

Pupil Premium Review

1. Review of expenditure				
Previous Academic Year		2016 - 2017		
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
Improved progress and attainment rates for more able disadvantaged pupils	Deployment of TAs more closely targeted addressing some of the key areas of need such as: life experiences, problem solving, language skills	<ul style="list-style-type: none"> PP children made more progress than non PP children in Y2 - RW&M, Y3 - W, Y4 - RW&M, Y5 - R&M, Y6 – R. Non PP children made more progress than PP children in Y1 – RW&M, Y3 – R&M, Y5 – W and Y6 – W&M. At end of KS1 and KS2 a greater proportion of PP children achieved expected standard than non PP children in RW&M. Proportion of PP children attaining GLD is higher this year than last year. Gap between PP and non PP is closing. 	Improved quality of teaching following staff training is having a positive effect as evidenced by rates of progress for all children, including PP children and improved attainment. Some of these areas will be revisited in order to reflect and further develop staff skills – including new staff.	£12 000
Improved oral language skills in Reception, KS1 and identified children in KS2	Staff training for TAs on high quality feedback, questioning and how to help pupils become independent learners		'Adventure Girls' will continue into Y6 and new groups will be created in Y4 and Y5. Intervention needs to be targeted at correct children and the staff must manage the group dynamics carefully so that the group becomes a 'safe' place to express themselves and children feel able take risks, without being ridiculed by others.	£4 000
Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above	Improve quality of teaching - training on 'What makes a lesson outstanding?' with a focus on Blooms taxonomy. Training for TAs and teaching staff on language approaches and interventions	<p>'Adventure Girls' for Y5 PP girls. Girls became less passive in all aspects of school life. Observations indicated they were more engaged in their learning, made more contributions to group work and class discussions, more willing to demonstrate their academic abilities. All the children in this Y5 group went on the Residential visit, the large majority for the first time. PP children in Y5 made accelerated progress in all subjects and made more progress than non PP in Reading and Maths. Achieving above non PP in all areas.</p> <p>Lesson observations indicate higher proportion of good or better teaching.</p> <p>Pre and post assessments of children accessing language interventions indicate accelerated progress.</p>	The language intervention strategies are having a positive effect, demonstrated by both the pre and post assessments and the overall progress by the children. The interventions lead to the children being better able to access the wider curriculum. It also supports children with SEND to make good progress according to their individual needs. This programme of interventions will continue and expand as more staff are trained to implement the particular strategies and all staff develop expertise in using the language strategies in their day to day teaching.	£2 000 £13 000

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>Improved progress and attainment rates for more able disadvantaged pupils</p> <p>Improved oral language skills in Reception, KS1 and identified children in KS2</p> <p>Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above</p>	<p>1:1, paired and small group language interventions:</p> <ul style="list-style-type: none"> • Stories for Talking, • LEAP, • VIP • NIP • Cued Articulation • Visual support <p>Teacher led interventions in KS2</p> <ul style="list-style-type: none"> • 1:1 or 1:2 English and Maths • Booster groups for English and Maths • Saturday School and Easter School 	<p>A greater proportion of PP children achieved greater depth at KS2 in 2017 than 2016.</p> <table border="1" data-bbox="889 416 1355 533"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>13%</td> </tr> <tr> <td>Maths</td> <td>20%</td> <td>44%</td> </tr> </tbody> </table> <p>Outcomes for KS2 show that a greater proportion of PP children achieved the expected standard than non PP children. Attendance at Booster classes and Saturday School were high. We did not run an Easter School.</p> <p>Outcomes for Foundation Stage pupils and KS1 show that although PP children are still achieving below non PP children, the gaps are closing. In school data shows that individual children who have accessed these interventions make good progress. At the end of Y2 PP children made more progress than non PP children and a higher proportion of PP children attained standard.</p>		2016	2017	Reading	3%	6%	Writing	9%	13%	Maths	20%	44%	<p>This approach appears to be very effective. Although the impact in terms of children achieving expected standard at the end of Foundation Stage is still below non PP children, the gaps are closing. This will continue next year, with more staff being trained to deliver the interventions so that we can impact on more children.</p> <p>This approach appears to be very effective, with PP children achieving well and making good progress. The results this year confirm our conclusions drawn from last year, that it is important that these interventions are led by teachers rather than TAs. These interventions will continue and we will continue to review the targeted support we offer to more able PP children.</p>	<p>£30 000</p> <p>£8 000</p> <p>£9 000</p> <p>£10 000</p> <p>£16 000</p> <p>£43 500</p> <p>£8 000</p>
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Reading	3%	6%														
Writing	9%	13%														
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iii. Other approaches				
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
Improved attendance rates for disadvantaged pupils	Careful monitoring of attendance of PP children. Extended leave never authorised during term time and attendance panels take place when a child reaches a trigger.	The absence of PP children has reduced from 5.2 to 4.2 during 16/17. The gap with non PP children has reduced from 0.4 to 0.1. These figures include absence due to Eid holidays, which happened twice this academic year.	This clear and consistent approach to attendance is having an impact and will continue.	£1 000
Improved progress and attainment rates for more able disadvantaged pupils	Action plans put in place to ensure attendance is improved. Penalty notices and fines used when appropriate. Incentives used for children having 100% attendance.	High attendance at weekly workshops with parents of children in FS2 indicates that they were accessible for a diverse group of parents and that the parents are interested in finding out how we teach reading and how to support their children. The proportion of PP children achieving a GLD increased on 2016 figures and the in school gap with non PP children is closing.	Demonstrating to parents how to effectively support their children at home is impacting on the progress of the children. The workshops were led by the Reception staff and learning mentor who were able to pick up on individual issues and offer some one-to-one sessions/support where appropriate. This will continue next academic year.	£10 000
Improved oral language skills in Reception, KS1 and identified children in KS2	Weekly workshops with parents of children in FS2 on phonics and learning to read. Working with parents of children with Language delay or SLI	Targeted workshops for parents of children with SLI were well attended. The parents were supported to develop resources personalised for their own children to use with them at home. Progress of these individual children was good.	The individual children made good progress from their starting points allowing for their specific needs. The group was small, but this enabled for the sessions to be more personalised to meet individual needs of the children. This work will continue next year.	£15 000
Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above	Curriculum enrichment programme for more able disadvantaged children Funding for access to school trips, residential visits, holiday activities, After School Clubs	The success of the 'Adventure girls' is outlined above. Holiday clubs were targeted at PP children and some After School Club places. PP children were targeted to ensure they took part in all school trips and residential visits. All these activities widened the children's life experiences – such as horse riding, walking in the Peak district, visiting museums, trips to parks, trips to the seaside, overnight trips in youth hostels and caravans.	The 'Adventure Girls' groups will continue and be expanded. We noticed an increase in the number of parents who were struggling to pay the full amount for trips and residential visits this year. We will look to try to reduce the cost of visits by accessing more local venues, which only require bus fares rather than always use a coach. Funding to access this range of activities will continue. We need to monitor PP children accessing the range of after school sports and arts clubs to ensure they attend, identifying any possible barriers.	£15 000