

PUPIL PREMIUM REVIEW

2016-2017



Pupil Premium Review 2016/2017

Ambition –

The school aims to provide all pupils with a consistently good quality of provision. We aim to maximise the progress of all groups, including those who are in receipt of pupil premium or are disadvantaged in any way. We aim to ensure that the teaching and learning is evaluated as consistently 'good' – this is because we want to be externally recognised as providing quality provision for all our learners and to be seen as helping them to maximise their potential.

Summary Spending and Outcomes 2016/17.

Percentage of Pupil Premium pupils was 34.4% The number of pupil premium children was 103. (59 Girls / 44 Boys)
The pupil premium budget was £159,577.

Objectives for the academic year:-

Leadership and Management

- To hold teachers to account for the performance of all PPG children.
- To ensure governing body have full knowledge and awareness of allocation / spending / impact of actions.

Quality of Teaching, Learning and Assessment

- To ensure never less than good / outstanding teaching for those children in receipt of PPG.
- To engage all teachers in high quality CPD to develop teaching and learning strategies.
- To enable all associate professionals access high quality CPD so that they are able to impact on pupil outcomes by having an understanding of key learning strategies.

Behaviour, Welfare and Safety

- To ensure attendance/punctuality and behaviour of children in receipt of PPG is monitored and in-line with other children in school and nationally.
- To promote self-esteem and levels of engagement in learning of vulnerable children.
- To employ a pastoral lead to provide social, emotional and mental health support to identified pupils.
- To embed the use of CPOMs to enhance the safeguarding procedures in school.

Pupil Outcomes

- To close / narrow the gap between PP and non PP children in school and with national expectations.
- To ensure that high achievers are targeted to achieve GDS at the end of KS1 and KS2.
- To continue to provide early targeted intervention/triage for underperforming groups as identified during pupil progress meetings.
- To develop the 'Inspire Maths' programme in Year 1 and 2.
- To further enhance SALT provision as an early intervention to develop children's communication and language within the foundation stage.
- To engage parents in activities and workshops so that they are more able to support their children with learning opportunities.

We have implemented:-

To hold teachers to account for the performance of all PPG children we have implemented:-

- Focussed pupil progress, discussing progress, attainment and provision for all children to secure at least good outcomes.
- Appraisal targets and performance management linked to vulnerable groups to ensure outcomes for all children are at least good.

To ensure governing body have full knowledge and awareness of allocation / spending / impact of actions.

- PPG impact is a standing item on the RAC meeting for discussion to hold the Principal to account.

To ensure never less than good / outstanding teaching for those children in receipt of PPG.

- Half termly monitoring of teaching and learning to ensure that provision is at least good for all groups and cohorts.
- Teacher Improvement Plans for all teachers to move teaching to the next level of performance.
- Teaching and learning leader/phase leaders mentored individual teachers to provide personalised support alongside Teacher Improvement Plans.
- Focussed and tailored CPD package to enable teachers to address identified weaknesses in practice and improve the quality of provision.
- Lesson study developed a collaborative approach to improve teaching across the school.
- Developed tracking and monitoring systems of PPG and vulnerable groups to ensure that their attainment is inline and effective, timely intervention narrow the gap in attainment.

To engage all teachers in high quality CPD to develop teaching and learning strategies.

- Purchased 'INSPIRE' maths programme and focussed CPD for all staff.
- Implementation of INSPIRE into key stage 1.
- CPD for all staff in the impact and use of 'triage' and 'preteach' to ensure all children 'keep up' with the expectations of the new curriculum.
- CPD for all teachers in collaborative learning approaches to engage all pupils in every lesson.
- Developed the Novel Study approach to include explicit daily vocabulary learning to narrow the gaps in language acquisition.

To enable all Associate Professionals access high quality CPD so that they are able to impact on pupil outcomes by having an understanding of key learning strategies.

