

Maximising Achievement Programme: Impact report July 2015

- To raise achievements for pupils eligible for the pupil premium, especially those at most risk of underachievement.

Pupil Premium funding will be used to support and enhance learning to demonstrate good pupil progress This plan is intended to ensure that families and others are made fully aware of our intended actions and their impact on the attainment of pupils covered by the pupil premium.

Priority target: raising achievements for pupils eligible for the pupil premium: to meet their needs, improve engagement, learning, and ultimately, attainment and life chances

Linked Wiltshire theme: Raising aspirations and narrowing the gap

Success Criteria

- From July 2014, a clear plan for maximizing achievement will be in place which will demonstrate a sharp focus on access and aspiration.

OUTCOME: Plan implemented in full: audited by LA in February 2015 with positive feedback received

- From September 2014, the website information about this project, the allocation and impact of the Pupil Premium Grant will ensure transparency and accountability.

OUTCOME: Website information completed. To be updated with new data in September 2015: PPG statement to include the totals for both the Ever 6 FSM funding and the LA PPG funding; crucially separating the Military PPG funding

- From September 2014, the principles outlined in the newly-agreed Pupil Premium Policy will be reflected in school practices.

OUTCOME: 100% staff understand how PP monies are being spent to 'close the gaps'

- From September 2014, explicit and regular monitoring, review and evaluation will evidence the success of the action plan; to include agendas/minutes from Senior Leadership meetings, Pupil Progress meetings and Appraisal conversations, pupil conferencing

OUTCOME: Achieved: CPD overview and governor minutes evidence regular review with all staff and formulation of next steps

- From September 2014, all staff to understand the entitlement of a minimum level of progress expected of children in receipt of PPG

OUTCOME: Achieved: classroom staff appraisal targets reflect this ambition -evidenced by Pupil Progress minutes

- By July 2015, actions will secure improvement in achievement for those supported by the pupil premium, particularly in mathematics, reading & writing: evidenced by the number of identified pupils on track to achieve appropriate milestones

OUTCOME: See data.

- By July 2015, the target group will demonstrate improved overall achievement along with increased confidence, motivation and attitude

OUTCOME: See data. PPG children's responses in questionnaire are different from "all" children

- By July 2015 at least 95% of parents and carers will support their children's achievement through engaging with learning at school and home; attending consultation meetings

OUTCOME: 93% families attended consultation event in July 2105

- By September 2015, apply to be accredited with PP Quality Mark Quality Mark for School Governance instead?

