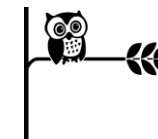


Review of Strategy 2017-18



Additional information on cost breakdown: £135,960

	Cost	Any additional notes
Learning Mentor	£11494	Cost up to September
Music and drama specialist	£28947	
Art specialist	£26841	
Funded trips	£5000	
Funding of extra curricular clubs – one per year	£2000	
Inclusion role	£5385	Percentage of salary
Pastoral support	£4482	Percentage of salary
Pastoral leadership	£3347	Percentage of salary
Funded music lessons	£660	
Forest Crew (Year 3)	£250	Percentage of cost
Staff training – understanding behaviours	£1000	
Interventions (including counsellor)	£23202	
SaLT	£2000	
Additional teacher (April – August)	£2000	Percentage of cost
Leadership of Pupil Premium provision and impact	£8116	Percentage of salary
Transport	£300	For specific children
Extended schools	£2882	Support as needed
Additional support	£3600	For specific child
Additional support	£1870	For specific child
Attendance officer	£2584	Percentage of salary

1. Review of expenditure - This section reviews the provision that supported PP children in a wider sense across school			
Previous Academic Year		2017-18	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	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)

<p>PP children engaging in high quality lessons in the arts.</p>	<ul style="list-style-type: none"> • Music and drama provided by a specialist teacher • Art provided by a specialist teacher • Funding of specific music lessons 	<p>Art data shows Pupil Premium children are attaining higher percentage of Expected than 'all pupils' in each Key Stage 2 cohort, in line in Year 2 and 4% below in Year 1.</p> <p>Art individual feedback showed by end of autumn term, there had been a positive impact on 85% of the PP children, however 10 children still showing some engagement concerns and 15 children showing progress in interest / enjoyment but still areas to consider, such as focus. By end of spring, out of the children showing engagement concerns, 50% had made great progress, 40% had made progress but with elements still to work on . Out of the 15 children noted above, 12/15 had made excellent progress. 3/15 had made progress but still elements to consider. Summer follow up showed all children had made progress in the areas that had been noted.</p> <p>Music data shows Pupil Premium children are attaining higher percentage of Expected than 'all pupils' in Years 1, 2, 3, 4, in line in Year 6 and 6% below in Year 5. 21% of our Pupil Premium attained Greater Depth in music by end of Year 6.</p> <p>Music individual feedback showed there was positive impact on 100% of the children, with 6 children at end of the autumn term with some concentration issues in music sessions still. By end of spring, 5/6 of those children showed progress in this area. Specialist advice was sought for the sixth child and by end of summer, progress had been seen in this area too.</p> <p>Individual case studies for both art and music show positive impact of the strategy (for example, now taking up extra curricular music activities; developed confidence; developed sophistication of application of skills.</p> <p>Pupil voice for individual music lessons was positive, including:</p> <p>1. How have you benefited from your violin lessons?</p> <p>"I can learn lots of songs and I am going to do a performance in assembly. It will be my first ever performance and I'm very excited. I'll feel proud when my mum comes to watch."</p> <p>"When I was in Year 4 I didn't know how to play the violin but now I feel confident when I am playing it."</p> <p>2. How do you know you've made progress?</p> <p>"I've been learning a lot so I can start playing along with everyone at the right time."</p> <p>"I couldn't really play properly before but now my violin teacher says that I have improved."</p> <p>3. If you were given the opportunity would you continue to learn it?</p> <p>"Yes, I want to be a violin teacher when I grow up so I need to have lots more lessons!"</p> <p>"Yes and I would also like to learn to play the guitar."</p> <p>For both art and music, children talk about skills in that area leading to viable careers.</p>	<p>Strategy has impacted positively on our Pupil Premium children</p>
--	---	--	---

<p>Strong pastoral care in place to support the children accessing school and learning</p>	<ul style="list-style-type: none"> • Learning Mentor • Inclusion role • Pastoral support and leadership • Counselling (costed in interventions) • Understanding behaviours training 	<p>Understanding Behaviours training was welcomed by all and behaviour has remained good across school. Following work, a new Behaviour Policy was launched. Since this, behaviour statistics show Summer 1 (pre new system):17 high level incidents 59% - Pupil Premium; 22 medium level incidents; 41% - Pupil Premium. Summer 2 (new system) – Reflection Times 75 28% - Pupil Premium. This shows the new system devised following stakeholder voice and training has impacted positively on our Pupil Premium children.</p> <p>19 children accessed pastoral provision mapping in autumn, 38 in spring and 26 in summer. Over the year, 19 children accessed counselling and 19 children accessed Play Therapy. In summer 2, 2 children accessed our new trainee play therapist. Case studies show positive impact, including: families no longer reliant on support from outside agencies; fulfilling life without requirement of support; achievement academically, socially and emotionally; reduction in logs on CPOMS regarding peer relations; improvement in child's attendance.</p>	<p>Strategies have impacted well on our Pupil premium children. Behaviour data to be analysed half termly with the groups in mind, to ensure our behaviour policy is still working as effectively for our PP children as it did do on implementation.</p>
--	--	--	---

