

**OYSTER PARK PRIMARY ACADEMY  
PUPIL PREMIUM IMPACT REPORT**

1. Summary information					
<b>School</b>	Oyster Park Primary School				
<b>Academic Year</b>	2017-2018	<b>Total PP budget (3 terms*)</b>	£273,240	<b>Date of most recent PP Review</b>	September 2017
<b>Total number of pupils (incl UFS)</b>	358	<b>Number of pupils eligible for PP</b>	221 (62%)	<b>Date for next internal review of this strategy</b>	April 2018

\* - this assumes that funding will continue after April 2018

2. Current academic outcomes						
	School 2017			National 2016		
	PP	NPP	Diff	PP	NPP	Diff: Sch PP - Nat NPP
<b>EYFS - % Reaching Good Level of Development 2016-17</b>	40%	69%	-29%	54%	72%	-32%
<b>% that achieved the threshold 32/40 to pass the Phonic Screening test (Yr1)</b>	50%	69%	-19%	70%	83%	-33%
<b>KS1 - % Reaching Expected Standard 2016-17</b>						
Reading	65%	70%	-5%	62%	78%	-13%
Writing	55%	52%	3%	53%	70%	-15%
Mathematics	71%	70%	1%	60%	77%	-6%
R, W & M	55%	52%	3%	NA	NA	NA
<b>KS2 - % Reaching Expected Standard 2016-17</b>						
Reading	47%	76%	-29%	53%	72%	-19%
Writing	65%	82%	-18%	64%	79%	-15%
Mathematics	50%	71%	-21%	58%	76%	-18%
GPS	50%	76%	-26%	61%	78%	-17%
R, W & M	44%	65%	-21%	39%	60%	-21%
<b>KS2 - Average Scaled Score 2016-17</b>						
Reading	98.4	103.3	-4.9	100	104	-5.6
Grammar, Punctuation and Spelling	99.1	103.8	-4.7	102	105	-5.9
Mathematics	98.5	102.4	-3.9	101	104	-5.5

<b>KS2 – Average Progress Score 2016-17</b>						
Reading	-5.0	-3.3	-1.7	-0.7	0.3	-5.3
Writing	-0.5	0.5	-1.0	-0.3	0.1	-0.6
Mathematics	-4.5	2.4	-6.9	-0.5	0.2	-4.7

**3. Barriers to future attainment (likely characteristics of pupils eligible for PP) (I = issues to be addressed in school; E = issues which also require action outside school eg parental involvement)**

<b>A</b>	Below age-related speech and language skills on entry to nursery, leading to delays throughout their school life (eg phonic skills in Y1) (E/I)
<b>B</b>	Reduced attendance and punctuality (E/I)
<b>C</b>	Lack of access to wider experiences (I/E)
<b>D</b>	Poverty of academic expectation from pupils, parents, staff etc (leading in some cases to reduced parental engagement) (E/I)
<b>E</b>	Poorer behaviour due to social, emotional and mental health needs (I/E)
<b>F</b>	Poorer metacognitive and self-regulatory performance (especially resilience) leading to lower academic outcomes (I/E)
<b>G</b>	Some pupils who qualify for Pupil Premium funding also have specific SEND needs (greater proportion than for non-PP) (I/E)
<b>H</b>	Some pupils entitled to Pupil Premium funding speak English as an additional language (EAL) (E)

<b>3. Desired outcomes (Desired outcomes and how they will be measured)</b>		<b>Success criteria (and how measured)</b>
<b>A.</b>	Accelerated language development in EYFS and KS1 leading to attainment and progress differences between disadvantaged and non-disadvantaged diminishing for all groups within each key stage.	Nursery SLT outcomes rising rapidly for EYPP pupils, continuing into Reception; pupils eligible for PP make similar or better progress as 'other' pupils, across EYFS and Key Stage 1. Measured by teacher assessments, in house /cross school moderation and end of Key Stage tests and benchmarking against national data.

		School data and pupil progress meetings will identify improvements in performance for those in receipt of PP).
<b>B.</b>	Pupils and families with low attendance / high persistent absenteeism or poor punctuality levels are supported and challenged effectively to rapidly improve attendance outcomes.	Improved levels of attendance punctuality, and a decrease in Persistent Absence. Attendance figures for children eligible for Pupil Premium are well above national PP rates and close to national non-PP figures.
<b>C.</b>	All pupils take part in curriculum enrichment activities before and after school and residential visits irrespective of income, and receive additional opportunities to access curricular and other experiences.	Financial factors are not a barrier to attending visits or taking part in enrichment opportunities and all pupils in receipt of PP funding attend. Academic outcomes in all Key Stages increase as a result, measured by termly tracking data and end of KS results.
<b>D.</b>	All entitled families engage thoroughly with school including registering for Pupil Premium entitlement, attending Parents' Evenings etc.	Identified families engage with PSA/Inclusion team and offer of support. This will have a positive impact on:- Attendance (see above) Meeting of basis needs/children's readiness for school and learning Children's emotional well-being and behaviour Support with homework
<b>E.</b>	All PP children with emotional and behavioural needs receive targeted interventions to ensure that they make expected or better than expected progress and that exclusions / consequences for such pupils are rapidly reduced and maintained at low levels.	Webster Stratton system working throughout the school and numbers of recorded incidents (and exclusions) for PP children in line with those for non-PP peers in all year groups.
<b>F.</b>	Systematic method of encouraging metacognition and self-regulation embedded throughout the school so that all pupils, especially those entitled to PP, are able to describe ways in which they are great learners, and areas in which they are developing further.	Before and after questionnaires demonstrate impact for pilot year groups and more widely in school if rolled out further during Summer term 2018.

