4,875 &amp; £1,000 Resources</b></p> <p>Employ a School Learning Mentor to run a daily Nurture Group so that pupils can develop their emotional/social skills and increase their confidence in class. To also support behaviour and ensure that these pupils are behaving in-line with the school’s behavior policy.</p> <p><b>(EEF = Social &amp; Emotional Learning: +4 Months)</b></p>	<p><b>Nurture Group Impact:</b></p> <p>Through-out the year, 7 KS2 PP Pupils &amp; 4 KS1 PP Pupils accessed the Nurture Group, which in Autumn, focused on the children learning about themselves – i.e. Likes/dislikes/strengths/ things they find difficult/friendship groups etc.</p> <p>During the year, a competition was also launched to re-name the Nurture Room, which is now called ‘The Jigsaw Room – Where Everyone Fits.’ The PP Pupils in the Nurture Group were actively involved with the re-designing of the room and the ordering of furniture and resources. This supported them in feeling comfortable and relaxed in the environment that they were working in. 7/9 (77.8%) Pupils showed positive behaviour in class though-out the year with 2/9 (22.2%) requiring additional intervention.</p> <p>Boxhall Profiles were purchased and completed at the start of the Spring Term for each of the 7 KS2 PP Pupils &amp; 4 KS1 PP Pupils. This allowed the Learning Mentor to target the support offered during the Spring &amp; Summer Terms so that the children’s individual specific needs were met.</p> <p>Results from the Boxhall Profile showed successful progress made by every pupil, especially in the social &amp; emotional development areas.</p> <p><b>(Finance Calculations: ½ Hour Each Day KS2 Nurture &amp; ½ KS1 Nurture –5 x 39 = 195 Hours a Year)</b></p>
<p><b>To remove the barrier of: Social &amp; Emotional Behaviour</b></p> <p>To ensure that children have a positive start to the morning so that they are ready for learning.</p>	<p><b>£2,437.50 &amp; £1,000 Resources – Boxhall Profile</b></p> <p>Employ a Learning Mentor to organise, implement and manage weekly social/emotional sessions across the school. To support with building self-esteem. <b>(EEF = Social &amp; Emotional Learning: +4 Months)</b></p>	<p><b>Social/Emotional Intervention Group Impact:</b></p> <p>During the Spring Term, teachers identified a selection of PP Pupils in each class to participate in a social/emotional support group each week. The Learning Mentor resourced these sessions and provided training to TAs delivering this programme. Boxhall Profiles were also completed on each pupil participating in this group.</p> <p>Below is the impact of this programme:</p> <p>Reception: 4 PP Pupils  Year 3: 3PP Pupils  Year 4: 7 PP Pupils  Year 6: 4 PP Pupils  Year 1, Year 2 &amp; Year 5: 0 PP Pupils</p> <p>In total 18/66 (27.3%) PP Pupils accessed this programme with the Boxhall Profiles showing positive developments.</p>

<p><b>To remove the barrier of: Social &amp; Emotional Behaviour</b></p>	<p><b>£3,510 &amp; £1,500 - Food club</b>          To lead and run a <b>breakfast club</b> specifically for vulnerable pupils each morning from 8.30 to 9.00.  <b>(EEF = Extended School Time: +2 Months)</b></p>	<p><b>Breakfast Club Impact:</b>          Breakfast Club has been attended by 15/66 (22.7%) PP Pupils through-out the year across R-Y6. The club has been successful in reducing anxiety of pupils coming into school and ensuring that they have a good start to the school day. Some pupils have also been supported during this club with Reading &amp; completing their homework. During the year, 4 PP Pupils who were physically upset coming into school are now reported to be coming into school happy and confident.</p> <p><b>(Finance Calculations: 2 Members of Staff - 45 Minutes Each Day – 9 Hours Per Week = 351 Hours Per Year)</b></p>
<p><b>To remove the barrier of: Low Attainment</b></p> <p>To diminish the gap between Pupil Premium Pupils &amp; National Other at the end of Year 2 with a focus on writing.</p> <p>Increased results for the current PP Pupils in Year 6 in their end of year examinations.</p>	<p><b>£3,000</b>          Additional teacher in Y2 x3 hours per week to support with Extended Writing – Working in smaller groups when writing.</p> <p><b>£9,000</b>          Additional teacher in Y6 x2 hours per day to support with English &amp; Maths – Small Group Teaching.</p> <p><b>(EEF = Reducing Class Size: +3 Months &amp; Small Group Tuition: +4 Months)</b></p>	<p><b>KS1 &amp; KS2 Impact:</b>          See Data for KS1 &amp; KS2 on Page 3.</p>
<p><b>To remove the barrier of: Social &amp; Emotional Behaviour</b></p> <p>Reduced number of incidents at play and lunchtime.</p>	<p><b>£5,850</b>          Employment of a <b>Pastoral Teaching Assistant</b> to support pupils during <b>play and lunchtimes</b> by being available on the playground for children to talk to, encouraging games/sports, keeping the children active etc.  <b>(EEF = Behaviour Interventions: +2 Months, EEF = Sports Participation: +2 Months)</b></p>	<p><b>Pastoral Teaching Assistant Impact:</b>          The impact of employing a Pastoral Teaching Assistant to work on the playground at lunch and playtime has seen a reduction in the number of the children placed in the green book due to the children being engaged with different sporting activities. This been reduced by 15% from 2017 – 2018.</p> <p>The work carried out by this assistant on lining up, has also reduced the number of incidents occurring in the line by 50.0%.</p> <p><b>(Finance Calculations: 2 Hours Each Day – 10 Hours Per Week = 390 Hours Per Year)</b></p>