OUTCOME: School Governance Award not pursued due to cost

Action	Impact	Next steps																																																																												
<p>5.1</p> <p>Participate in MAP project to ~ Develop of confident, positive learners, ~Accelerate progress for targeted children, ~Engage parents/carers in children's learning, ~Further develop a range of successful teaching approaches, ~Secure staff commitment to improving outcomes for children in receipt of Pupil Premium monies</p>	<p><u>Summer 15:</u> 94% of all children say that they like being at Manor Fields, 88% say that they enjoy school 94% of PPG children say that they like being at Manor Fields: 84% say that they enjoy school</p> <p style="text-align: center;">EYFS</p> <p>Data below shows that in the mainstream, children in receipt of Free School Meals (FSM) outperform FSM nationally. When the mainstream child who is FSM and has an EHCP is not included, 100% of children in receipt of FSM achieved GLoD</p> <table border="1" data-bbox="712 483 1516 1219"> <thead> <tr> <th colspan="4" style="text-align: center;">EYFS 2015</th> </tr> <tr> <th colspan="4" style="text-align: center;">ALL: % pupils achieving Good Level of Development</th> </tr> <tr> <th></th> <th>COHORT</th> <th>SCHOOL</th> <th>NAT 2014</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>35</td> <td>66 (23)</td> <td>61</td> </tr> <tr> <td>Male</td> <td>12</td> <td>42</td> <td>53</td> </tr> <tr> <td>Female</td> <td>23</td> <td>74</td> <td>69</td> </tr> <tr> <td>EHC</td> <td>5</td> <td>0</td> <td>Unknown</td> </tr> <tr> <td>FSM</td> <td>5</td> <td>40</td> <td>45</td> </tr> <tr> <td>Non FSM</td> <td>19</td> <td>54</td> <td>64</td> </tr> <tr> <td>Military</td> <td>1</td> <td>100</td> <td>Unknown</td> </tr> <tr> <th colspan="4" style="text-align: center;">MAINSTREAM: % pupils achieving Good Level of Development</th> </tr> <tr> <th></th> <th>COHORT</th> <th>SCHOOL</th> <th>NAT 2014</th> </tr> <tr> <td>All pupils</td> <td>31</td> <td>74</td> <td>61</td> </tr> <tr> <td>Male</td> <td>11</td> <td>45</td> <td>53</td> </tr> <tr> <td>Female</td> <td>20</td> <td>90</td> <td>69</td> </tr> <tr> <td>EHC</td> <td>1 (male)</td> <td>0</td> <td>Unknown</td> </tr> <tr> <td>FSM</td> <td>3</td> <td>66</td> <td>45</td> </tr> <tr> <td>Non FSM</td> <td>28</td> <td>61</td> <td>64</td> </tr> <tr> <td>Military</td> <td>1</td> <td>100</td> <td>Unknown</td> </tr> </tbody> </table> <p>2015: In Wiltshire, 66% of all children achieved a Good Level of Development</p> <p style="text-align: center;">Phonics</p> <p>Of the 32 children who took the 2015 phonics test, 16 children passed and 2 of these were FSM/F6 children: one of whom was not GLoD. Of the remaining 3 PPG children, 2 have Special Educational Needs</p> <p>In the Yr 2 phonics resits, 55.6% passed: 20% of whom are in receipt of FSM. Of</p>	EYFS 2015				ALL: % pupils achieving Good Level of Development					COHORT	SCHOOL	NAT 2014	All pupils	35	66 (23)	61	Male	12	42	53	Female	23	74	69	EHC	5	0	Unknown	FSM	5	40	45	Non FSM	19	54	64	Military	1	100	Unknown	MAINSTREAM: % pupils achieving Good Level of Development					COHORT	SCHOOL	NAT 2014	All pupils	31	74	61	Male	11	45	53	Female	20	90	69	EHC	1 (male)	0	Unknown	FSM	3	66	45	Non FSM	28	61	64	Military	1	100	Unknown	<p>Revise action plan to include in 2015's School Development Plan</p> <p>Closely analyse provision and data to formulate intervention programmes that are effective, tailored and have discernible impact</p> <p>Analyse children's questionnaires to identify opportunities for intervention</p> <p>Improve families' engagements: 17.11.15. Snr Ldrs to attend "Closing the Gap" conference 19.1.16 Invite 2 parent/carer ambassadors to attend PPG conference</p> <p>Engage families through asking which of the following would be popular "Open classroom" events?</p> <p>Holding a range of workshops on one day?</p> <p>Running more events like KS1 Art Gallery and Grandparent's tea party</p>
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the 4 children who did not pass, 3 are in receipt of PPG and all have Special Educational Needs: 1 child has an EHCP and another is pending

Key stage 1 SATs

Data below shows attainment of "all" and "PPG" children. Only 43% of this year group achieved a Good Level of Development in EYFS yet the majority achieved a Level 2 in the Key Stage 1 SATs

ALL: 30 children: 14 girls + 16 boys						
6 PPG: 3 girls, 3 boys						
4 EHC plans: 1 girls (PPG) and 3 boys						
	READ		WRITE		MATHS	
	All	PPG	All	PPG	All	PPG
2C+	73%	50%	77%	50%	77%	50%
2B+	63%	50%	54%	50%	68%	34%
3	27%	0	10%	0%	26%	17%
Without statemented children: 26 children (5 PPG)						
	READ		WRITE		MATHS	
	All	PPG	All	PPG	All	PPG
2C+	81%	60%	86%	60%	86%	60%
2B+	69%	40%	62%	40%	81%	40%
3	31%	0	13%	0	31%	20%

Key Stage 2 SATs

19% of children in Yr 6 were in receipt of PPG and floor standard was exceeded by nearly 20%.