<b>G.</b>	All SEND pupils who are also entitled to PP funding make expected or better progress based on their starting points, and perform well in comparison to their Other SEND counterparts within school and nationally.	ASP figures for 2017-18 show that Disadvantaged Low prior attainers have positive progress figures (on average) (may not be statistically significant).
<b>H.</b>	All EAL PP pupils make similar progress and reach similar levels of attainment their EAL non-PP peers in school, and close on EAL Other pupils' outcomes nationally.	Internal tracking and other micro data (eg spelling test results) show diminishing differences for the EAL PP children over time.

#### 4. Planned expenditure (all figures are estimates)

<b>Academic year</b>	2017-2018
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

##### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review dates and indications of impact</b>
<b>A – G:</b> Staff can access advice and support to ensure quality first teaching is used to ensure the correct provision is in place for pupil premium pupils.	<b>Pupil Premium Champion</b> employed to monitor provision for PP throughout the school. (HT and Deputy to cover role in the medium term) <b>£21,600</b>	Effective targeted monitoring can ensure that targeted support is used effectively and have a positive impact on progress and attainment. See recommendation on designated SLT member in <i>The Pupil Premium</i> , Ofsted 2013.	Half termly meetings between HT/DH as PPCs - PP Champions regular follow-ups from Pupil Progress Meetings involving identified PP TAs during 2017-18 cycle.	HT Deputy Inclusion lead PP Governor	Termly

**Impact:** See Pupil Premium Review Report

- Clear ownership from new SLT team on expenditure ‘The strategy clearly breaks down and accounts for the plans on spending Pupil Premium funding.’ (Craig Batley pupil premium review March 2018)
- Greater understanding and awareness cascaded across school at all levels- Diminishing the difference now high on school development plan priorities
- Clear plan in place documenting key barriers to learning for disadvantaged pupils- ‘The Pupil Premium strategy statement 2017/18 is clear in outlining pupils’ barriers to learning and lists 8.’ (Craig Batley pupil premium review March 2018)
- More robust approach to the monitoring of data for disadvantaged pupils- Staff held to account within pupil progress meetings- ‘The first 2 pages of the strategy makes comparisons between the school’s disadvantaged pupils and school’s other pupils and include Pupil Premium pupils nationally and national other pupils. This data is clearly presented and the clear comparisons against national other is good practice. This section of the document is also thorough as it includes EYFS, KS1 and KS2 exit data along with Year 1 phonics data.’ ‘School’s tracking systems are detailed and thorough and this data is used to hold staff to account and to inform future priorities.’ (Craig Batley pupil premium review March 2018)
- Increased Governor awareness- New Pupil Premium Governor allocation- Mr A Joy who is able to hold the HT to account around expenditure and impact- ‘The Pupil Premium governor was open, honest and well-prepared for the Pupil Premium review meeting. He has an excellent understanding of what kind of questions he should be asking as a critical friend and of his responsibility, along with senior leaders, to keep other governors informed of this key aspect of the school’s work.’ (Craig Batley pupil premium review March 2018)

<p>A, C, D, E: CPD enables staff to ensure that quality first teaching has a positive impact on pupil progress for all Pupil Premium pupils <i>including the more able</i>.</p> <p>All pupils including PP pupils will make progress in line with SDP and PM targets.</p>	<p>Provide a range of <b>targeted CPD</b> to enable teachers to be outstanding classroom practitioners for example Pupil Premium Practice in the classroom- <b>‘Biasing the learning’</b> as a PP mantra.</p> <p><b>£6,000</b></p>	<p>QFT has a positive impact for pupil premium pupils. Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged (-6 months progress for poorly performing teachers versus +6 months years’ for highly effective ones). (see also preamble to Sir John Dunford’s 10 point plan 2014).</p>	<p>Monitoring and review by subject leaders – focus on PP Lesson observations; Pupil Progress Meetings/tracking; time set aside in staff meetings for staff to share CPD and evaluate effectiveness. Evidence of success for each training strategy will be planned and adopted.</p>	<p>SLT</p>	<p>Jan 18</p>
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**Impact:** See CPD overview for 2017-2018

- Clear CPD plan in place at all levels linked to SDP priorities- ‘Leaders have involved all staff in CPD. There have been lesson observations/drop ins focussing on the deployment of support staff. Outside agencies have been used to upskill support staff on some interventions. Weekly support staff briefings are used to update support staff on developments. Teachers work closely with support staff on interventions.’ (Craig Batley Pupil Premium Review March 2018)
- Nigel Bishop CPD- Proportionate funding with Business Manager, Validating Leadership judgements in relation to identified barriers and expenditure, staff meeting focussed on raising the importance of disadvantaged pupils across school, focus on using research to support decisions- EEF
- School Improvement Partner- Verification of T&L judgements across school ensuring QFT for disadvantaged pupils
- Greater emphasis and understanding across school around Pupil Premium

