



Impact Review – July 2017

1. Breakdown of the school grant			
Category	Number	% of number on roll (246)	Amount
Currently on FSM	11 @ £1300	4.5%	£14600
Ever 6	8 @ £1300	3.3%	£10400
Services	1 @£300	0.4%	£300
Adopted	3 @1900	1.2%	£5700
Looked After (LAC)	3 @1900	1.2%	£5700
Total	26	10.6%	£36700

2. Main Barriers to Educational Achievement
<p>In addition to being financially disadvantaged, many of our children who qualify for Pupil Premium funding have other barriers to learning. 5 are on the SEN register at School Support level, which means they have had input from outside agencies to support their learning. 6 are either adopted, adopted from care or looked after children, with associated emotional and social issues such as attachment disorder, anxiety and low self-esteem. 16 of our Pupil Premium children come from single-parent or split families, many of whom have experienced relatively turbulent and unstable home lives over the past year. This does impact on their readiness to learn and generally means that extra academic and pastoral support is required in order for them to access the curriculum at the same level as their peers.</p>

3. Details of spending plan for 2016-17				
Action	Rationale in relation to barriers	Cost	Planned impact	Review of impact
Lunchtime supervisors paid to stay for an extra 15 mins per day to read with disadvantaged children on a 1:1 basis.	Many of our disadvantaged families don't have the capacity to support children with reading at home.	£1500	Children will receive 1:1 reading support on a regular basis. This will help to foster a positive attitude towards books and reading generally, as well as developing confidence and reading fluency. The impact of this action will be measured by analysing children's progress in reading over the year.	Disadvantaged pupils made good progress in reading and the differences in attainment were diminished when compared to their non-disadvantaged peers. In Y6, 100% of DA pupils achieved the expected standard in reading or higher. Their progress score was 6.77, which was significantly higher than both their non-DA peers and the national average of 0. In Y2, 75% of DA pupils achieved the expected standard in reading. This was below the figure for non-DA pupils (93%) although this equates to just one child not meeting the standard. In FS2, 86% of DA children achieved the Reading ELG, which was in line with non-DA children (85%)

<p>All staff to receive training on attachment disorder</p>	<p>Attachment disorder is relevant to several of our disadvantaged children, especially those adopted from care or looked after.</p>	<p>£350</p>	<p>Staff are aware of the impact that trauma and attachment issues can have on children's physical, emotional and psychological development. Staff will be better placed to support affected children through their improved background knowledge and will have practical strategies to help children cope with day to day school life. The impact of this action will be measured by analysing the incidents which are recorded on the school's behaviour log.</p>	<p>This was very well received and highlighted some of the specific challenges faced by children with attachment issues and the strategies we can employ as a school to support this. This was further supported in the summer term by free weekly play therapy sessions delivered by a MAST worker for 8 weeks. This targeted 4 boys and their mothers in a multi-sensory programme of workshops. All of the children improved their social skills and the number of behaviour incidents they were involved with reduced significantly.</p>
<p>Closing the attainment gap for disadvantaged pupils is to remain a broader priority for the school (having been a key priority last year).</p> <p>All teachers to keep a Disadvantaged Pupil log</p>	<p>Even though our disadvantaged pupils have historically achieved well (higher than national other pupils) there remains an attainment gap at the end of KS1 and KS2.</p>	<p>n/a</p>	<p>All stakeholders are aware that this remains a high profile issue in school. Clear emphasis has put on both the academic and pastoral wellbeing of our disadvantaged pupils. Individual action logs for each and every disadvantaged child are in place for staff to record both formal and informal interventions which have taken place and to measure their effectiveness.</p>	<p>Staffs have been held to account over the extra provision they make for disadvantaged pupils at both a formal and informal level. End of KS2 outcomes for 2017 showed that the progress of DA pupils was significantly accelerated in Reading, Writing and SPaG compared to that of their non-DA peers. In maths, DA pupil progress was in broadly in-line with that of their non-DA peers: only one DA child did not meet the expected standard in maths. The other two pupils achieved the combined standard.</p>
<p>A trampoline will be purchased</p>	<p>It is common for children with attachment disorder to have missed out on being rocked as infants due to neglect in the early years. Providing them with a trampoline is a recognised strategy in helping them to deal with situations they find stressful</p>	<p>£100</p>	<p>Children in school with attachment issues will have a physical outlet which is known to be therapeutic. The impact of this action will be measured by talking to the children about it and analysing the incidents which are recorded on the school's behaviour log.</p>	<p>This was purchased and used with other large apparatus to develop sensory awareness as well as general gross motor skills. This did have a positive impact on behaviour, as well as establishing strong and trusting emotional bonds between staff and vulnerable children.</p>
<p>Disadvantaged families are supported financially by being offered the following discounts</p> <ul style="list-style-type: none"> · A 50% reduction in the cost of all school trips. · A 75% reduction in the cost of school residential trips. 	<p>Talking to disadvantaged parents has informed us that they find it difficult to contribute towards the cost of trips and visits.</p> <p>Analysis of uptake of extra-curricular activities has shown that fewer disadvantaged children</p>	<p>£1500</p>	<p>Disadvantaged pupils continue to have improved access to wider enriching experiences, promoting positive attitudes to learning and school in general.</p> <p>The impact of this action will be measured by looking at teachers' DA pupil logs, as well as analysing participation in extra-curricular activities,</p>	<p>Analysis of the DA pupil logs has shown that the parents of DA children are consistently making the most of the financial incentives offered by school, including 70% taking up the offer of free extra-curricular activities.</p>

<p>One free after school club per year (eg free football coaching sessions for one term per year).</p>	<p>participate in these activities than their non-disadvantaged peers (although this improved significantly last year).</p>			
<p>Specific TA support</p>	<p>One of our looked after children has complex emotional needs and requires 15 hours per week 1:1 support during lessons and playtimes to ensure his academic and pastoral wellbeing</p>	<p>£5800</p>	<p>The child is better able to access the mainstream learning environment, access the curriculum and integrate with his peers. Social and emotional development will be encouraged through specific 1:1 and small group work.</p>	<p>The child made strong progress through the EYFS PSED descriptors during the course of the year and was increasingly able to participate in whole class activities such as trips, PE lessons and assemblies, which previously would have been very challenging. This was further enhanced by a highly regarded series of free play therapy sessions led by the Sheffield Multi-Agency Support Team which centred around developing social skills and attachments.</p>
<p>Provision mapping for increased general TA support to run specific focus groups in English and maths, which support quality first teaching thorough gap analysis and pre-teaching</p>	<p>Experience has shown us that high quality TA support in each class, when deployed effectively, has a positive impact on the progress of disadvantaged pupils as well as other vulnerable groups. This was observed by Ofsted in their July 2015 inspection.</p>	<p>£27500</p>	<p>Through a rigorous programme of adaptive teaching, which includes pre-assessment, gap analysis and pre-teaching, disadvantaged children are able to access the Quality First teaching in their respective classes and make accelerated progress. Ultimately, this should diminish the attainment deficit over time.</p>	<p>DA pupils have been a priority at Pupil Progress meetings both in terms of their academic progress and pastoral wellbeing. Provision for these pupils has been adapted regularly to best meet their changing needs. Targeted support has maximised progress for DA pupils and continues to ensure that, over their time at the school, attainment differences when compared to both non-DA pupil and national others are diminished.</p>