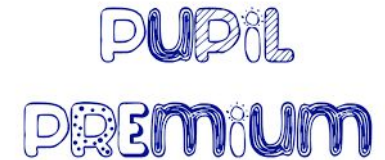




Pupil Premium Grant 2017/8

End of Year Review



Summary Information	
Total number of pupils on roll	473
Total number of pupils eligible for PPF	112 (24%)
Total amount of PPF received	£151,800.00

Attainment overview as at July 2017	Pupils eligible for PPF	All Pupils
EYFS		
% pupils achieving a good level of development (July 2018)	56% (67%)	68% (67%)
Year 1		
% achieving expected standard in the phonic assessment (July 2018)	57% (70%)	70% (80%)
KS1		
% achieving expected standard or above in reading (July 2018)	76% (59%)	75% (64%)
% achieving expected standard or above in writing (July 2018)	41% (41%)	58% (61%)
% achieving expected standard or above in maths (July 2018)	65% (41%)	68% (64%)

% achieving expected standard or above in reading, writing and maths (July 2018)	(24%)	(52%)
KS2		
% achieving expected standard or above in reading, writing and maths (July 2018)	50% (50%)	61% (67%)
% achieving expected standard or above in reading (July 2018)	62% (72%)	68% (77%)
% achieving expected standard or above in writing (July 2018)	77% (67%)	77% (81%)
% achieving expected standard or above in maths (July 2018)	73% (67%)	82% (84%)
% achieving expected standard or above in grammar, punctuation & spelling (July 2018)	92% (78%)	88% (89%)

Barriers to future attainment for pupils eligible for PP
Current attainment gaps in reading, writing and maths between pupils eligible for PPF and other pupils
Language deficit evident across the school especially at entry into EYFS
Social and emotional intelligence - poor behaviour for learning and self-regulation in a number of pupils in the PP group
Current attendance rate for pupil eligible for PPF is 93% (below attendance for all pupils of 96%). 82% of our persistent absentees are children in receipt of PPF. Reduced school hours results in reduced progress
Percentage of PP pupils with complex needs including SEN. 33% of PP pupils also have SEN. 75% of PP pupils have a need in addition to financial disadvantage.
Some families within the PP group are reluctant to work in partnership with the school

Desired outcomes	Success criteria
Pupils demonstrate improved behaviour for learning and speak about themselves as successful learners	Pupils are ambitious and believe in their potential to succeed Pupils are engaged in learning and feel part of the learning process Pupils are reflective about themselves and their learning

	Pupils show a greater understanding of themselves as learners through their attitudes and the language they use
The gap between the attainment and progress of PPF pupils in reading, writing and maths and their peers is diminishing	Pupil assessment data shows improved trends over time Increased percentage of pupils working at age related expectations in reading, writing and maths Interventions are carefully planned and regularly monitored for impact All staff have high expectations of all pupils
The average attendance of PPF pupils meets the 96% school target	The number of absences decreases The percentage of persistent absenteeism decreases There is no gap between the attendance of PP and non-PP pupils Pupils enjoy coming to school
Families will work in partnership with the school and feel part of the school community	The school actively seeks to support hard to reach parents and begins to understand the barriers to partnership working There is open and regular dialogue between staff and families Families understand how they can support their children's learning Increased numbers of families attend and support school events Families feel they have their voices heard and can contribute to the success of the school

Nature of support overview 2017/8	
Focus on curriculum learning	65%
Focus on social, emotional and behaviour	26%
Focus on enrichment beyond the curriculum	4%
Focus on families / community (including attendance and extended day provision)	5%
Curriculum Focus: Increased % of PPF pupils working at age related expectations in reading, writing and maths	