<p><b>A – G:</b> CPD - Pupil Premium review enables SLT to ensure that expenditure is effective and that it has a positive impact on diminishing the differences and improving outcomes for Pupil Premium children.</p>	<p><b>Pupil Premium review</b> commissioned to review current practice and develop actions to support PP practice</p> <p><b>£1500</b></p> <p>Monitoring visit to evaluate impact of actions</p> <p><b>£300</b></p>	<p>Ofsted inspection highlighted provision for PP children needed to be improved to diminish the attainment gaps between disadvantaged children and their peers (Ofsted recommendation for vulnerable schools).</p>	<p>PP review will be commissioned through recommendations and research. PP Champion, shadow champion and PP link governor will action the development points and monitor carefully to ensure improved outcomes for PP children.</p>	<p>HT Deputy Inclusion lead PP Governor</p>	<p>Termly (including formal external review by consultants in March 2018)</p>
<p><b>Impact:</b> <a href="#">See Pupil Premium Report/action plan</a></p> <ul style="list-style-type: none"> <li>• <b>Verification of barriers to learning- Leaders know school and context well</b></li> <li>• <b>Verification of progress since Ofsted 2017</b></li> <li>• <b>Support in developing action plan- identification of correct priorities</b></li> <li>• <b>Clearer knowledge around evidence based approaches</b></li> <li>• <b>Increased Governor knowledge- New Pupil Premium Governor as of academic year 2017-2018</b></li> </ul>					
<p><b>G.</b> Increased % of PP children receiving support through EHCP's/MSP's</p> <p>Disadvantaged children on the SEND register to have SMART targets on OPP's/MSP's to ensure measurable progress</p> <p>Differentiation for all SEND groups of pupils carefully monitored to ensure needs are met through QFT</p>	<p><b>Non-class based Inclusion Lead</b> to ensure the needs of all vulnerable pupils (SEN/PP/LAC) are met, including through improved identification of SEND needs.</p> <p>Class teachers to be more involved in teaching SEND pupils directly, as well as through the work of well-trained and deployed TAs.</p> <p><b>£7,800</b></p>	<p>Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long term impact for all pupils, including those with SEND.</p> <p>Also mastery learning (+5 months), collaborative learning (+5 months)</p> <p>These will rapidly become part of QFT throughout the school, again 'biased towards' PP pupils' where appropriate.</p>	<p>Sharing of expertise for SEN pupils. Planned daily interventions monitored to ensure quality and feedback given to adult delivering. Tracking progress to highlight gaps within learning.</p> <p>Educational Psychologist to observe interventions and provide feedback/development points to improve practice for support assistants.</p> <p>Lessons monitored to ensure appropriate differentiation at all levels of ability.</p>	<p>Inclusion Lead</p>	<p>Termly</p>

**Impact:** [See SEND Impact Report](#), [See Data Analysis](#)

- 59% of the SEND register are disadvantaged pupils- SEND register now robust with teachers having ownership along with SENCo
- Significant increase in the % of SEND pupils within Oyster Park Primary Academy- Robust focus and a more accurate picture of school
- Teachers now held to account around pupil progress around key groups- Interventions advised where appropriate
- Staff CPD- Writing SMART targets for OPP's to ensure rapid and sustained progress that is measurable
- Staff CPD- Supporting children with additional needs through QFT
- The number of children in receipt of EHCP's in 2017 was 2 compared to 16 in 2018- Rigour in supporting documentation and greater support for pupils requiring EHCP's
- 38% of EHCP's received in 2017-18 were for disadvantaged pupils

<p><b>A, D:</b> Increased attainment in reading</p>	<p><b>Library development</b>          Raise the profile of reading, increase reading skills (especially comprehension), especially for boys and struggling readers, Bug Club  <b>£6,000</b></p>	<p>Not enough literature within the newly developed library areas/classrooms          EEF Toolkit - Reading comprehension strategies (+5 months)          EEF Literacy in KS2 Recommendation 3 (2017)</p>	<p>Pupil discussions and questionnaires          Data analysis</p>	<p>J Lindsay</p>	<p>On-going (but by Mar 2018 reading outcomes data will be reviewed)</p>
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**Impact:** [See Data analysis](#)

- John Murray CPD targeted at raising the attainment in reading- Monitoring carried out following CPD evidences impact in QFT of Reading
- Reading areas enhanced to be engaging- Boy friendly
- School more book rich within enhanced library areas and also classrooms
- Books sourced to engage boys- Variety of genres, authors
- Modelled comprehension lessons- Sharing best practice across school
- Development of question stems- Focussed on data QLA
- Parental reading workshops began to raise profile of reading and to support reading at home
- Reading attainment in 2017 increased by 16% and then decreased by 14% in 2018. Standards within Reading will be the main priority across school within the academic year 2018-19 with a continued focus on vocabulary acquisition.
- The % of children achieving a higher standard in Reading has increased from 2016 scores by 3%
- KS2 statutory assessments saw the gap between Disadvantaged and others within reading decrease from 29% in 2017 to 15% in 2018