- Enhanced the use of the APs across the school through targeted CPD and professional development opportunities. E.g. AP development day, Apprenticeship development and support to access Level 3.
- Focussed CPD based around RWInc and INSPIRE.

To ensure attendance/punctuality and behaviour of children in receipt of PPG is monitored and in-line with other children in school and nationally.

- Provision of Trust attendance lead to research and implement best practice.
- Specific tracking and targeting of PPG children for punctuality and attendance.
- Attendance officer had regular meetings with Inclusion team to ensure that pastoral interventions are put in place when needed.
- Whole school reward systems and incentives to promote 'good' attendance implemented.
- Meetings with targeted parents to support with attendance, behaviour and emotional needs.
- Home visits by the attendance team to support parents with attendance and punctuality.

To promote self-esteem and levels of engagement in learning of vulnerable children.

- Purchase and development of CPOMS to monitor wellbeing and safeguarding.
- Promotion of 'Learning Behaviours' and promotional materials.
- Trained THRIVE counsellors and pastoral support used to track behaviour of children in receipt of PPG.
- Strengthened links with Early Help to provide support for families that are most vulnerable.
- Host of parent coffee morning with external services.
- Principal delivered training on CSE and e-safety for staff.

- Invited parents to family MAST counselling sessions.
- Group interventions targeted at vulnerable groups and children in receipt of PPG.

To embed the use of CPOMs to enhance the safeguarding procedures in school.

- Training for all staff on how to log incidents and concerns.
- Development of CPOMs to now include behaviour tracking.

To close / narrow the gap between PPG and non PPG children in school and with national expectations.

- Raise aspirations in the wider curriculum by increasing the number of musical opportunities children can access through the First Access Programme and Pioneer Musical
- Provision of additional AP to support the progress in phonics.
- Additional RWInc training to support children with 1 to 1 intervention to boost attainment.
- Developed case studies which focus on the impact of support for individual Pupil Premium children and shared these as a staff to share good practice.
- Targeted intervention groups monitored by phase leaders to narrow the gaps in attainment.
- Purchased use of SALT practitioner to train and support key staff in the delivery of SALT intervention, E.g. Talking Tables
- Purchased 'INSPIRE' maths to further develop the CPA approach and roll out into LKS2 from September 2017.

To ensure that high achievers are targeted to achieve GDS at the end of KS1 and KS2.

- Additional phonics support purchased for Y2 children who did not pass the phonics screening in Y1.
- Provision of additional AP to challenge and target GDS maths and writing.
- Engaged in support from RUFC to engage upper key stage 2 readers.
- Developed the school library as a resource and base for reading resources.
- Small group tutor employed to boost attainment at KS2.

To further enhance SALT provision as an early intervention to develop children's communication and language within the foundation stage.

- Targeted intervention groups monitored by phase leaders to ensure the gaps in attainment narrowed.
- Purchased use of SALT practitioner to train and support key staff in the delivery of SALT intervention, E.g. Talking Tables

To engage parents in activities and workshops so that they are more able to support their children with learning opportunities.

- Family learning workshops throughout the year
- Weekly superstar family assembly in which good learning behaviours and attendance is promoted.
- Home learning packs for Nursery, Foundation Stage and y2 /6 families.
- My Maths workshop to promote use of online system at home.
- Purchase of TTRockstars to develop basic maths skills at home.
- Homework policy changed to engage children and parents in working together at home on learning journey topics.

Impact of Spending:-

- Overall provision of teaching and learning is 'Good' with an increasing number of teachers now judged as outstanding. This has increased from 67% in Summer 2016 to 93% Good or better in Summer 2017.
- The half termly monitoring of provision has allowed for targeted intervention to be put in place immediately when areas of development are

identified. CPD priorities are identified through Teacher Improvement Plans, meaning that all staff have access to the CPD they need to develop their practice further towards Outstanding. Any staff judged as less than good has a focussed support plan to rapidly improve provision.

