

Pupil premium strategy review statement 2018-19

(PPG – Pupil Premium Grant)



Review of expenditure				
Previous Academic Year 2018-19				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Accelerate communication and language development for children eligible for Pupil premium in Foundation Stage and Key stage one to impact on progress and outcomes across all areas of learning.	<p>Additional adult to work in EYFS to facilitate. Staff trained to be able to deliver the Tales Toolkit programme.</p> <p>Purchase of Tales Toolkit resources and investment in time to train all staff in EYFS and Year 1 Staff who has received training previously will implement the Wellcomm programme whilst engaging in peer coaching with new staff to EYFS</p>	<p>Foundation Stage 2</p> <ul style="list-style-type: none"> •Communication and Language – WellComm and Language Link •70% of children meeting ELG in Listening and Attention 30% accelerated progress from on entry data to on exit •70% of children meeting ELG in Speaking 30% accelerated progress from on entry data to on exit •70% of children meeting ELG in Understanding 20% accelerated progress from on entry data to on exit <p>Tales Toolkit</p> <ul style="list-style-type: none"> •50% of children meeting ELG in Reading 20% accelerated progress from on entry to on exit •50% of children meeting ELG in Writing 10% accelerated progress from on entry to on exit <ul style="list-style-type: none"> •PP gap in 2018 in FS2 against NA was 32% this has been diminished in 2019 to 13% <p>Phonics</p> <ul style="list-style-type: none"> • 80% of PPG children passed the phonics screening check in year 1 compared to National data of 71% and LA 68% 	All staff in EYFS and Key Stage 1 have completed Tales toolkit training. Tales toolkit evidenced in use across EYFS and Key Stage 1 independent learning environments. Another annual subscription will embed this and allow training for new staff as well as identifying	£38,200

<p>Higher rates of progress in reading and writing, across Key Stage 2 for children eligible for PPG funding Children will meet or exceed Fischer Family trust targets at the end of Key Stage 2.</p>	<p>Vocabulary and generating ideas is a barrier to writing for many of the children eligible for PPG. Personalised programs for children in Key Stage 2 to work to support need. Children working in mixed year group programmes, including cross phase with Key Stage 1 if appropriate. Purchase of class sets of high quality, age appropriate texts to promote inspiration for writing. Vocabulary development research project. 4 teachers to participate in Vocabulary research project led by literacy leader Subscription to SPAG.com.</p>	<ul style="list-style-type: none"> • 64% of PPG children met ARE in Year 6 reading which is above the National average of 62%. • 59% of PPG children met ARE in Year 6 writing which is above the National average of 53%. • Five children (31%) who participated in the project achieved GD in their writing • 4 children identified as having potential for achieving GD in the next year (25%) • Research project review shows that children in Year 3 & 4, confidence and ability to write with more stamina improved over the duration of the research. 	<p>Findings from Vocabulary research to be implemented across school and Literacy leader to monitor in order to bridge some of the cultural literacy gap. Key Stage 1 &2 subscription to spag.com to be renewed</p>	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Higher rates of progress in reading and writing, across Key Stage 2 for children eligible for PPG funding</p> <p>To increase attainment of PPG children in Year 6 from their Year 5 data.</p>	<p>Employment of an additional Teaching Assistant in each phase (4 TAs) Diminishing the Difference Leader release time. Personalised learning programmes run across Key Stage 1 and 2 after school (Pirate Club and tuition). Children in Key Stage 2 targeted for attendance at Study Club once a week and invited by class teachers. Purchase of high quality texts to engage children and promote reading and writing.</p> <p>Investment in training programme for Teaching Assistants in Key Stage 2 to lead developments with other support staff in school.</p>	<ul style="list-style-type: none"> •At end of key Stage 1 gap in reading has closed from 16% to -3% •64% of PPG children met ARE in Year 6 reading which is above the National average of 62%. •59% of PPG children met ARE in Year 6 writing which is above the National average of 53%. •95% of PPG children met FFT targets in Yr 6 in reading •90% of PPG children met FFT targets in Yr 6 in writing •100% of PPG children are on track to meet FFT targets in Yr 5 in reading (10% exceeded target) •100% of PPG children met FFT targets in Yr 4 in reading (10% exceeded target) •6% (1) of PPG children exceeded FFT targets in Yr3 in reading. 100% on track to meet FFT targets •100% of children are on track to meet FFT in writing in Yr 3 	<p>Progress continues to be increased as gaps are closing at a slower rate than the attainment gap. Vulnerable children affect the progress data – 2 children working below the level of the SATS. 6 Provision children in Y5 cohort next year.</p>	<p>£51,500</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Improve attendance and punctuality for children eligible for the PPG funding.</p>	<p>Pastoral manager's role to receive children who arrive at school late, to hold 1:1 check ins with children who show signs of problems around attendance and punctuality, to make first day phone calls, building and maintaining relationships with parents.</p>	<ul style="list-style-type: none"> •52% of PPG children have worked with the pastoral leader •23% of PPG children are in the TAC/CP process •5% of PPG children are young carers and receive regular support •Of the 58 children receiving 1:1 support, 29 cases had been closed by the end of the academic year (On-going monitoring continues) •20% of PPG children had less than 90% attendance (2019) compared to 17% last year (2018) and 20% the previous year (2017) 	<p>Monitoring of attendance termly – continue to work with parents. Children tracked vulnerable from Aut 1 and supported. Children with increased attendance to be monitored as still vulnerable. .</p>	<p>£46,340</p>