<p><b>A:</b> Phonic knowledge in Year 1 is improved for all children, but in particular for our PP children so that attainment is above national PP and approaching national Other outcomes.</p>	<p><b>RWI development day- Practitioner</b> to work with RWI in school lead to focus on phonics teaching, deliver training and feedback to staff on impact of teaching, <b>£600</b></p>	<p>Low number of children achieving the threshold for the Phonic Screening Check. The Education Endowment Foundation (EEF) shows phonic intervention can support an additional 4 months progress. See also EEF EY Toolkit – C&amp;L approaches (+ 6 months)</p>	<p><b>Training 2x teachers (RWI)</b> Monitoring and evaluation through Planning Lesson observations Analysis of data RWI Lead/English Co-ordinator observe all phonic sessions across school.</p>	<p>RWI Lead</p>	<p>Half termly</p>
<p><b>Impact:</b> <a href="#">See RWI Development Day Report</a>, <a href="#">See Phonics analysis</a></p> <ul style="list-style-type: none"> <li>• <b>RWI development day taken place to support RWI lead in identifying disadvantaged pupils for 1:1 intervention</b></li> <li>• <b>RWI development day supported RWI lead in identifying next steps across school</b></li> <li>• <b>RWI lead delivered CPD throughout the year for staff delivering RWI</b></li> <li>• <b>Regular monitoring activities ensuring QFT- areas for development highlighted</b></li> <li>• <b>Out of 21 disadvantaged pupils in Y1 10 are on the SEND register- Highlighting context for disadvantaged pupils</b></li> <li>• <b>‘Effective teaching of phonics (letters and the sounds they make) means that pupils develop their reading quite quickly. Lessons are relatively short and conducted with enthusiasm, clarity of pronunciation and pace. Pupils respond well to this approach.’ (Ofsted 2017)</b></li> <li>• <b>In year phonics data evidences good in year progress with some children significantly improving their phonics screening scores</b></li> </ul>					
<p><b>A-G:</b> Increased % of children achieving greater depth outcome at end of each key stage.  Differentiation for all MA groups of pupils carefully monitored to ensure needs are met through QFT</p>	<p>To develop a Mastery approach.  Training <b>See above for training costs</b> Resources <b>£100</b></p>	<p>% of children working at greater depth below national at the end of each key stage. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress over the course of a school year compared to traditional approaches. See also metacognition and self-regulation (+8 months)</p>	<p>Monitoring of lessons Observations, Planning Pupil discussions Assessment data analysis Targeted interventions</p>	<p>J Chapman-Kemp J Lindsay B King</p>	<p>On-going (but by Mar 2018 more and most able pupil data will be reviewed for all year groups)</p>

**Impact:** [See Data Analysis](#)

- Targeted intervention of HAPs- See detailed intervention plans
- KS1- The % of children achieving a higher standard in Reading has increased from 2017 scores by 8%. The % of children achieving a higher standard in Writing has increased by 11% from 2017 scores. Within RWM GDS there is no gap between disadvantaged and others
- At the end of KS1 disadvantaged pupils are outperforming their non-disadvantaged peers at GDS in Mathematics
- KS2- The % of children achieving a higher standard in Reading has increased from 2016 scores by 3%. The % of children achieving a higher standard in Writing has increased by 12% from 2016 scores
- Mathematics has seen the greatest increase from 2017 scores with 8% more children achieving a higher standard in 2018. 6% more children achieved a GDS in GPS than in 2017. 4% more children achieved a higher standard in R, W, M compared to 2017 and 2016.
- Challenge for higher attaining pupils has been a key focus of monitoring activities
- Learning heroes resources trialled in EYFS- Promote independence and reflective learning
- Pupil progress meetings utilised to discuss how higher attainers challenged/supported

<p><b>A-G:</b> To raise PP attainment at the end of KS2 and EYFS so it is above national PP and closing on national Other</p>	<p><b>Use of additional TA's</b>  <b>3X UKS2</b>  <b>1X UFS</b>  <b>£45,300</b></p> <p>Training - Effective use of TA – 2 days of consultancy during academic year  <b>£1,200</b></p>	<p>To support high number of PP children within Y5&amp;Y6</p> <p>To support children entering UFS below/well below ARE</p>	<p>Observations            Data analysis (ARE +)</p>	<p>J Chapman-Kemp</p>	<p>On-going</p>
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**Impact:** [See Data Analysis](#)

- **KS2-** The % of children achieving a higher standard in Reading has increased from 2016 scores by 3%
- **Attainment within Writing** has remained stable with a 2% increase on 2016 scores
- However the % of children achieving a higher standard in Writing has increased by 12% from 2016 scores
- **Within Mathematics attainment** has increased by 14% evidencing that actions taken to address mathematics provision are beginning to have an impact upon outcomes and pupil attainment
- **Mathematics** has seen the greatest increase from 2017 scores with 8% more children achieving a higher standard in 2018
- The % of children achieving an expected standard in GPS has increased from 2017 scores.
- 6% more children achieved a GDS in GPS than in 2017.
- **RWM combined scores** increased by 29% in 2016. 2018 scores see an 11% increase on 2016 scores.
- 4% more children achieved a higher standard in R, W, M compared to 2017 and 2016.
- **Within Reading** the gap between Disadvantaged and others has decreased from 29% in 2017 to 15% in 2018
- The gap between Disadvantaged and others has decreased from 18% in 2017 to 3% in 2018 within writing
- **In Mathematics** the gap between disadvantaged and others has decreased from 21% to 13%
- **Within GPS** the gap between disadvantaged and others has decreased by 18%
- The in year progress for year 6 was above expected in R, W & M
- **Within reading** the in year progress for disadvantaged pupils was above expected outperforming the progress of their non-disadvantaged peers
- The in year progress for Writing and Maths was above expected and disadvantaged pupils progressed in line with their non-disadvantaged peers
  