Attainment: All and Disadvantaged children %										
	READ		WRITE		MATHS		R Wr M		SPaG	
	All	PPG	All	PPG	All	PPG	All	PPG	All	PPG
L3	0	0	0	40	12	20	15	40	15	60
L4	100	100	92	60	88	80	85	60	85	40
L5/6	62	20	27	0	19	20	12	0	62	0

Progress: Disadvantaged children %								
	READ		WRITE		MATHS		SPaG	
Below=	0		Below =	20	Below=	20	L3=	60
Expected=	100		Expected=	80	Expected=	80	L4=	40
Above=	20		Above =	40	Above =	20	L5=	0%

		<p>98%+ families believe that consultations and the annual report provide them with constructive information about their child's progress, attainment and next steps.</p> <p>*Staff are aware of those in receipt of PP monies: CPD has been delivered to all staff using Sutton Trust materials (PPoint available)</p> <p>Equalities information rewritten and praised by LA, 8.12.14. "I thought the Equality Information document was excellent" Britt SAWYER</p> <p>Gifted and Talented Policy and register reviewed</p>																
5.2	<p>Ensure that day-to-day teaching meets the needs of each learner, rather than relying on interventions (see SEN CoP). Raise profile of G&T and LAC children.</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">Quality of teaching %</th> </tr> <tr> <th></th> <th>Good</th> <th>Outstanding</th> </tr> </thead> <tbody> <tr> <td>Autumn 14</td> <td>78</td> <td>22</td> </tr> <tr> <td>Spring 15</td> <td>89</td> <td>22</td> </tr> <tr> <td>Summer 15</td> <td>100</td> <td>30</td> </tr> </tbody> </table>	Quality of teaching %				Good	Outstanding	Autumn 14	78	22	Spring 15	89	22	Summer 15	100	30	<p>Continue to look for opportunities for G&T children, within school and across the cluster</p> <p>Implement agreed strategies to identify G&T learners: update register</p> <p>English and Maths leader to undertake lesson observations</p>
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5.3	<p>Ensure that all teaching staff know which pupils are eligible for Pupil Premium so that they can take responsibility for accelerating their progress: this will be reflected in appraisal targets.</p>	<p>100% staff are aware of their PPG children: who they are and what they need to make progress</p> <p>95% families believe that teaching is appropriately matched to the needs of their child</p>	<p>Autumn 15: Analyse impact of Appraisal targets on closing the gap</p> <p>Amend planning proforma to make eligible children (and any interventions) more easily identifiable</p> <p>Revise methods used to ensure that children are aware of their targets</p>															
5.4	<p>Devise and implement a CPD programme that addresses the project's priorities: launch at TD event on 2nd September.</p>	<p>The CPD programme has been rigorously adhered to throughout the year. 100% staff feedback that leaders do all they can to improve teaching and the school successfully meets the differing needs of individual pupils.</p> <p>Evidenced in Teaching for Learning observations</p>	<p>16.11.2015: Hold anti-bullying week, "Stamp Out Bullying"</p>															

	Programme to include Clicker 6 training, Makaton, Anti Bullying	<p>Summer 2015: Weekly IT training offered to all support staff</p> <p>Makaton is used in all assemblies, especially singing and termly celebratory assemblies</p> <p>Anti-bullying polies have all been revised: 96% children feel safe at school and that an adult would help them if they have a problem.</p>	
5.5	Revise Pupil Progress meeting proforma to include termly updates on teachers' impact upon children in receipt of PPG	<p>TfL observation proforma now evidences whether "<i>disadvantaged</i>" children are given the necessary attention": this is consistently £god" and better in observations</p> <p>Pupil Progress proforma includes an in-depth profile of disadvantaged pupils to ensure that their strengths and next steps are discussed</p>	Maintain focus on disadvantaged children in lesson observations and scrutinies
5.6	Evaluate the success of 'Numbers Count' intervention to inform future actions. Maintain ' Back on Track' and introduce "S@A"	<p>2014: This tailored intervention yielded impressive results. 7 children from Yrs 2/3 participated. On average, there was a 7.7 month gain following 20 lessons. This project is funded by PPG</p> <p>"Success @Arithmetic", " Back on Track" & "Numbers Count" resumed in January and will continue until Spring 2016</p>	<p>Maths intervention data summaries available in Autumn 2015</p> <p>Track 17 children identified for Autumn term support</p> <p>Extend training opportunities so that more staff are qualified to lead groups</p>
5.7	Further develop the whole-school timetable to support streaming and intervention programmes: timetabling will reflect the school's priorities	Timetable reviewed several times to support efficiency. From 23 rd March 15, infant teachers retained their own classes for Phonics to ensure consistency in standards and delivery: TAs used for judicious support	Sept 2015: Celebration assemblies will be moved to Friday afternoons to liberate more morning teaching time
5.8	Further develop tracking and provision mapping in order to evaluate efficacy of interventions for identified learners: accounting for best use of Pupil Premium	Systems are in place that provide the necessary information but the procedures would benefit from review	<p>SLT to revise current procedures to improve efficiency of information collection, analysis and feedback</p> <p>Intervention timetables to be available for all staff (staff</p>