<p>Children having a wider variety of experiences and opportunities</p>	<ul style="list-style-type: none"> • School funding one club per year per pupil premium child • School funding all trips for PP children (including Y6 residential) • Forest Crew (Year 3s) 	<p>14% more PP children accessed sports clubs in KS1, 30% more in KS2 (19% more in LKS2, 38% more in UKS2). We are Adventurers was a particularly well-attended club in KS1 (average 30% rise in attendance of PP children over the year). Science book review club was well attended by PP too- 60% of club was PP children. Our Pupil Premium children have accessed French Club, Singing Club, Musical theatre, skateboarding, Art Club, Girls' Football, netball and choir.</p> <p>Children talk positively about school trips. They find them exciting, feel they learn a lot that they can apply when back at school and feel they wouldn't necessarily know about the places if school didn't give them the opportunity to attend. For example:</p> <p>"I think it helps as if I hadn't been on the trip, I wouldn't know so many facts"</p> <p>"It's an adventure and I like taking a packed lunch!"</p> <p>"You can see the world and explore"</p> <p>"If you didn't go, you wouldn't know what happened there and what is there to learn"</p>	<p>Forest Crew was unsustainable when member of staff left. This was mainly due to falling TA numbers. Due to children really benefiting from this experience, we did try to work around it, but this wasn't workable.</p> <p>Trips are proving to be an effective spend and uptake in clubs is increasing, therefore widening opportunities.</p>
---	--	---	---

ii. Targeted support This section focuses specifically on reviewing provision in place to address barriers identified on Page 1 of the report of 2017-18

Desired outcome	Chosen action/approach	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)
<p>Raised progress measures for PP children in writing by the end of Key Stage Two.</p>	<ul style="list-style-type: none"> • Interventions • Resources • Half termly data collection • Investment in staff training • Investment in scrutiny from HT and SLT • Extra teacher from April to August – specific focus groups • Specific leadership of Pupil Premium provision and impact 	<p>100% of our Pupil Premium children made at least expected progress in writing by the end of KS2.</p> <p>Progress uplift for Y6 Pupil Premium children in writing across the year: 94% (80% = on track)</p> <p>43% accelerated progress for our Pupil Premium in Year 6 from end of KS1 in writing.</p> <p>Year 6 interventions showed impact: GPS intervention: 80%accelerated; comprehension (which in turn impacts on writing): 86% accelerated</p>	<p>Support in place has been effective</p>

<p>Raised attainment measures for PP children in writing by end of Key Stage One (including evidence that some prior low achievers have reached Expected Standard)</p>	<ul style="list-style-type: none"> • Sourcing of SALT • Resources • Half termly data collection • Investment in staff training • Senior teacher in Year 1 and Year 2 that are extra to the class teachers. Specific remit of diminishing the difference for specific groups. • Investment in scrutiny from HT and SLT • Interventions • Specific leadership of Pupil Premium provision and impact 	<p>Year 2 PP attainment: Reading: 60% Writing: 68% Maths: 73%</p> <p>No Greater Depth for our Pupil Premium children in Year 2.</p> <p>Progress</p> <p>Reading 93% Expected, 14% accelerated Writing 100% Expected, 7% accelerated Maths 100% Expected, 29% accelerated</p> <p>In Year 2 we have narrowed the gap since end of Reception for these children. 60% not achieving GLD, now 33% not achieving combined at end of Y2.</p> <p>11 children who got emerging for writing in Reception now achieved 80%+ (expected / on track) in writing at the end of Y2.</p>	<p>We need higher levels of accelerated progress in reading and maths still- without this we will not convert our on track children to Greater Depth.</p> <p>Further consideration of this is needed.</p> <p>Cohort needs consideration. PP group make up: 57% boys, 57% Pakistani, 36% EAL, 14% SEND, 36% summer birthday.</p> <p>Accelerated progress has impacted most on converting PLA to MAs</p>
--	---	---	--