- The Teaching and Learning mentor has tracked progress of teachers alongside their personal Teacher Improvement Plan; offering planning, assessment and pedagogy advice where needed. This has boosted the confidence of teachers and in turn has ensured that provision in every classroom is at least 'Good'.
- Targeted CPD such as collaborative learning has meant that research based strategies are implemented effectively. The implementation of these strategies has meant that in class, children are more engaged and focussed on their learning.
- INSPIRE materials are ensuring that all pupils have access to a challenging curriculum for Maths, raising expectations. The implementation of the CPA approach in Maths has shown a significant impact across school with PUMA scores showing an increasing number of children are achieving ARE.

PUMA Year group	December 2016			March 2017			June 2017			Diff.
	PPG	NPPG	Gap	PPG	NPPG	Gap	PPG	NPPG	Gap	
Y1	57%	74%	-17%	43%	60%	-17%	43%	80%	-17%	0%
Y2	9%	49%	-40%	75%	84%	-9%	93%	82%	+11%	51%
Y3	40%	58%	-18%	53%	91%	-38%	60%	91%	-31%	-13%
Y4	43%	71%	-28%	46%	84%	-38%	77%	97%	-20%	8%
Y5	69%	68%	1%	75%	70%	5%	63%	55%	+8%	7%
Y6	83%	94%	-11%	89%	97%	-8%	83%	97%	-14%	-3%

- The Novel Study approach is engaging children in longer texts, allowing for exploration of language and inference. The daily reading and exposure to quality texts has developed fluency and comprehension skills. The development of reading questioning has shown a significant impact across school with PIRA scores showing year groups making good gains on age related outcomes and the gap in attainment has narrowed in a number of year groups.

PIRA Year group	December 2016			March 2017			June 2017			Diff
	PPG	NPPG	Gap	PPG	NPPG	Gap	PPG	NPPG	Gap	
Y1	43%	74%	-31%	71%	83%	-12%	57%	83%	-16%	15%
Y2	45%	59%	-14%	81%	84%	-3%	57%	83%	-16%	-2%
Y3	40%	73%	-33%	47%	82%	-35%	60%	88%	-28%	5%
Y4	64%	84%	-20%	69%	90%	-21%	85%	97%	-12%	8%
Y5	75%	87%	-12%	75%	86%	-11%	69%	65%	+4%	16%
Y6	78%	90%	-12%	78%	93%	-15%	83%	87%	+4%	16%

Outcomes at EYFS

EYFS - Final GLD - June 2017														
		PSED			Phys Dev		Comm and Lang			Literacy		Numeracy		GLD
		MR	SC-SA	MF	MH	HS	LA	Und	Spe	Read	Wri	Num	SSM	
All	42	95.2%	97.6%	95.2%	92.9%	92.9%	97.6%	95.2%	88.1%	85.7%	85.7%	88.1%	88.1%	85.7%
Disad.	11	90.9%	100.0%	90.9%	81.8%	81.8%	100.0%	90.9%	72.7%	72.7%	72.7%	81.8%	81.8%	72.7%
Non-Dis	31	96.8%	96.8%	96.8%	96.8%	96.8%	96.8%	96.8%	93.5%	90.3%	90.3%	90.3%	90.3%	90.3%

- Eight of the disadvantaged pupils were non-SEND and this cohort of pupils achieved 100% in all aspects of learning.
- The implementation of targeted interventions such as circle time, jump ahead, talking tables and forest schools ensured provision was in place so that 67% of the PPG achieved expected in PSE.
- Communication and language interventions were put in place from the Speech and Language therapist so that PPG children achieved in line with their peers. (Gap of +2%)
- Physical development continues to be a priority for EYFS into 2017/18 with 66% of children achieving at least age related compared to 83% overall. Overall physical development shows that PPG children are -11% behind their peers.
- Daily RWI sessions were implemented from October 2016, as well as stay and read to develop reading and writing skills. The gap between PPG and overall is -13%.
- In Maths, daily counting and personalised teaching based on baselines meant that PPG children are now -6% below cohort in Maths overall.