	monies		feedback suggestion)
5.9	Continue to develop teaching staff's ability to provide feedback that is meaningful, encouraging and supportive with clear and challenging success criteria being set for each pupil.	In lesson observations, feedback was never less than good Scrutinies evidence feedback and use of success criteria is developing has improved since Autumn 2014	Share revised Review marking and feedback Implement plans to address the need to respond to marking
5.10	Ensure all governors are fully aware of identified pupils' progress and attainment data by embedding use of SER proforma	Minutes demonstrate that all governors are aware of PPP spend and impact PPG is a standing agenda item	Maintain SER schedule
5.11	Regular time for TAs and teachers to fully discuss pupil progress so that teaching assistants are focused on improving learning	Limited progress has been made with this action. Finding time in the school day is very challenging and is made more so by the fact that most TAs are also MDSAs. Not all TAs want to extend their hours for more fulsome liaison	Assess feasibility of increasing TA pay so that they can participate in dedicated liaison time outside school hours Employ any new TAs for longer hours Release teachers/TAs on a rota
5.12	Audit, and where necessary, re deploy trained staff to develop and deliver a range of sustainable interventions that are demonstrated to have a positive impact upon achievement	Support staff have been redeployed - data analysis will assess the impact of this See 5.8	Collate termly data to identify those interventions that should be kept/modified/discarded

5.13	<p>Improve transition procedures in and out of the school. Encourage new families to apply for FSM and ensure that receiving secondary schools are aware of PP pupils and their history of any successful interventions</p>	<p>Induction Event, 9.6.15: Procedures assertively encourage families to apply for FSM, despite the UIFSM offer. However, FSM numbers have dropped but Mosaic data indicates that our families are wealthier than in previous years</p> <p>Transition paperwork clearly indicates any vulnerabilities</p> <p>FFT Live is used regularly to ensure that all pertinent information about inwardly mobile children is accessed more swiftly</p>	<p>Trial Home Visits for new children this year</p>
5.14	<p>Involve governors in the decision -making and evaluation process</p>	<p>See 5.10</p>	<p>Continue with current reporting mechanisms</p>
5.15	<p>Focus upon the pastoral practices of the ELSAs and Family Link Partner so that interventions are targeted and effective with discernible impact</p>	<p>ELSA timetable established with 'in' and 'out' data collection systems being developed over time</p> <p>Family Link Partner information supports the development of case studies where impact is often qualitative</p>	<p>Continue to hone methods to demonstrate ELSA/FLP impact</p> <p>Continue to review referral processes to both services</p>
5.16	<p>Support targeted children with Home Learning: actively encourage attendance at Home Learning Club, consider the needs of those involved, incl. access to appropriate resources, to include IT</p>	<p>Home Learning systems are established in each year group. Feedback highlighted that not all children have access to a computer so online home learning can be exclusionary</p> <p>89% of all children said that they complete their home learning and 70% said that their families help them. For PPG children, 94% of all children said that they complete their home learning and 68% said that their families help them</p> <p>94% families said that the school communicates effectively about how children's learning can be supported at home.</p> <p>98% believe that school encourages them to play an active part in their child's learning</p> <p>Home learning club in place: identified children are encouraged to attend</p> <p>Home Learning books purchased for PPG children</p>	<p>Improve accessibility of home learning activities and club according to questionnaire feedback</p> <p>Consider replacing PCGP books with free, downloadable Mathematics booklets for Home Learning</p> <p>Ensure that Home Learning is always marked/acknowledged</p> <p>See Action Plan 1.6</p>