- **EYFS-** 11% more children achieved a GLD compared to 2017 scores. GLD was in line with national expectations.
- 63% of this cohort entered Nursery working below ARE. This evidences a 33% increase in the % of children working at expected standards
- The gaps between pupils entitled to FSM and others have decreased within all areas of the profile
- **Within Writing** disadvantaged pupils made above expected progress- Their in year progress score was higher than their non-disadvantaged peers
- **Within Number** disadvantaged pupils progress was in line with their non-disadvantaged peers
  
- **Use of support staff** has been a key focus of monitoring activities
- **CPD targeted at effective use of TA's-** To continue into academic year 2018-19
- **Increased awareness amongst staff** at all levels around supporting Disadvantaged pupils
- [‘There is very strong deployment of Teaching Assistants in Upper Key Stage 2 and Upper Foundation, where all adults work well as teams, resulting in a high consistency of practice, interchangeability of staff and pupils being given rapid feedback.’ \(Craig Batley Pupil Premium Review March 2018\)](#)

<p><b>C:</b> Increased knowledge and tolerance of different faiths and cultures</p>	<p><b>Multi-Cultural Workshops (60% from PP)</b> - To broaden knowledge and experiences <b>£600</b></p>	<p>Children have limited experiences and knowledge of different faiths and cultures. Children need exposure to develop tolerance. EEF Toolkit S &amp; E aspects (+4 months) Metacognition (+8 months)</p>	<p>Pupil discussions Behaviour data SMSC Audit</p>	<p>S Lochman</p>	<p>On-going</p>
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**Impact:** [See Enrichment File/Anti-bullying Ambassador File](#)

- **Anti-bullying ambassador training- 7 disadvantaged pupils trained to be ambassadors- Promoting pupil voice/peer role models**
- **Princess Diana award- Designed to promote equality across school through project**
- **School awarded School of the Month for work around Anti-Bullying Diana Award**
- **School successful in achieving GOLD SMSC accreditation**
- **Greater awareness of other cultures/religions**

<p><b>C, D:</b> Increased self-confidence Greater independence Better team-working, collaborative skills Improved social skills</p>	<p><b>Outdoor learning- Development of forest school (60% from PP)</b></p> <p>New resources to enhance learning <b>£300</b> Training to support on-going needs <b>£300</b></p>	<p>Extending experiences and building confidence for our children</p> <p>Outdoor adventure learning experiences, especially those involving collaborative learning, are shown to have a positive impact on learning (EEF toolkit +4 months)</p>	<p>Monitoring through observations Behaviour Data analysis Pupil discussions</p>	<p>J Chapman-Kemp  A Swan  FS Leaders</p>	<p>Half Termly</p>
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**Impact:** [See Forest School File, Behaviour data analysis](#)

- **Increased emotional regulation for key pupils**
- **Children taught to be safe in a different environment**
- **A range of social skills developed such as team work, resilience, mutual respect, perseverance, problem solving**
- **Cross curricular applications promoted**
- **Increased experiences through provision**

**Total budgeted cost** **£91,600**

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review dates and indications of impact</b>
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<p><b>B.</b> Attendance of all pupils is in line with NA – 2016 - 17 Attendance of PP pupils is closing on Other pupils and NA. PA data for all pupils is in line with NA. % of PP with PA reduces so that it is lower than PA national averages for PP children and close to national Other figures. . % of pupils who are late reduces further.</p>	<p><b>Attendance initiatives (proportion of rewards and salary from PP)</b></p> <p>EWO <b>£7,500</b></p> <p>PDBW - <b>£13,000</b></p>	<p>Attendance is below national. School has reduction of PA. However, it remains an on-going challenge. Education Welfare Officer post supports ambition to sustain improvements made and reach/exceed NA attendance through monitoring and response to poor attendance and management of incentives/rewards. Raise profile of good attendance See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	<p>Weekly monitoring of attendance and lates. Weekly attendance meetings (Attendance Officer and PDBW lead) SLT monitoring Integris Half termly analysis - whole school and pupil group attendance data Historical and benchmark data analysis. RAP's for key families at/at risk of PA</p>	<p>EWO PDBW Lead</p>	<p>Termly</p>
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**Impact:** [See Attendance Impact Report](#)

- **At the end of academic year 2017-2018 disadvantaged pupils attendance was better than their non-disadvantaged peers**
- **8.4% of our Disadvantaged pupils were PA**
- **Attendance procedures robust- Early identification and intervention for key families**
- **Disadvantaged pupils' attendance in-year was higher than the 2016/17 figure at the time of the review at 94.64% (see above for 2016/17), School stated that 24 of its 221 disadvantaged pupils had attendance that made them PA, which is 10.9% of disadvantaged pupils on roll. This is an encouraging statistic as it is below the school's published PA for all pupils over 2 terms for 2017 of 13.6% (IDSR Jan 2018, page 4) and close to national all PA over the same period of 8.7% (IDSR Jan 2018, page 4) (Craig Batley Pupil Premium Review 2018)**