Planned Pupil Premium Fund spending by item / project 2017/8

Item / Project	Cost	Rationale	Objectives	Outcome
Establish the role of pupil premium champion	£20,000	<p>Evidence shows that providing a clear, strategic and responsive leadership focus on PPF is common in schools which are more successful in raising attainment for disadvantaged pupils.</p> <p>Reference: Education Endowment Fund</p>	<ul style="list-style-type: none"> ● Monitor PPF spend to ensure its impact ● Set high aspirations and lead by example ● Deepen understanding of each pupil's challenges and interests to identify best strategies for support ● Hold staff accountable for raising attainment through termly progress meetings and ongoing dialogue ● Act upon research/evidence, share thinking and invest in staff training ● Analyse termly assessment data and use it to inform decision making ● Provide support for families ● Raise awareness of the pupil premium and how families can apply ● Share best practices with other schools 	<p>Actual spend = £20,000</p> <p>There is a greater evidence-based understanding across school of disadvantage and best practices to narrow the attainment gap. This has been achieved through CPD sessions for teachers and teaching assistants, a greater focus on personalised intervention and small steps of progress, and the champion bringing the needs of our PP children to the fore.</p> <p>The PPF spend has continued to be monitored closely. There is starting to be a greater use for specific personalised needs and this is an area for further development next year.</p> <p>Termly data packs have been produced to enable professional discussion and challenge around the attainment and progress of PP pupils.</p> <p>Champion has kept abreast of developments through academic reading, school visits, online discussion forum, attendance at research group seminar and the HfL annual conference. Learnings have been shared with staff.</p> <p>Teachers chose a few pupils for intense support which has had a positive impact. Support staff undertook development projects throughout the year focused on improving outcomes for specific PP pupils.</p>

				<p>Champion has worked alongside a number of families, held 3 coffee mornings and invited parents to the new nurture breakfast. This is another focus area for next year to increase this parental engagement.</p> <p>Closer links are being built with the governing body through newly appointed link governors.</p>
<p>Staff CPD</p> <p>Key areas of focus: meeting the needs of vulnerable pupils; setting focused targets to meet specific needs; leading change.</p>	£5000	<p>Evidence shows that quality teaching has the most significant impact on pupil attainment. Our staff CPD programme is comprehensive and addresses strategically planned to address priorities). This will be continued and extended to include all support staff.</p>	<ul style="list-style-type: none"> ● Raise staff awareness of PPF , key strategies and the school’s aims ● Build support staff confidence and expertise through a year-long programme of development projects focused on PPF pupils ● Provide regular subject knowledge training and learning opportunities 	<p>Actual spend = £5,000</p> <p>Staff awareness and confidence has been raised through an INSET day with a focus on vulnerable pupils and best practices for supporting them and narrowing the attainment gap.</p> <p>Teachers then focused on 2 or 3 target pupils and set short term smart targets - this was successful and will be repeated.</p> <p>The school has run a formalised CPD programme for its 30 support staff including subject knowledge training. They were each required to attend 6 development project sessions and lead their own projects to improve outcomes for focus disadvantaged pupils. These projects had a significant impact on staff and the pupils.</p>
<p>Termly Pupil progress meetings with SLT and inclusion team</p>	£4000	<p>NFER research identified as having a whole-school ethos for attainment for all and meeting individual needs are effective strategies in improving attainment for PPF pupils</p>	<ul style="list-style-type: none"> ● Identify barriers to learning ● Provide appropriate and timely support ● Review impact of previous support and intervention ● Identify where other stakeholders and 	<p>Actual spend = £4,000</p> <p>As part of monitoring of pupil progress, the Spring term meetings focussed solely on pp funded pupils.</p> <p>Provided opportunity to review interventions, pupil need and personalise support. It also allowed us to build a greater</p>