		Spellodrome and Mathletics purchased for all																							
5.17	Use Pupil Premium monies creatively to harness opportunities designed to enhance pupils' response to aesthetic, sporting & cultural stimuli and work with other agencies to maximise inclusion. Seek cluster opportunities for summer schools and holiday support	<p style="text-align: center;">Access to trips/events Pupil Premium Spend: Sept 14 - Aug 15</p> <table border="1"> <tr> <td>Clubs</td> <td>110</td> </tr> <tr> <td>Tank Museum</td> <td>169</td> </tr> <tr> <td>Theatre Project</td> <td>750</td> </tr> <tr> <td>Cathedral visit</td> <td>46</td> </tr> <tr> <td>Butser Farm</td> <td>345</td> </tr> <tr> <td>Leeson House residential</td> <td>754</td> </tr> <tr> <td>Longleat</td> <td>557</td> </tr> <tr> <td>Tregoyd</td> <td>758</td> </tr> <tr> <td>Ypres</td> <td>143</td> </tr> <tr> <td>Music lessons</td> <td>444</td> </tr> <tr> <td></td> <td>4076</td> </tr> </table>	Clubs	110	Tank Museum	169	Theatre Project	750	Cathedral visit	46	Butser Farm	345	Leeson House residential	754	Longleat	557	Tregoyd	758	Ypres	143	Music lessons	444		4076	Continue to look for opportunities to support those children whose families might not seek support
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5.18	Devise an ethical way to gather attitudinal information from the target group	<p>Unlike previous years, children were asked to name their questionnaires so PPG could be identified.</p> <p>There were no significant differences in the results except fewer children in receipt of Pupil Premium said that they know who the governors are (PPG = 22.64% ALL = 37.10%) and fewer said that they would like to meet the governors (PPG = 60.38%, ALL= 83.87 %)</p>	Ensure that any significant differences in data between "all" children and PPG children informs the SDP																						
5.19	Further develop successful strategies, like structured conversations and providing Breakfast Club, for engaging with families, including those who find working with the school difficult.	<p>Between September 14 and Aug 15, £1320 was spent on Breakfast Club and £844 was spent on taxis both of which have had a significant impact upon attendance.</p> <p>Of the 6 Persistent Absentees, only 1 is in receipt of Pupil Premium</p> <p>The attendance of the siblings who are currently benefitting from this service, have improved from 87% and 88% (Jan 14) to above 90% (July 15)</p> <p>£5482 was spent on Family Link Partner between September 14 and August 2015: her impact can be seen in case studies. On average, she meets with/actively supports between 6 and 10 families per week in addition to updating the PPG governor, running parenting courses and attending training</p>	To monitor and seek opportunities to support identified families wherever appropriate																						
5.20	Collate a portfolio of case studies that exemplify best	Case studies indicate the qualitative and quantitative impact of actions undertaken	To update portfolios as necessary																						

	practice to inform future intervention		
5.21	Ensure that Pupil Premium spending is a recurrent theme throughout the School Development Plan	*1.6, 2.3, 2.4, 2.6, 3.6, 4.1, 4.5	Retain as a standing agenda item at governors' meetings
5.22	Subject leaders bid for resources for PP children	Bids were written and some resources were bought to address this action	Amend bid form to indicate what is being requested specifically for PPG children
5.23	Senior Leaders will take responsibility for line managing TAs from September. Appraisal meeting will take place three times during the year and all involved staff will be released to give the process due time and kudos.	Senior Leaders have an improved understanding of the roles, responsibilities and impact of the TAs Fitting in three meetings this year was too challenging. The TA cycle was launched in Term 2 and interim reviews were completed in Term 5.	Review appraisal schedule for all SLT to involve teachers in setting TA targets All TAs to maintain an up-to-date timetable that will be displayed in the HT's office