<p><b>A.</b> Children eligible for Pupil Premium pass the phonics screening check in line with non-PP Pupils in school, and approaching figure for Others nationally.</p>	<p>RWI 1:1 targeted support from TA's trained to deliver interventions by a RWI regional trainer and supported in school through phonics lead  <b>(2 half days release per half-tem for RWI Lead)</b>  <b>£2,000</b>  <b>HB half termly checks £600</b>  <b>TA's trained to deliver interventions £5,000</b>  <b>Additional phonics resources required £8,500</b></p>	<p>Only 50% of PP children achieving the threshold for the Phonic Screening Check.  EEF toolkit shows phonic intervention can support progress (+4 months).  See also EEF Literacy Guidance KS1 Rec. 3.</p>	<p><b>Training 2x teachers (RWI)</b>  Monitoring and evaluation through Planning  Lesson observations  Analysis of data  RWI Lead/English Co-ordinator observe all phonic sessions across school.</p>	<p>F Coomber  H Bodycombe</p>	<p>Half Termly</p> <ul style="list-style-type: none"> <li>• Identified 1:1 interventions</li> <li>• RWI development days to support RWI lead practitioner</li> <li>• CPD delivered in support staff meetings</li> </ul>
<p><b>Impact:</b> <a href="#">See In Year Phonics Data</a></p> <ul style="list-style-type: none"> <li>• Resources purchased to support key delivery of programme</li> <li>• Development days verified RWI Leads judgements</li> <li>• Key disadvantaged pupils identified for 1:1 intervention</li> </ul>					
<p><b>A.</b> PP Children within Y4-Y6 would complete programme and be more equipped for learning within KS2</p>	<p>Fresh Start phonics programme aimed at Y4-6 for children struggling with phonics and spelling.  <b>Training for TA's £2,800</b>   <b>Resources £2000</b>  See above</p>	<p>Spelling is an issue within KS2- Children too old to access RWI intervention. Fresh Start is aimed at KS2.   EEF toolkit shows phonic intervention can support progress (+4 months).  See also EEF Literacy Guidance KS2 Recs. 1 and 2.</p>	<p>High quality resources  Training from RWI regional trainer  Observations of interventions  Assessments half termly  Data analysed and interventions reviewed to meet needs of children</p>	<p>F Coomber  J Lindsay</p>	<p>Half Termly</p>

**Impact:**

- The gap between Disadvantaged and others has decreased from 18% in 2017 to 3% in 2018 within writing
- Within reading the in year progress for disadvantaged pupils was above expected outperforming the progress of their non-disadvantaged peers
- The in year progress for Writing was above expected and disadvantaged pupils progressed in line with their non-disadvantaged peers
- Resources purchased to support delivery of programme
- Regular release time for TA to deliver intervention

E. Increased confidence, more positive attitudes to learning and improved communication

**Art Therapist** - To support targeted PP children with emotional problems and to improve communication  
**£6,500**

In the EEF Toolkit, interventions such as this have been seen to have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Arts participation (+2 months), Behaviour interventions (+3 months).

Feedback from Art therapist  
Discussions with parents, Pupils, class teachers  
Behaviour data  
Assessment data

SENCO  
S Lochman

Half Termly

**Impact:** [See Behaviour Impact Report/Behaviour Data Analysis/Context Information](#)

- **4 disadvantaged pupils accessing art therapy weekly. Increased confidence and emotional regulation**
- **One child at risk of Exclusion integrated back into class and transitioned to high school**

E. Children facing fewer barriers due to SEMH needs and are more resilient learners

**Emotional Literacy Support Assistants (ELSA) (Part funded from PP)**  
  
1x Learning mentor and 1x Family Support Worker employed to work with PP Pupils and deliver ELSA sessions daily to targeted PP children  
**LM £2,000**  
**FSW £2,500**  
**ELSA Resources £500**

Increased number of SEMH issues amongst disadvantaged pupils. Children facing barriers to learning because of this.  
  
EEF states that 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+4 months).  
  
See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)

Sessions planned together with Inclusion Lead and PDBW Lead  
Half Termly ELSA Assessments  
Intervention monitoring/observations  
Observations of children within classroom/school setting  
Discussions with parents  
Behaviour data analysis  
Supervision of trained staff by external person

H Bodycombe  
S Lochman

Half Termly

- [See ELSA intervention logs for impact](#)

**Impact:** [See ELSA Intervention Overviews/Impact](#)

- **11/16 children accessing ELSA support are disadvantaged**
- **Increased emotional regulation**
- **Positive feedback from parents**
- **Resources purchased to support intervention**
- **Child led- Focusses on specific need**

<p><b>A, D, F:</b> Reading ages/attainment for PP children is in line with their peers and national expectations</p>	<p>Focused Readers</p> <p>Identified PP children not on track for expected in reading have <b>1:1 time with an allocated TA</b> to deliver and develop a range of strategies and to ignite the love of reading.</p> <p><b>£13 000</b></p> <p>A range of new resources linked to gaps within library and interests of children</p>	<p>Non-PP children are outperforming PP children within reading in all year groups</p> <p>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately +5 months' progress.</p> <p>EEF also indicates that on average, reading comprehension approaches improve learning by +5 months' progress over the course of a school year.</p>	<p>Data analysis</p> <p>Observations of intervention</p> <p>Feedback to staff</p> <p>Pupil discussions</p>	<p>J Lindsay</p>	<p>Half Termly</p>
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**Impact:** [See data analysis](#)

