

## What has been the impact of the 2017-2018 Pupil Premium?

Cognition and learning		
Intended outcomes	Actions	Impact
<p>Close gap for PP children from KS1 assessments and Y3 baselines.</p> <p>Improved learning outcomes in reading, writing and maths</p> <p>Improved confidence for pupils in specified areas 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)</p> <p>TA Support within lessons to improve understanding of learning in reading, writing and maths</p> <p>Setting aspirational targets for most vulnerable</p>	<p>Monthly Teacher learning Communities with a focus on the use of AfL and cognitive science. Cover required for teachers to observe one another.</p> <p>Support staff taking part in Learning Communities using EEF report on effective use of teaching assistants.</p> <p>Additional teacher in each year group with focus on disadvantaged learners.</p> <p>Class teacher plans for 'Focussed Groups' within lesson to ensure needs of disadvantaged learners are met.</p> <p>Freeing up of SLT to allow monitoring of disadvantaged learners progress, e.g. Pupil Progress Meetings</p> <p>Use of support time from Local Authority Improvement partner to specifically focus on disadvantaged learners.</p> <p>Specific PDM on disadvantaged learners – identifying barriers and finding solutions.</p> <p>Maths planning and CPD focusing on CPA and problem solving/reasoning</p> <p>Performance management target specific to children vulnerable for progress</p>	<p>Teachers are better equipped at grouping pupils based on AfL and set work appropriate to the need of the pupils</p> <p>Teachers and TAs aware of specific targets for pupils and support in classes are tailored towards this</p> <p>Communication between class teachers and support staff strengthened leading to better use of Tas in class and effective planning for needs of pupils.</p> <p>'Focused Groups' allow for misconceptions to be addressed straight away, whilst allowing higher achieving children to tackle work of a greater challenge</p> <p>Improvement in Disadvantaged Learners making expected progress from KS1 starting points in years 3 and 4.</p> <p>Within both year groups there are no more than 2 children in any subject who have not made at least expected progress from KS1.</p> <p>The Y5 cohort data shows that all children who were high prior attaining have made at least expected progress (part of group for mentoring).</p> <p>For those at expected standard reading has the poorest progress at this point, with 58% of children making expected</p>

<p>disadvantaged learners' based on progress.</p> <p>To understand the barriers to learning for disadvantaged pupils and plan a coherent support strategy.</p> <p>To support parents enabling them to support their children at home more effectively.</p>	<p>Regular monitoring of progress for vulnerable children through pupil progress meetings and performance management reviews</p> <p>Additional teacher (0.8) in Y6 from January creating a 4<sup>th</sup> class, allowing children to receive more targeted support from the class teacher with focus on disadvantaged learners.</p> <p>1:2 weekly maths and reading booster sessions with members of the SLT for identified Y6 PP children</p> <p>TAs to conduct 1:1 assessments for reading and gap identification in Y3 and for most vulnerable learners in Y4,5 and 6.</p> <p>Class teachers running small group and 1:1 reading interventions with vulnerable children</p> <p>Two TAs to run a duel reading group in school time with parents and children who are EAL and PP Priority reading with TAs if pupils are unable to read at home</p> <p>Y6 teacher covered one afternoon a week for 10 week period to run a Y12/Y5 mentoring programme, supported by Headteacher.</p> <p>Class teachers freed up during the day to have Structured conversations with all parents of PP children (x2 per year).</p> <p>To understand strengths and interests of PP children to enable teachers and other staff to cater for this when planning and delivering learning</p>	<p>progress, whilst writing and maths are higher than last year's cohort.</p> <p>Teachers and support staff have a greater knowledge of how to use CPA within a unit of work to help support learning – evidence of this can be seen in pupils books, on year group planning and lesson drop ins.</p> <p>Teachers feel confident when discussing the progress of pupils and the provisions in place to help these pupils achieve</p> <p>At end of KS2, improvements have been made for within school progress in all three subjects from 2017.</p> <p>A trend of improvement from last year continued in reading progress meaning the gap for disadvantaged learners is closing compared to non-disadvantaged nationally. Well above average progress in writing from last year has meant overall progress is now above average.</p> <p>In maths there was an improvement in progress from last year</p> <p>Attainment was disappointing for combined at expected with a significant drop from the previous year, analysis of subjects show that poor attainment in maths was the main reason for this (a drop of 44%).</p> <p>Within school writing is the subject area with the lowest attainment for disadvantaged learners.</p> <p>All children in Y3 and vulnerable learners in Y4,5 and 6 assessed for reading.</p>
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	<p>Support children to set individual learning targets</p> <p>Develop trusting and supportive relationships with parents and encourage parental involvement</p>	<p>Attendance remains low, but parents who attend report feeling supported and more confident in helping their child at home.</p> <p>Mentoring programme feedback wholly positive. Secondary schools keen to repeat for next year.</p> <p>Y5 children extremely positive about the programme.</p> <p>Data suggest some children made progress in maths which may have been as an impact from the program.</p> <p>All children had individual pupil passport with targets and progress recorded.</p> <p>All disadvantaged children's parents had structured conversations with class teacher.</p> <p>Teacher reported improved relationships with parents and for some children a significant improvement in attitude to learning.</p> <p>Parents reported increased confidence in being able to support their children at home.</p> <p>All identified children made at least expected progress, with many closing the gap from KS1.</p>
<b>Social, emotional and mental health</b>		
<b>Intended outcomes</b>	<b>Actions</b>	<b>Impact</b>