			professionals need to be involved	understanding of pupils and challenge. Positive impact on pupils' progress.
Learning Bases (Pelicans and Puffins) 5 x mornings per week	£33000*	Small group support allows teaching to be adapted to meet the social and academic needs of pupils. Learning is personalised and structured to meet the needs of individual pupils.	<ul style="list-style-type: none"> Pupils with specific needs make progress, including against social learning goals 	<p>Actual spend = £32,708</p> <p>20 ppf pupils (18%) benefited from small group teaching for English and / or maths in one of our teaching bases. All pupils made progress against their targets and many improved social skills such as confidence, resilience and independence.</p> <p>At a mid-year review point, it was decided to refocus targeted interventions so that each base teacher could work closely with a particular phase during afternoon sessions.</p> <p>This allowed the phase leader to be involved in identifying pupils and setting targets for this intervention. The budget spend was divided between the Bases and the targeted interventions (below)</p>
*Targeted interventions 4 afternoons per week, each phase has a dedicated and experienced member of staff to provide learning interventions bespoke to the needs of pupils to bridge the gaps in maths, reading, writing and phonics	£23000	Evidence shows that deploying staff effectively to work with pupils who need the most support has a positive impact on the attainment of disadvantaged pupils.	<ul style="list-style-type: none"> Pupils make progress to diminish the difference between their attainment and national ARE and between their attainment and non-PPF pupils Interventions are smartly targeted, reviewed regularly and changed to reflect need Phase leaders play an active part in managing intervention programme and assessing impact 	<p>Actual spend = £24886.96</p> <p>The restructure mid-year has allowed interventions to be more smartly targeted within phases.</p> <p>50% ppf pupils have received intervention with a range of targets including handwriting, phonics, maths fluency, use of commas and so forth.</p> <p>Each intervention is evaluated and those which are not having an impact are either discontinued or refined.</p>
Speech and language	£17500	Identified language gap in	<ul style="list-style-type: none"> Wellcomm assessments of all 	Actual spend = 17,500

<p>team</p> <p>Employment of a specialist speech and language therapist plus three trained and experienced members of staff to provide targeted support.</p>		<p>school. Overall, evidence from school internal tracking tells us that early years and pre-school intervention is beneficial</p>	<p>EYFS pupils and pupils new to the school</p> <ul style="list-style-type: none"> ● Opportunities for focused learning and intervention identified ● Progress of pupils reviewed regularly ● Members of staff Elklan trained to maximise opportunities for developing language ● Investment in S&L programmes such as Early Talk Boost 	<p>Staff training has taken place with Elklan and Early Talk Boost to ensure high quality interactions within the classrooms. Key EYFS staff have been directly involved in the Alice Sharp project which builds pupil well being along with vocabulary.</p> <p>All pupils entering school have been wellcomm screened including pp pupils, needs identified and targets drawn up. 8 ppf pupils have been in receipt of intensive S&L support either from a specialist supported by 3 specialist support staff working in school.</p> <p>There has been no NHS speech and language support available for the school this year.</p>
<p>Social learning ethos and culture development for all staff</p>	<p>£2000</p>	<p>Meta-cognitive approaches have a consistently high level of impact with meta-analyses reporting impact of between seven and nine months additional progress</p>	<ul style="list-style-type: none"> ● Continue to develop our pupils as lifelong learners ● Develop skills that will build self-regulation, agency and independence ● Focus on three key learning words: collaboration, reflection and justification 	<p>Actual spend = 2,000</p> <p>As part of the school's social learning agenda aimed at developing the whole child as a lifelong and independent learner, an INSET day led by John Fowler of 'Equipping Kids'.</p> <p>This was held followed by staff CPD sessions to develop strategies and best practice around these meta-cognitive approaches. This included the development of priority learning words (collaboration, reflection, justification)</p> <p>This has contributed to the development of reflection sheets in curriculum subjects most notably the creative arts. One teacher has undertaken a piece of development work around reflection.</p> <p>This has benefited all pupils but especially those disadvantaged in teaching them strategies to increase self-efficacy.</p>