<p>Raised attainment for PP children across school, with Year 5 in reading, writing and maths and Year 2 in writing and maths being a further focus</p>	<ul style="list-style-type: none"> • Interventions • Resources for Maths support • Resources • Half termly data collection • Investment in staff training • Senior teacher in Year 1 and Year 2 that are extra to the class teachers. Specific remit of diminishing the difference for specific groups. • Specific leadership of Pupil Premium provision and impact 	<p>Interventions had a positive impact on our Pupil Premium children (XXX Add Pupil Premium intervention analysis for summer) FC@N - in summer, 100% of PP children showed accelerated progress on this programme; 100% in both KS1 and KS2 in Spring made accelerated progress on this programme and 100% in both KS1 and KS2 in autumn.</p> <p>Autumn interventions had a positive impact on our PP children in EYFS, some positive impact in KS1 and positive impact in UKS2 (eg teacher led maths intervention in Y6, 100% of PP children who accessed this made accelerated progress). This impact was mirrored in spring, with interventions also in place in LKS2 and having some impact.</p> <p>Year 6 interventions (PP): GPS intervention: 80%accelerated; comprehension: 86% accelerated; maths: 100% accelerated</p> <p>Pupil Premium on track attainment (compared to last academic year):</p> <p>Reading Y1: +6% Y2: Down Y3: Down Y4: +36% Y5: Down Y6: +23%</p> <p>Writing Y1: +21% Y2: +5% Y3: +5% Y4: +36% Y5: Down Y6: +19%</p> <p>Maths Progress uplift in reading (compared to last academic year): Y1: +21% Y2: In line Y3: +38% Y4: +29 Y5: Down</p>	<p>Half termly data collection and specific leadership has increased knowledge of pupil premium children, starting points and expectations.</p> <p>Interventions have been successful. However, where interventions have been disturbed by cover needs, this has impacted negatively on the results.</p>
---	--	---	--

Y6: +13

Shows a strong move forward in writing and maths. Spikey progress to target in reading.

Progress uplift compared to last academic year:

Reading

Y1: +5%

Y2: Down

Y3: +28%

Y4: +2%

Y5: Down 5%

Y6: +16%

Writing

Y1: +4%

Y2: In line

Y3: +9%

Y4: Down

Y5: Down 5%

Y6: +14%

Maths

Y1: +4%

Y2: In line

Y3: +9%

Y4: Down

Y5: +4%

Y6: +6%

Progress uplift apparent in a majority of year groups / subjects

As the above data compares one cohort to the next cohort (eg Y1 2016 17, to Y1 2017 18), the below information compares the attainment over time of the same cohort:

Y1 50% didn't achieve GLD, reduced to 37% not on track for combined in Year 1
Y2 60% didn't achieve GLD, reduced to 33% not on track for combined in Year 2
Y3 45% didn't achieve GLD, reduced to 36% not on track for combined in Year 2 and then 27% by the time they were in Year 3
Y4 67% didn't achieve GLD, reduced to 58% not on track for combined in Year 2 and then 50% by the time they were in Year 4
Y5 82% didn't achieve GLD, reduced to 72% not achieving combined in Year 2 and then 63% by Year 5
Y6 30% didn't achieve GLD, reduced to 17% not achieving combined in Year 2

Data over time shows more PP children coming on track.

iii. Other approaches

Desired outcome

**Chosen
action/approach**

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)

<p>Increase attendance levels for our PP children</p>	<p>Attendance officer working in liaison with School Business Manager</p> <p>New paperwork / spreadsheets in place for earlier identification of any children at risk of becoming poor attenders</p> <p>Half termly Attendance Team meetings with Attendance Manager, SBM and HT</p> <p>Secure daily systems in place to tackle attendance issues</p> <p>Prizes / rewards in place to support good attendance</p>	<p>Significant decrease in our Persistent Absence figures for our PP children – down to 9%</p> <p>1.7% difference in PP attendance to 'all children'.</p>	<p>Measures in place have clearly impacted – mainly on the PA children.</p> <p>New system was put into place throughout the year which tightened up a weekly look at group attendance and specific children within the groups then actions as needed– this has really supported an increase from the dip seen in Spring attendance data.</p>
---	---	---	--

<p>Support for those most vulnerable in place, allowing them to access the provision needed. Support in place to access before and after school club when family struggling to get the child to school.</p>	<p>Some funding in place for our before and after school club.</p> <p>Funding in place for specific children to access specific provision</p> <p>Funding in place for specific children to access the transport for the provision they need</p>	<p>Before / after school supported families when in difficulties</p> <p>Placements / transport allowed specific children to access the appropriate provision.</p>	<p>Stopping provision of funding for before / after school club can be difficult and this needs consideration for future.</p>
---	---	---	---

