

Pupil Premium Review

| 1. Review of expenditure | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|---------|------|------|---------|----|----|-----|---------|----|-----|-----|-------|-----|-----|-----|---|--------|
| Previous Academic Year | 2017 - 2018 | | | | | | | | | | | | | | | | | | | |
| 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 | To embed the work started last year around the deployment of TAs and facilitating their working more closely with teaching staff, being involved in lesson planning and assessment | <p>The 3 year trend for the proportion of PP children achieving greater depth at KS2 in R&W continues to rise and remains similar in Maths.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3%</td> <td>6%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>13%</td> <td>25%</td> </tr> <tr> <td>Maths</td> <td>20%</td> <td>44%</td> <td>40%</td> </tr> </tbody> </table> | | 2016 | 2017 | 2018 | Reading | 3% | 6% | 30% | Writing | 9% | 13% | 25% | Maths | 20% | 44% | 40% | 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. | £8 000 |
| | 2016 | 2017 | 2018 | | | | | | | | | | | | | | | | | |
| Reading | 3% | 6% | 30% | | | | | | | | | | | | | | | | | |
| Writing | 9% | 13% | 25% | | | | | | | | | | | | | | | | | |
| Maths | 20% | 44% | 40% | | | | | | | | | | | | | | | | | |
| Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above | Further staff training for TAs on high quality feedback, questioning and how to help pupils become independent learners | <ul style="list-style-type: none"> At KS1 the proportion of PP children achieving greater depth was in line with last year's figures, at 10%. PP children made more progress than non PP children in Y1 - R&W, Y2 - R&M, Y3 - R, Y4 - R&M, Y6 – R,W&M. At the end of KS1 a greater proportion of PP children achieved the expected standard in Maths than the Other group. At the end of KS2 the PP children outperformed the Other group in all categories including achieving the expected standard in R,W &M and achieving greater depth in R,W&M | 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. | £5 000 | | | | | | | | | | | | | | | | |
| Improved oral language skills in Reception, KS1 and identified children in KS2 | Training for TAs and teaching staff on language approaches and interventions | <ul style="list-style-type: none"> The gap between the PP children and the Other group achieving the phonics standard has reduced from 17% last year to 2% this year. Pre and post assessments of children accessing language interventions indicate accelerated progress. Lesson observations indicate a higher proportion of good and better teaching. | 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. | £13 000 | | | | | | | | | | | | | | | | |
| | Teaching across school is good. We want to improve this to outstanding. Staff training on 'What makes a lesson outstanding?' with a focus on Blooms taxonomy. | | | £5 000 | | | | | | | | | | | | | | | | |

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 oral language skills in Reception, KS1 and targeted children in KS2</p> <p>Improved progress and attainment rates for more able disadvantaged pupils</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>In school data shows that individual children who have accessed these interventions make good progress.</p> <p>Progress data shows that PP children have made more progress than Other children by the end of Foundation Stage and the end of KS1.</p> <p>The 3 year trend for the proportion of PP children achieving greater depth at KS2 in R&W continues to rise and remains similar in Maths.</p> <table border="1" data-bbox="891 804 1357 922"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3%</td> <td>6%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>13%</td> <td>25%</td> </tr> <tr> <td>Maths</td> <td>20%</td> <td>44%</td> <td>40%</td> </tr> </tbody> </table> <p>At the end of KS2 the PP children outperformed the Other group in all categories including achieving the expected standard in R,W &M and achieving greater depth in R,W&M</p> <p>Attendance at Booster classes and Saturday School were high. We did not run an Easter School but we did run a Summer School for targeted Y6 children.</p> | | 2016 | 2017 | 2018 | Reading | 3% | 6% | 30% | Writing | 9% | 13% | 25% | Maths | 20% | 44% | 40% | <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. 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>£31 000</p> <p>£26 000</p> <p>£28 500</p> <p>£15 000</p> |
| | 2016 | 2017 | 2018 | | | | | | | | | | | | | | | | | |
| Reading | 3% | 6% | 30% | | | | | | | | | | | | | | | | | |
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| Maths | 20% | 44% | 40% | | | | | | | | | | | | | | | | | |

| 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. Action plans put in place to ensure attendance is improved. Penalty notices and fines used when appropriate. Incentives used for children having 100% attendance. | 34 children were persistently absent last year, 12 of whom were PP children, which is in line with the proportion of PP children in school overall. 62% of the children classed as persistently absent was due to a holiday abroad. Of the 12 PP children, only 3 children's persistent absence was not due to a holiday, 2 of whom are siblings. | This clear and consistent approach to attendance is having an impact and will continue. | £3 000 |
| Improved oral language skills in Reception, KS1 and identified children in KS2 | Working with parents of children with Language delay or SLI Weekly workshops with parents of children in FS2 on phonics and learning to read. | 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. 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. | 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. | £13 000 |
| Improved progress and attainment rates for more able disadvantaged pupils | Curriculum enrichment programme for more able disadvantaged children exposing them to experiences and opportunities they are not normally offered through the school curriculum nor experience through their home life. | Adventure Girls' in Y4/5/6. 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. The girls in Y6 made greater progress than the whole group in English – 2.35 in Reading (1.6) and 4.05 (2.3) in Writing. The girls in Y5 made accelerated progress. There was not as much impact on the Y4 girls – it was felt that they were too young to benefit from this intervention. | 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. | £30 000 |
| Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above | Funding for access to school trips, residential visits, holiday activities, After School Clubs | Holiday and some After School Clubs were targeted at PP children. PP children were targeted to ensure they took part in all school trips and residential visits, widening their life experiences including horse riding, walking in the Peak district, visiting museums, trips to parks, the seaside, overnight trips in youth hostels and caravans. | The 'Adventure Girls' groups will continue in Y5 and Y6. There continues to be an increase in the number of parents struggling to pay the full amount for trips and residential visits. We will continue 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 continue to monitor PP children accessing the range of after school sports and arts clubs to ensure they attend, identifying any possible barriers. | £10 000 |