<p><b>To remove the barrier of: Low Attainment</b></p> <p>Increased number of Pupil Premium Pupils achieving a Good Level of Development at the end of Early Years.</p>	<p><b>£2,000</b></p> <p>Stream classes into smaller groups for daily RWI sessions to support PP Pupils with the development of their Reading and Writing.</p> <p>Ensure that RWI includes a targeted 15 minutes of Phonics work each day.</p> <p>Provide staff training to ensure high quality Phonics &amp; RWI teaching and learning is in place.</p> <p>Ensure that pupils have opportunities to read to an adult at regular times through-out the week.</p> <p>Ensure that books are changed regularly.</p> <p>Provide RWI &amp; working workshops for parents/carers and target/monitor attendance of parents.</p> <p><b>(EEF = Small Group Tuition: +4 Months, Phonics: +4 Months, Early Years Intervention: +5 Months)</b></p>	<p><b>GLD Impact:</b></p> <p>Learning Walks through-out the year have shown some good levels of Teaching &amp; Learning in Read, Write Inc. in addition to pupils developing a secure Phonics understanding.</p> <p>Within this cohort there were 8 PP Pupils (6 Males &amp; 2 Females)</p> <p>Out of these 8 PP Pupils, 2/8 (25.0%) – Achieved GLD</p> <p>8/8 (100.0%) PP Pupils made more than expected progress in Writing – This was based on 5+ Milestones</p> <p>7/8 (87.55) PP Pupils made more than expected progress in Reading – This was based on 5+ Milestones</p> <p>Parent feedback from the Phonics &amp; Read, Write Inc workshops was positive with parents stating that the resources shared were useful and that the website was easy to use to find the information about how to teach phonics and support their child at home. The parent workshop was attended by 10 parents, 50% of these were PP Families.</p>
<p><b>To remove the barrier of: Low Attainment</b></p> <p>Increased number of Pupil Premium Pupils achieving a Good Level of Development at the end of Early Years.</p>	<p><b>£5,000</b></p> <p>Audit resources which could be used to engage/interest targeted pupils &amp; order resources which could be used to enhance continuous provision and further develop Maths, Reading &amp; Writing, especially for Pupil Premium Boys. In addition, further improve the quality of provision for outdoor learning so that it has a greater impact on the development of boys.</p>	<p><b>Continuous Provision Impact:</b></p> <p>Lesson Study &amp; Lesson Observations have shown pupils accessing the continuous provision effectively, making use of the new equipment to support learning – For Example: Pupils making words and number sentences using the logs, finding initial sounds in the Lego, building a tower as tall as them and then counting how many bricks tall it was etc.</p> <p>In both a Teaching &amp; Learning Review &amp; PP Review, provision for PP Pupils was reference as good, especially with the introduction of the challenge passports.</p> <p>See Page 2 for end of year GLD Results.</p>

<p><b>To remove the barrier of: Low GLD</b></p> <p>To increase baseline assessments at the start of each year to support with raising the end of year GLD.</p>	<p><b>£3,000</b></p> <p>To develop a transition programme which encourages parents to work with their children during the holidays so that they enter Reception more school ready.</p> <p>To ensure that the new transition programme provides useful and effective resources for parents to use at home with their children.</p> <p>To ensure that the new transition programme allows opportunities for staff to identify the level of need for each pupil so that immediate intervention can take place to support overall GLD.</p> <p><b>(EEF =Parental Engagement: +3 Months, Early Years Intervention: +5 Months)</b></p>	<p><b>Transition Impact:</b></p> <p>The transition programme for Early Years began in July 2018. The children engaged, with their parent/carer in a number of transition days before the Summer Holidays. These days were specifically designed to assess the children's ability so that intervention could be implemented immediately when the children began school in September.</p> <p>These sessions were also valuable in building strong links with parents/carers and getting them signed up to Class Dojo before the holidays so that tasks could be sent out for the children to participate in during the Summer.</p> <p>In addition, during these sessions, parents/carers were given Phonic Resources for them to use at home with their child. An additional Phonics Pack was also given when the child started.</p> <p>Baseline results this year have increased by 30% in the majority of areas with a predicted end of year GLD being 73.0%. If this prediction is achieved, GLD will be in-line with National Expectation with a 10% increase from last year.</p>
<p><b>Total Budgeted Cost</b></p>	<p><b>Total: £56,947</b></p>	

