

## Summary of Impact for 2017/18 and Planned provision for 2018-19

### Pupil premium profile - Eligible for PP funding:

FSM: 52 Ever 6: 46 service: 40

| Barrier and Provision                                                                                                                                                                                                                                                                                                                                                                                                   | Outcome/Impact – 2017-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Next steps – 2018-19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>Barrier:</b><br/>Difficulty in making positive behaviour choices which impacts on progress in learning</p> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• 1:1 support for children with identified BESD needs.</li> <li>• Increase staffing to behaviour support team</li> <li>• Use of external behaviour support worker for development of strategies for social/ emotional needs</li> </ul> | <p>1:1 support for children with identified BESD needs:<br/>Across this year the school has supported 18 children with 1:1 support at varying levels from full time to part time. This has enabled these children to access the curriculum within their year groups, make progress in their learning and in some cases avoid exclusions.</p> <p><b>Outstanding impact</b></p> <p>Increase staffing to behaviour support team:<br/>The school has trained more staff in behaviour support strategies to enable teachers to continue to teach and to enable pupils displaying challenging behaviour to have their needs best met and to return quickly to the classroom.</p> <p><b>Good impact</b></p> <p>Use of external behaviour support worker for development of strategies for social/ emotional needs:<br/>The behaviour support worker focuses on children who have found school challenging due to a range of social and emotional issues in their lives. Weekly 1:1 sessions with her have provided the children with strategies for emotional resilience which has enabled them to stay in class and make progress in their learning.</p> <p><b>Good impact</b></p>                                                                                                                                 | <p>1:1 support will continue but will be evaluated termly for impact and rationalisation where needed to avoid over dependence.</p> <p>This will be increased further next year with extra staffing being put into this team, 2 members of staff being trained on Trauma Informed Schools and with behaviour being a strand on the SIP.</p> <p>This supports enables these children to develop self regulation strategies that enables them to maintain their progress within lesson. This will continue next year.</p> |
| <p><b>Barrier:</b><br/>Low standards on entry to Foundation Stage in listening, language and communication skills</p> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Talk/ Boost programme</li> <li>• Small group interventions that focus on strands of PSED, reading and writing</li> <li>• Speech and language support</li> </ul>                                                                 | <p>Talk/ Boost programme:<br/>This was run in the Autumn term with 12 children. At the end of the year the number of chdn achieving expected was:</p> <ul style="list-style-type: none"> <li>- speaking/ listening 9/12 – 75%</li> <li>- listening and understanding 9/12 – 75%</li> </ul> <p>The trained TA went to a new post and new training is in process.</p> <p><b>Good impact</b></p> <p>Small group interventions that focus on strands of PSED, reading and writing<br/>All interventions were timely and effective. At the end of the year the number of chdn who received intervention and then went on to achieve expected in target areas was:</p> <p>PSED: 8/10 – 80%<br/>Reading: 7/10 – 70%<br/>Writing: 6/10 – 60%</p> <p><b>Good impact</b></p> <p>Speech and language support:<br/>Across the school 20 children have received this support. The impact has been:</p> <ul style="list-style-type: none"> <li>• Improved articulation by the majority of children leading to greater participation in class discussions</li> <li>• Greater clarity in spoken speech enabling the teacher to understand child's explanations.</li> <li>• Greater confidence in the children</li> <li>• Improved attainment in assessed areas for some of the children</li> </ul> <p><b>Good impact</b></p> | <p>Further TA training is currently in place and the program will run again in 2018-19</p> <p>The FS team are very effective in identifying children who need intervention. A significant proportion make good progress. This intervention will continue next year</p> <p>These children quickly make progress in terms of age related expectations for speech and language and are able to integrate</p>                                                                                                               |
| <p><b>Barrier:</b><br/>Less access to support at home for learning opportunities</p> <p><b>Provision:</b></p>                                                                                                                                                                                                                                                                                                           | <p>Mentoring scheme<br/>This did not take place this year. However, there were specific sessions in developing MABLE children in terms of critical thinking skills – 20% the group were PP children.</p> <p><b>Good impact of MABLE support</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>The MABLE support sessions will continue and the mentor scheme will be put in place.</p>                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <ul style="list-style-type: none"> <li>• Mentoring scheme</li> <li>• Provision of in school opportunities for children to access resources for homework</li> <li>• Consideration of laptop provision for identified families</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   | <p>Provision of in school opportunities for children to access resources for homework<br/>A homework club was provided for all children and teachers aimed it at any child with little home support. This was not successful as the children did not want to come during their breaktimes and they didn't stay after school. We need to reconsider the marketing of this provision</p> <p><b>No impact</b></p> <p>Consideration of laptop provision for identified families<br/>The school is investigating the legalities around GDPR with laptop provision.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>This will be re-designed to have greater appeal.</p> <p>Further research needed into safeguarding/ legal concerns raised around this provision.</p>                                                                                                                                                            |