- **John Murray CPD targeted at raising the attainment in reading- Supports questioning**
- **Reading areas enhanced to be engaging**
- **School more book rich within enhanced library areas and also classrooms**
- **Books sourced to engage- Variety of genres, authors**
- **Development of question stems- Focussed on data QLA**

<p><b>B - G:</b> To further diminish the gaps between school PP and national Other outcomes in maths at the end of KS2</p>	<p>White Rose Maths interventions  <b>3 x trained TAs</b> to deliver Small group intervention for PP pupils (partly funded)  <b>£8,000</b>  <b>Resources for intervention</b>  <b>£500</b></p>	<p>21% attainment gap between Disadvantaged and Other at the end of KS2 in maths</p> <p>EEF: Overall, the suggested pattern is that small group tuition is effective (+4 months)</p>	<p>Monitoring of Intervention through observation  Book monitoring  Data analysis  Pupil discussion</p>	<p>B King</p>	<p>On-going</p>
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**Impact:**

- **At KS2 Mathematics has seen the greatest increase from 2017 scores with 8% more children achieving a higher standard in 2018**
- **In Mathematics the gap between disadvantaged and others has decreased from 21% to 13%**
- **'The discussions that took place as part of the review process evidenced that the Maths and English leaders have a strong overview of developments in their subjects and of the teaching profile across school. Both leaders clearly have a lot of credibility with colleagues and are also well-supported by school's strong tracking systems which are being used to inform its ongoing drive for continuous improvement.'** (Craig Batley Pupil Premium Review March 2018)

<p><b>E.</b> Decrease in exclusions and the reintegration into mainstream classrooms for key children at risk of permanent exclusion.</p> <p><b>B.</b> Improved attendance for key children</p> <p>Children ready for high school with successful transition</p> <p><b>E.</b> Improved behaviour within school- behaviour for learning improve.</p> <p><b>G.</b> Pupils who present significant needs have additional support readily available from an external agency to extend in-house restorative measures.</p>	<p>Behaviour / Social and Emotional Development:  Intensive support for those at risk of permanent exclusion through use of <b>PDBW lead teacher and Specialist TA (partly funded – 70%)</b>  <b>PDBW £39,500</b>  <b>STA £11,500</b></p> <p>Children receive alternative style provision to cater for individual needs and to reintegrate into the mainstream classroom</p>	<p>Large number of PP children at risk of exclusion and struggling to function within a mainstream classroom.</p> <p>The EEF states, Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues (Overall average impact +3 months)</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	<p>Behaviour data analysis (eg SDQs)  Pupil discussions  Parental discussions  Children slowly being to reintegrate  Observations of intervention  Outside agency involvement  Feedback from outside agencies</p>	<p>S Lochman  J Chapman-  Kemp</p>	<p>On-going</p>
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**Impact:** See Behaviour Data

- 7/8 children successfully reintegrated into Y6 full time after successful bespoke intervention. (All disadvantaged pupils) These children are now regularly attending school/parental partnerships developed and behaviour has improved- Reduced risk of exclusion
- Case studies developed to evidence impact and support for significant needs
- External support sourced to support significant SEMH need
- ‘School stated that exclusions have fallen from 34 days over 3 terms in 2016/17 to 13 days over the first 2 terms of 2017/18. All stakeholders spoken to commented on how behaviour has improved significantly over the last year and the lesson observations over the course of the review day also supported this viewpoint as there was a calm, purposeful atmosphere around the building. This all suggests that there has been a significant and positive impact from school’s focus on pupils’ personal development, social skills, behaviour and welfare.’ (Craig Batley, Pupil Premium Review March 2018)

<p>E. Improved behaviour within school – readiness to access KS1 and general behaviours for learning to improve rapidly.</p>	<p>Nurture Groups <b>1x Learning Mentor Resources to deliver bespoke nurture intervention £2,000</b></p>	<p>Children within Y1 not ready for NC expectations/PSED needs developing</p> <p>The EEF states: Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues.</p>	<p>Monitoring of actions given by educational psych</p> <p>Lesson observations and feedback to relevant staff</p>	<p>Ed Psych H Bodycombe</p>	<p>Weekly</p>
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**Impact:** See Intervention Logs

- Specialist nurture group to support key children within Y1 in place
- Children reintegrated into key parts of the day that they previously found difficult
- Additional transition to Y2 to support need
- Wealth of evidence collated to secure 1:1 support and EHCP’s for two children

<p>G. Appropriate support in place for targeted SEN/PP pupils to enable them to make progress in line with peers</p>	<p>Commission <b>additional Ed. Psych Support £13,173</b></p>	<p>Current offer does not meet the needs of the school. Historic inadequacy in the provision for SEND children</p> <p>Ed Psych to provide feedback to children and adults around progress/actions. Research shows high quality feedback supports rapid progress (EEF toolkit)</p>	<p>Monitoring of actions given by educational psych</p> <p>Reviews on OPP’s/MSP’s/EHCP’s</p> <p>Gaps begin to diminish between PP SEN/Others</p>	<p>ED Psych H Bodycombe</p>	<p>Weekly</p>
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**Impact:** See SEND Impact Report