<p>Specialist support staff to offer therapeutic play, bead therapy, art therapy, protective behaviours, forest school and other specialist interventions</p> <p>Employment of a specialist therapist 1 x week</p>	<p>£39000</p>	<p>EEF shows meta-cognition and self-regulation as potentially having 8+ months impact on learning. These strategies address emotional barriers to learning, raise children's self-confidence and teaches them self-regulation and how to become effective learners</p>	<ul style="list-style-type: none"> ● Pupils are more ready to learn in the classroom ● Emotional needs are less of a barrier to learning ● Attitudes to learning are improved ● SDQs and Boxall Profiles demonstrate positive impact 	<p>Actual spend = £36,158</p> <p>Our investment in a specialist therapist has been a great benefit to our pupils. She has met with 2 pupils over the year to provide long term support and provides informal support to other pupils and staff.</p> <p>Our specialist support staff provided: protective behaviours to all year 6 (19 pp pupils), Forest school to 5 pp pupils (in addition to Y1, YR & YN pupils who ALL go to forest school) and a range of therapies and emotional support.</p> <p>Mantaray lunch club has been available for 7 ppf pupils on a regular basis. It provides a nurturing and calm environment in which to have lunch with others. It also develops social skills. Boxall scores show a positive impact.</p> <p>Mantaray breakfast club was started in January to provide a positive and nurturing start to the day particularly for poor attenders and those who are late.</p>
<p>HABs Family support service. Specialists available to support and work with families undergoing difficulties</p>	<p>£6000</p>	<p>Research and our own data analysis shows that many vulnerable families have complex needs beyond financial difficulties. Early intervention and support can often prevent escalation and / or significant impact of pupils' well-being and education</p>	<ul style="list-style-type: none"> ● Specialist support and advice available to our disadvantaged families 	<p>Actual spend = £6212</p> <p>This service is a vital one for families in need of support. 7 of our pp families have received formal support with others using the telephone advice line and informal discussion.</p>
<p>After school learning club provided by a specialist coach</p>	<p>£1400</p>	<p>A number of PPF pupils are not learning independently away from the classroom and some are not completing home</p>	<ul style="list-style-type: none"> ● Home learning is completed ● Positive attitude to home learning is fostered ● Coach acts as a mentor 	<p>Actual spend = £1400</p> <p>This has had a positive impact on those pupils who attended and was popular with a few. However, many year 6 pupils did not</p>

		learning . NFER and EEF research indicates the value of addressing family needs and responding effectively to attendance concerns promptly as these are associated with improving outcomes for disadvantaged parents	<ul style="list-style-type: none"> ● Pupils take part in physical activity ● Pupils with positive attitudes to learning also invited to provide role models for others 	<p>want to attend and even though it was then opened up to year 5, it was still not well attended.</p> <p>Not to be continued in current form</p>
Before school and lunchtime homework club	£1000	A number of PPF pupils are not learning independently away from the classroom and some are not completing home learning . NFER and EEF research indicates the value of addressing family needs to improve outcomes	<ul style="list-style-type: none"> ● Opportunity for pupils to complete home learning tasks and independent learning ● Provide access to computers and other resources ● Adult support on hand 	<p>Total spend = £1000</p> <p>This has had a considerable impact on pupils and is regularly used before school and at lunchtime particularly by Year 6 pupils..</p>
Half termly coffee drop-in	£100	NFER and EEF research indicates the value of addressing family needs and responding effectively to attendance concerns promptly as these are associated with improving outcomes for disadvantaged parents	<ul style="list-style-type: none"> ● Opportunity to get to know parents better ● Opportunity to parents to ask questions and provide suggestions 	<p>Total spend = £30</p> <p>Three coffee mornings have taken place with the aim of building relationships with parents and seeking feedback on key issues. They were poorly attended and will not be continued in this form.</p>
Enrichment activities Range from the provision of equipment / clothing to support with school trips, music lessons and holiday clubs	£6000	NFER research indicates that ensuring high quality opportunities for all is effective in promoting good attainment. To ensure the well-being of individual pupils and their readiness for learning.	<ul style="list-style-type: none"> ● Nurture helps our children to develop socially and emotionally ● Pupils are ready for learning ● Pupil well being is improved along with their readiness for learning ● Pupils have a broad range of learning opportunities 	<p>Total spend = £6600</p> <p>This has been spent on 70 (63%) of our pupils, helping them and their families with a range of different needs from equipment, to trips and clubs. The impact is that the pupils have been able to take part in activities which may have proved too expensive. It has boosted their sense of belonging; their confidence; and self-esteem.</p>

Planned total spend: £158,000 (with a contribution from the school of £6200) Actual contribution from school was £5896

Date for review

The impact of pupil premium spend on individual pupils and the PPF cohort as a whole is reviewed each half term and next steps are planned for individuals and groups. The date of the next review of the school's pupil premium strategy will be July 2018, when the overall impact of each action will be evaluated. Objectives will then be set for the academic year 2018/9.

Appendix: Evidence on effective support of disadvantaged pupils

EEF: Closing the attainment gap

NFER: seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment

Marc Rowland: A practical guide to the pupil premium

Marc Rowland: Learning without labels - Improving outcomes for vulnerable pupils