ii. Other Approaches

Outcome	Chosen Action/Approach	Impact
<p><b>To remove the barriers of: Limited Life Experiences &amp; Low Aspirations</b></p> <p>To allow pupils to achieve in their SMSC development through the curriculum and to enrichment opportunities.</p>	<p><b>£4,250</b></p> <p>To offer a variety of afterschool clubs free of charge each evening to further enhance and develop the children’s skills and abilities in different areas of the curriculum.</p> <p><b>(EEF = Extended School Time: +2 Months)</b></p>	<p><b><u>Autumn Term 1 After School Attendance</u></b></p> <p>Years 5 &amp; 6 Cooking/Craft = Offered to 22 PP Pupils: 16 Pupils attended: 4 PP (25.0%)            Years 4 &amp; 5 Pyramid = Offered to 18 PP Pupils: 10 Pupils attended: 4 PP (40%)            Years 3, 4, 5 &amp; 6 ICT = Offered to 40 PP Pupils: 7 Pupils attended: 3 PP (42.9%)            Years 3, 4, 5 &amp; 6 Maths Whizz = Offered to 40 PP Pupils: 16 Pupils attended: 6 PP (37.5%)            Year 2 ICT = Offered to 6 PP Pupils: 10 pupils attended: 3 PP (30%)            Years 4 &amp; 5 Fun Fair = Offered to 18 PP Pupils: 6 pupils attended: 3 PP (50%)            Years 3, 4, 5 &amp; 6 Cross Country= Offered to 40PP Pupils: 26 pupils attended: 8 PP (30.8%)</p> <p><b>In Total: 31/44 (75.0%) KS2 PP Pupils attended at least one afterschool club.</b></p> <p><b><u>Autumn Term 2 After School Attendance</u></b></p> <p>Years 1 &amp; 2 ICT Suite = Offered to 16 PP Pupils: 11 Pupils attended: 2 PP (18.2%)            Years 2 &amp; 3 Fun Firm = Offered to 16 PP Pupils: 11 Pupils attended: 5 PP (45.5%)            Years 1, 2 &amp; 3 Maths Games = Offered to 22 PP Pupils: 16 Pupils attended: 5 PP (31.3%)            Years 1, 2 &amp; 3 Eco/Gardening = Offered to 10 Pupils: 10 Pupils attended: 3 PP (30.0%)            Years 1, 2 &amp; 3 Art Club = Offered to 22 PP Pupils: 14 Pupils attended: 2 PP (14.3%)            Year 3 ICT Club = Offered to 10 PP Pupils: 6 Pupils attended: 1 PP (16.7%)            Years 5 &amp; 6 Football Club – Offered to 23 PP Pupils: 25 attended: 10 PP (40.0%)</p> <p><b>In Total: 22/22 KS1 PP Pupils (100%) attended at least one afterschool club.</b></p> <p>A pupil voice was carried out which asked the pupils to identify how these clubs have supported their learning. The following responses were given:</p> <p><b>“Spelling Club helps me to improve my spelling and spot spelling mistakes.”</b>  <b>“Spelling Club helps me learn spellings using fun methods.”</b>  <b>“I like Pyramid Club because it lets me speak to teachers and they help me with anything I don’t understand.”</b>  <b>“Football Club helps me improve the children’s fitness and overall football skills.”</b>  <b>“Football Club helps us learn about the team game and have fun.”</b>  <b>“ICT Club is good because it helps me be more confident on the i-pad.”</b></p> <p><b><u>Spring Term After School Attendance:</u></b></p> <p>Years 1, 2, 4 &amp; 5 Fun Firm = Offered to 35 PP Pupils: 20 Pupils attended: 6 PP (30.0%)            Years 2 &amp; 6 Computer Chill = Offered to 21 PP Pupils: 16 Pupils attended: 4 PP (25.0%)            Years 4 &amp; 5 Cross Country = Offered to 20 PP Pupils: 16 Pupils attended: 1PP (6.25%)            Years 1 – 4 On-Line Maths Games = Offered to 36 PP Pupils: 16 Pupils attended: 3PP (18.8%)            Years 1 - 2 Fun Sports = Offered to 15 PP Pupils: 18 Pupils attended: 2PP (11.1%)            Years 2 &amp; 3 Football = Offered to 16 PP Pupils: 17 Pupils attended: 6 PP (35.3%)            Pyramid Club = Offered to 10 PP Pupils: 8 Pupils attended: 8 PP (100%)            Years 2 – 4 Gardening = Offered to 27 PP Pupils: 12 Pupils attended: 3 PP (25.0%)</p> <p><b>In Total: 33/66 PP Pupils (50.0%) attended at least one afterschool club.</b></p>