- Increased support for 59% of SEND register who are disadvantaged pupil
- Increase in EHCPs from 2-16
- More support for adults working 1:1 with children

<p>A. Children make rapid progress given their low starting points within CLLD. More PP (x2) children on track to achieve expected in CLLD by end of N compared to start.</p>	<p><b>Specialist SALT support</b> within Lower Foundation Stage and trained TAs to follow-up key actions.</p> <p><b>£5,000</b> <b>£1,000</b></p>	<p>To address the low baseline on entry data though additional adult support, particularly focusing upon CLLD Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families. See Early Years Toolkit – C &amp; L approaches (+6 months)</p>	<p>SALT observations Data analysis SENCO support</p>	<p>SENCO</p>	<p>Half Termly</p>
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**Impact:**

- The new Early Years leader has developed Reception pupils' independence, collaborative skills and introduced some engaging language activities which have had a positive impact on pupils' language development. (Craig Batley, Pupil Premium Review March 2018)

**Total budgeted cost** **£145,573**

**iii. Other approaches**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review dates and indications of impact
<p>D. Ensure hard to reach parents are able to access support Enable parents and school to collaborate to implement positive behaviour strategies</p> <p><b>A – G:</b> All pupils, including PP pupils make progress in line with SDP targets/PM targets</p>	<p><b>Employment of family support worker (partly funded)</b> <b>£15,200</b> Increased targeted support for vulnerable families to enhance pupils' attendance and learning</p>	<p>School ranked 112<sup>th</sup> most deprived out of 114 LA schools on the IDACI scores To ensure children are safe through monitoring of and response to welfare/safeguarding concerns. To support families so that home circumstances support readiness for learning.</p>	<p>Progress data Parent questionnaires Attendance and exclusion data – see above Monitoring of safeguarding and welfare incidents Monitoring parental attendance at school activities</p>	<p>K Morgan (FSW) H Bodycombe</p>	<p>Termly</p>

<p><b>B:</b> Attendance for all pupils and PP pupils is at least in line with national averages. <b>D:</b> PA continues to move towards NA Parents have confidence in and feel supported by the school</p>	<p>Targeted action and work with families to address safeguarding issues. <b>Delivery of WS parenting programme (resources and refreshments) £2,000</b></p>	<p>To build positive home school relationships and maximise parental support for learning. EEF Toolkit – parental involvement (+3 months)</p>			
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**Impact:** [See Safeguarding Impact Report](#)

- **Parental workshops delivered- Hopeful families, supporting parents wanting to return to employment**
- **Parents supported on a daily basis by FSW Support includes (emotional, advice/signposting, support within the home)**
- **The school’s Family Support Worker and Learning Mentors are making important contributions to schools’ work to overcome disadvantaged pupils’ barriers to learning. (Craig Batley, Pupil Premium Review March 2018)**

<p><b>C.</b> There is high take up of extra-curricular and curriculum enhancement offer by all pupils. Barriers to participation are removed for vulnerable and disadvantaged pupils.  Disadvantaged pupils have access to music tuition.  Disadvantaged pupils have access to a range of sporting activities</p>	<p><b>Subsidy for out of school activities /trips £7,000</b></p>	<p>FSM eligibility is arguably not a reliable indicator of deprivation/need for many families therefore a universal subsidy is offered to maximise engagement in activities (pro-rata for PP proportion in each year group).  Funding also used to support targeted enrichment/extension days for eligible pupils.  EEF Toolkit outdoor adventure learning (+4 months) EEF Toolkit S &amp; E aspects (+4 months) Metacognition (+8 months)</p>	<p>Attendance records Monitoring of attendance by PP pupils Tracking Book Scrutiny Pupil/Parental questionnaires</p>	<p>JCK JL Admin</p>	<p>Termly</p>
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**Impact:** [See Enrichment File](#)

- **Music tuition taken up by Disadvantaged pupils to expose them to wider range of experiences**
- **Trips/residential heavily subsidised to ensure children have access to range of experiences**

H. Increased attainment and progress for disadvantaged EAL pupils	<b>EAL support (Part of TA role)</b> to ensure early language development and parental engagement and communication / translation <b>£9,000</b>	Early language development is highly rated on EEF EY Toolkit (C & L +6 months, Early Literacy +4 months)	Regular monitoring of actions and approaches by SENCo.	HB	Termly
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**Impact:**

- **Key disadvantaged pupils supported in accessing learning and developing Early English skills**
- **Parental engagement developed for key families with EAL**

D. Ensure hard to reach parents are able to access key information in a variety of ways to increase parental support and engagement.	<b>Electronic screens to support delivery of key messages to parents (£6000 Part of lease agreement)</b> to ensure parental engagement and communication	To build positive home school relationships and maximise parental support for learning. EEF Toolkit – parental involvement (+3 months)	Parent questionnaires Completed Homework Attendance records Safeguarding data analysis	JCK	Termly
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**Impact:** [See Safeguarding Impact Report](#)

- **A recent parent survey highlights that 99% of parents feel their children are happy at school and 98% of them feel safe at school**
- **98% of parents say they receive valuable information about their child**

**Total budgeted cost**    **£39,200**

**5. Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.

**Please see the additional documentation noted for further evidence of progress and impact made against chosen approaches.**