<p>Disengaged parents will come into school and participate in events to support outcomes for children.</p>	<p>Pastoral manager will continue to build and maintain relationships with parents, making first contact, leading meetings as well as being able to respond to concerns raised by parents and children quickly, involving necessary staff from school. Improved communication through use of text messaging and email more frequently. Continued development and use of an area in school where the pastoral manager can work with parents and children.</p>	<ul style="list-style-type: none"> • Pastoral leader works with 53% of 97 PPG families (44%last year) • 23% of PPG children are in the TAC/CP process 	<p>This role will continue as more children are in the TAC process including new children to FS2 who are eligible for EYPPG</p>	
<p>Children whose complex home life impacts on self-esteem and consequently academic achievement will show and self-evaluate an increased self-esteem.</p>	<p>Pastoral manager to meet as needed with children identified by school staff or parents as needing support. Member of staff to lead an outdoor nurture Programme planned to meet the personalised needs of the children. Funding for Year 6 children to attend Robinwood Residential. Enrichment opportunities will be funded for Pupil Premium children, including ½ termly year group opportunities, Young voices, playing with the Halle orchestra, Brass Band. School Sports Coaches to run lunch time clubs, and funded places for PPG children at after school sports clubs. Children offered places at study club after school to promote positive attitudes to learning.</p>	<ul style="list-style-type: none"> • Pastoral leader works with 52% of PPG children • 15 PPG children experienced therapeutic sessions • 67% scored maximum engagement during sessions, with the remaining 33% with some success on the SDQ scales used to assess impact (no children did not engage). • SEN provision base participated in a coaching programme following the sequence of teaching (check in, activity, reflection, self-assurance) • Following the SEN coaching, of which 6 children were PPG, emotional regulation has increased from 65.8% to 70% and resilience skills increased from 60% to 62.5% • During the year, monitoring of outdoor learning experiences across school showed children as a whole were given more opportunities, evident within curriculum planning journals. • 18 PPG children funded to attend Robinwood who would not have attended otherwise. • 15 PPG children experienced therapeutic sessions • 67% scored maximum engagement during sessions, with the remaining 33% with some success on the SDQ scales used to assess impact (no children did not engage). • SEN provision base underwent coaching following the sequence of teaching (check in, activity, reflection, self-assurance) • Following the SEN coaching, of which 6 children were PPG, emotional regulation has increased from 65.8% to 70% and resilience skills increased from 60% to 62.5% 	<p>Pastoral manager to continue to work with these children but additionally to continue to work with TAs in each phase to deliver the We Eat elephants programme.</p> <p>Some children still in need of counselling support – Pastoral Manager completed training now and able to use.</p> <p>Play therapy – one TA completing play therapy training and working with four children</p> <p>Continue to subsidise enrichment opportunities for children eligible for FSM. (50% of opportunities costing over £5)</p>	