| <p><b>Barrier:</b><br/>Less access to enrichment opportunities outside of the school day</p> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Subsidising music/ sport provision</li> <li>• Subsidising camps and trips/ wrap around care</li> <li>• Engagement in Youth university</li> </ul>                                                                                                                                                                                                                                                                                                           | <p>Subsidising music/ sport provision:<br/>The school has supported 4 children with sport and music provision this year. This financial support impacts positively on their view of themselves as a part of the school community. It also gives the opportunity to succeed at the wider curriculum areas</p> <p><b>Good impact</b></p> <p>Subsidising camps and trips/ wrap around care Engagement in Youth university<br/>The school has increased its expenditure on trip/ camp subsidy quite considerably this year. We see a huge positive impact on the children attending camps etc in terms of self esteem and enrichment. This impacts positively on readiness to learn and on interpersonal relationships in the classroom.</p> <p><b>Good impact</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Where requested this will continue as it may enable a child to identify a non academic strength Funding support will continue for all children who wish to access these opportunities.</p>                                                                                                                     |
| <p><b>Barrier:</b><br/>Attendance and punctuality</p> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Provision of a 'care team' to support children with medical needs</li> <li>• SENCO/Attendance support/EWO</li> <li>• Introduction of half termly reward scheme for full attendance</li> </ul>                                                                                                                                                                                                                                                                                                     | <p>Provision of a 'care team' to support children with medical needs:<br/>This provision enables children to attend school regularly during periods of illness (especially where this is chronic and long term: epilepsy/ diabetes/ cerebral palsy etc). The continuity afforded to all children under this provision enables them to attend well and then make at least good progress in their learning. It also provides parents with reassurance that their child is well cared for whilst at school at a vulnerable time.</p> <p><b>Outstanding impact</b></p> <p>SENCO/Attendance support/EWO:<br/>This targeted provision has identified specifically the attendance barriers for some children and their families and support has been put into place at school and multi agency level. Whilst the level of PA in the PP group has not fallen significantly, there has been a noticeable change in their attendance. The PA figures for the PP group are mainly confined to a few families and to PP children with significant medical needs. We feel that the overall provision does enable us to monitor absence carefully and to work with families to identify ways to overcome the absences.</p> <p><b>Some impact</b></p> <p>Introduction of half termly reward scheme for full attendance<br/>Attendance has improved slightly across the year. (92.25% 2017: 95.2% 2018).The reward scheme has created a buzz for children and is well received by parents. Unavoidable illness is mitigated against within the scheme so is equitable for all groups. The focus on attendance through the reward scheme has encouraged positive conversations about the importance of being at school every day.</p> <p><b>Good impact</b></p> | <p>This will continue next year with a view to training/ recruiting further medically trained staff that goes beyond basic school requirements.</p> <p>This provision will continue next year.</p> <p>This provision will continue next year.</p>                                                                 |
| <p><b>Barrier:</b><br/>Low aspirations(multi generational unemployment)</p> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Quality first teaching which identifies target children in all vulnerable groups</li> <li>• Same day interventions to address misconceptions at the point of teaching and learning.</li> <li>• Additional teacher in Y5</li> <li>• Ability grouping children in Y5/6 with outstanding teachers leading the learning for children with the lowest attainment</li> <li>• 1:1/ small group tutor support for Y6</li> <li>• 1:1 tutor for reading intervention in Y3</li> </ul> | <p>Quality first teaching which identifies target children in all vulnerable groups:<br/>The school has invested heavily in CPD/ quality in house training and in house coaching to constantly challenge and develop teaching and learning of all staff. Despite staffing changes(maternity leave etc), the profile of the quality of teaching and learning in the school has improved across the year with the % of outstanding teaching going from 19% to 24%.</p> <p><b>Good impact</b></p> <p>Same day interventions to address misconceptions at the point of teaching and learning.<br/>Book scrutinies/ pupil conferencing evidence that children enjoy same day interventions and that they have an impact on moving a child's learning forward. Teachers and TA's have become skilled at identifying areas of learning to address and children understand the rationale behind the interventions. Teachers ensure all PP children are evaluated daily.</p> <p><b>Good impact</b></p> <p>Additional teacher in Y5</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>All approaches will continue next year with greater emphasis being put onto the professional enquiry group.</p> <p>Teachers will further develop strategies to identify children's misconceptions within a lesson. This will enable same day intervention to become targeted down to very specific groups.</p> |