Outcomes in Phonics

Group	% Wa
Cohort (37)	84%
P Premium (9)	67%
Non PPremium (28)	90%
P Premium/Non SEND (6)	100%
National PPG gap	-15%

- Impact of phonics interventions has significantly impacted on pupil outcomes. Individual and group phonics interventions were put in place from December 2016. Outcomes increased from 11% to 85% (The pass rate of PPG children was 71% compared to 87% Non-PPG) Children who did not pass were children with specific SEND.

Outcomes at KS1

- KS1 outcomes show the gap has narrowed between PPG and Non PPG groups and PPG have achieved better in Reading and Maths. The gap last year was 31%.

2016/17	Pupil Premium		Non Pupil Premium		Gap		National Gap
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS
Reading	69%	19%	67%	42%	+2%	-23%	-18%
Writing	56%	0%	58%	16%	-2%	-16%	-19%
Maths	69%	25%	67%	42%	+2%	-17%	-18%

- The Novel Study approach has allowed children at KS1 to achieve the GDS objectives more easily as children are responding to texts in depth. The additional AP was used to ensure fluency and accuracy was developed in addition to RWI phonics programme interventions.
- The implementation of the INSPIRE curriculum has allowed children to develop concepts more securely and although results were below National, more children have achieved GDS in Maths compared to the previous year. (0% June 2016, 25% June 2017)
- The deployment of an additional Associate Professional in Y2 from December 2016 targeting objectives in writing for greater depth contributed positively overall to end of KS1 attainment. KS1 children achieved 69% ARE with 12% GDS. The percentage of GDS has increased from 0% (June 2016).

Outcomes at KS2

2016/17	Pupil Premium		Non Pupil Premium		Gap		National Gap
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS
Reading	43%	24%	58%	22%	-15%	2%	-28%
Writing	62%	5%	81%	15%	-19%	-10%	-14%
Maths	57%	5%	70%	19%	-13%	-8%	-18%

- All pupil premium children are supported in class and access triage in the afternoons when required. Attainment and monitoring of the progress of pupil premium children is rigorous during pupil progress meetings ensuring interventions are timely and impact positively.
- Case studies are completed by teachers on a yearly basis focusing on the individual support and impact. This is then shared with other teachers to share good practice.
- 1 to 1 tuition for Y6 was put in place in KS2 from January 2017 with specific children targeted for additional support to achieve EXS. All children engaged with this support.
- Experienced and effective teachers have been employed specifically for intervention groups targeted at vulnerable groups in Y6 for Maths and Greater Depth standard.

Continuing professional development

- All staff have continued to access CPD in reciprocal reading and develop strategies to develop the enjoyment of reading. The school continues to monitor the quality of reading provision.
- INSPIRE training has been given to all staff from OUP about developing a 'mastery approach' to challenge all pupils.
- An external maths consultant was employed to work with teachers identified as needing further development of the teaching of Maths. The consultant worked across the school developing the CPA approach and supporting the Maths lead to implement INSPIRE materials.
- Skills audit completed by associated professionals identified their strengths and areas for development. As a result of identified needs, whole academy CPD event for APs developed focussing on Sensory needs, Dyslexia, Triage, GPS, SALT, LSS, Thrive, Maths mastery, Reading and Science. Feedback from the event was positive (96% found that the training experience was useful for their work) and has impacted on overall provision. APs are now supporting a range of children, not just the lower attaining pupils in class.

Pastoral support

- Strong pastoral team in place supporting vulnerable children with interventions such as Thrive and Theraplay. Children with challenging learning behaviours are identified and early intervention put in place before behaviour and attitude deteriorates.