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| <ul style="list-style-type: none"> <li>• Small group SEN intervention</li> <li>• Freshstart intervention in Y5/6</li> <li>• Rapid reads intervention in LKS2</li> <li>• Dyslexia testing tutor</li> <li>• RWI interventions</li> </ul>                | <p>The children in Y5 were very carefully identified for specific support and PEP's designed for each one. The provision was very effective with children quickly making good progress but was short term and confined to the Autumn Term due to staffing changes. This provision was resumed at the end of the Summer term and will continue into Year 6 for the identified children.</p> <p><b>Some impact</b></p> <p>Ability grouping children in Y5/6 with outstanding teachers leading the learning for children with the lowest attainment Again, the provision for this was not consistent due to staffing changes. The school brought in an extra teacher for MABLE/ nearly there children in the Spring Term to facilitate the planned provision. This saw gains of 5 – 10% at both expected and greater depth in writing.</p> <p><b>Good impact</b></p> <p>1:1/ small group tutor support for Y6<br/>This targeted intervention ensures that borderline children secure the expected level. The individual learning plans for the children specifically address misconceptions and these are addressed through the use of concrete apparatus to help embed understanding. 75% of the children who received this support achieved the expected level at the end of the key stage.</p> <p><b>Good impact</b></p> <p>Small group SEN intervention<br/>This intervention gave children at all levels of the Barriers to Learning record, targeted support that was based on their IEP targets. The TA and the deputy senco met regularly to review the targets and the progress towards them. These sessions were very time limited and did not as much impact as we would have liked to see.</p> <p><b>Limited impact</b></p> <p>Rapid reads intervention in LKS2<br/>This intervention enables struggling readers to have targeted reading support. It builds success and self esteem. 7 /10 children made at least good progress.</p> <p><b>Some impact</b></p> <p>Dyslexia testing tutor<br/>This provision was not consistent this year due to staffing issues. Once children have been screened, their specific weak areas identified and a program of support is written, which feeds into the IEP. The children had targeted sessions with the children to explore strategies to overcome barriers identified in the screening. Sometimes the teacher and TA provided the extra provision.</p> <p><b>Limited impact</b></p> <p>RWI interventions<br/>These have been highly successful this year. Investment has been made in quality on-going TA training which has ensured children move forward quickly in securing their phonic knowledge. The % of children achieving the expected standard in the phonics screening check rose from 88% in 2017 to 91% in 2018 (8% above the national)</p> <p><b>Outstanding impact</b></p> | <p>The model for this support will be replicated into the Autumn term of year 6 for the identified children.</p> <p>The model for this support will be replicated into the Autumn term of year 6 for the identified children.</p> <p>Our 1:1 tutor has retired this term and we are going to explore a group intervention teaching approach to see if we can move more children more quickly to the expected level as 1:1 is very time intensive.</p> <p>This will not continue. Intervention for this group of children will be built into the pedagogy of the daily teach , assess and feedback cycle which has same day interventions.</p> <p>This will not continue this year.</p> <p>The TA will carry out the screening and provide the report and recommendations to the teacher. Individual sessions will not take place as the inconsistent provision was not conducive to the children making greater progress.</p> <p>This provision will continue.</p> |
| <p><b>Barrier:</b><br/>Parental difficulties with children's challenging behaviours</p> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• SENCO/Attendance support/EWO</li> <li>• Use of external behaviour support worker</li> </ul> | <p>SENCO/Attendance support/EWO:<br/>This support has been very successful with a number of families where children's behaviour at home was causing parents concern. A number of families received this support across the year. Of these, a significant majority showed improved attendance. Parental feedback was very positive.</p> <p><b>Good impact</b></p> <p>Use of external behaviour support worker:<br/>The behaviour support worker focuses on children who have found school challenging due to a range of social and emotional issues in their lives. Weekly 1:1 sessions with her have provided the 17 children with strategies for emotional resilience which has enabled them to stay in class and make progress in their learning.</p> <p><b>Good impact</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>This support will continue next year.</p> <p>This support enables families to work more effectively together which ensures the children are ready to learn when they come to school. It will continue next year.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p><b>Barrier:</b><br/>Mobility at the school can be as high as 50% for a year group by the time they reach year 6 (measured from Y1 – Y6). In year mobility is also high in all year groups.</p> <p><b>Provision:</b></p> <ul style="list-style-type: none"> <li>• Service children provision</li> <li>• Induction tutor</li> <li>• Baseline testing tutor</li> </ul> | <p>Service children provision<br/>Service children have bespoke opportunities at the school which brings them together as a homogenous group. These are usually once a term and involve liaison with our local military base.<br/><b>Limited impact</b></p> <p>Induction tutor<br/>This support enables families to have a specific point of contact at the transition from one setting to another. Our induction tutor helps families to be as fully informed as possible about our school. She provides guided tours, answers questions, supports with paperwork and gives families confidence at a challenging time. This supports children to have a smooth entry into school and enables them to settle quickly and confidently.<br/><b>Good impact</b></p> <p>Baseline testing tutor<br/>This is an invaluable tool for ensuring that children who enter mid year or mid phase quickly have gaps in learning identified. The screening ensures a teacher knows the exact starting point for pupils to minimise the effect of lost progress that comes with a school move.<br/><b>Good impact</b></p> | <p>This will continue but we need to look again at targeted provision for this group as their group size has increased considerably especially in KS1.</p> <p>This support will continue.</p> <p>This support will continue.</p> |
| <p><b>New Strategies and Reasons</b></p>                                                                                                                                                                                                                                                                                                                               | <p>In evaluating the impact of the chosen strategies we are able to identify those that work well for specific groups of pupils. In identifying the strategies for next year we have considered again the barriers that children have to overcome. Whilst our provision meets many children's academic needs, it is becoming more apparent that the social and emotional needs aspects of readiness for learning are not yet widely planned for. Therefore, we will be engaging and investing in wider strategies that address the social and emotional barriers to learning for our children. See the 2018-19 plan for further details.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                  |