Attendance

- Attendance officer worked rigorously to ensure that the attendance of pupils increased and the number of PA pupils reduced. There were 17 PPG PA children in 2015-6 and reduced to 14 PPG PA children in 2016-7.

Overall attendance

	Pupil Premium	Non-Pupil Premium	Gap
2015/16	94.5%	95.6%	-1.1%
2016/17	95.3%	95.6%	-0.3%

PA attendance

	Pupil Premium	Non-Pupil Premium	Gap
2015/16	27%	12%	-15%
2016/17	32%	9%	-23%

- Target families have had meetings with the Attendance Team to look at ways that they can be supported with punctuality and attendance. This has reduced the amount of children who are PA. However, the increase of holidays for PPG children has meant that the gap has widened.
- The Attendance office tracks and monitors the PPG group compared to the NPPG and intervention is put in place to reduce the number of PA, including meetings with families, support and guidance, rewards and a regular meeting with the Inclusion team to identify children who need additional support.

Parental engagement

- Feedback from parental questionnaires continue to be positive about the school. Parental opinion/attitudes about the school has again risen from 93% to 99% overall in the past three years. Parental forums have taken place with a variety of parents and feedback has been acted upon such as homework and offering the children a 'menu' of choices instead of setting no choices. Feedback from parental events has been positive and parents of the more vulnerable children have been invited to 'coffee mornings' to come into school on a more informal basis to get to know the support we have on offer. Within these, different external services have been invited to offer services to families.
- There has been an increase in parental engagement with workshops now tailored to the requests and needs. These have included Maths, Stay and read, Stay and play as well as information meetings regarding SATs and Phonics.

Attainment Summary

End of EYFS - Cohort Size 42. Number of disadvantaged pupils 11.
5 SEN, 0 EAL

PP_GLD is above other pupils at the school.

It is above the NA.

It is above PP nationally.

The gap with others at the school has narrowed.

Is there a prime area or areas of learning that impacts negatively on the combined overview? Yes - English

Is there a significant disparity in pupil premium outcomes and these areas of learning compared with their peers in school? Yes – Reading (-13%) and Writing (-13%)

End of Y2 - Cohort Size 59. Number of disadvantaged pupils 16.
9 SEND, 1 EAL

Combined attainment is broadly in line other pupils at the school.

It is below the NA.

It is below PP nationally

The gap with others at the school has narrowed.

The gap to the NA has widened.

Is there an individual subject that impacts negatively on the combined overview? No

Is there a significant disparity in pupil premium outcomes in this subject compared with their peers in school? No. Reading fluency continues to be a limiting factor for KS1 outcomes. The gap between PP and Non PP at GDS has widened.

End of Y6 - Cohort Size 48 Number of disadvantaged pupils 21
Of these 6 SEN, 1 EAL

Combined EXS is below other pupils at the school.

It is below the NA.

It below PP nationally

The gap with others at the school has widened compared to 2016.

The gap to the NA has widened.

Is there an individual subject that impacts negatively on the combined overview? No

Is there a significant disparity in pupil premium outcomes in this subject compared with their peers in school? PPG Middle attainers achieved higher than their Non PPG peers. SEN support children PPG performed significantly lower than their Non PPG SEN peers.

Further Areas for Action

- Gap in attainment in all year groups to be closely monitored this year during specifically targeted pupil progress meetings – main focus on reducing gap in attainment.
- Pupil emotional well-being tracked and assessed through the development of robust systems, using Boxall data (entry and exit data).
- Specific interventions will be put in place to ensure a PPG children achieve the GDS in line with national in both Y2 and Y6.
- The outcomes for PPG will continue to be shared with governors as a standing item on the RAC agenda.
- Identify areas for development to ensure that gaps narrow by the end of KS2.
- Closely continue to monitor the Y4 cohort where a gap of attainment at the end of Key Stage 1 was significant (31%). Specific target on the LAP/NonSEND cohort.
- Reduce the gap in %PA in all years.