<p>To support vulnerable PP children to overcome barriers created by social, emotional or mental health issues.</p> <p>Boost self-esteem and confidence</p>	<p>One to one pastoral support with TAs and Learning Mentor for most vulnerable children, e.g. bereavement.</p> <p>Availability of a Learning Mentor to support families of disadvantaged pupils.</p> <p>Social groups contain aspects of nurture and Theraplay supported by Learning Mentor/ HLTA and TAs</p> <p>Subsidy for residential trips (Y4 and Y6) and other trips and visitors in school</p>	<p>Emotional needs of pupils understood and addressed with individual strategies put into place to support pupils</p> <p>Regular discussions between the class teacher and Learning Mentor to ensure consistent approach to understanding pupils needs, which leads to increased confidence within the classroom</p> <p>Regular support for families through coffee mornings, early help advice, signposting and specific meetings.</p> <p>Disadvantaged learners identified as vulnerable for social, emotional or mental health part of nurture groups.</p> <p>All disadvantaged learners attended school visits</p> <p>Financial support in place for all families of disadvantaged learners for both residential visits</p>
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**Physical Health and Hygiene**

<b>Action</b>	<b>Intended Outcomes</b>	<b>Impact</b>
<p>Sports related activities to boost engagement in learning, exercise, healthy lifestyle choices and enrichment.</p> <p>Boost self-esteem and confidence Provide opportunities for success</p>	<p>Pupil premium children are specifically targeted to participate in the network games at an international venue.</p> <p>Early start fitness club set specifically for invite only disadvantaged pupils</p> <p>Free lunchtime physical activity clubs run by PE specialist</p> <p>Subsidised places at after school physical activity clubs</p>	<p>Wide variety of sporting competitions and events on offer to children.</p> <p>Transport provided for free for disadvantaged learners to get them to and from specific sporting events.</p> <p>Early start fitness club ran each week for identified disadvantaged learners, leading to improved punctuality.</p> <p>Increased intake of lunchtime clubs</p>

	Employment of a sports apprentice to support engagement with sporting activities and opportunities	Wider range of clubs on offer to children within the school day
	Transport costs paid for to support children to attend activities and competitions during and after school	Sports apprentice running clubs after school with all disadvantaged earners offered subsidy for clubs

**Family and Environment**

<b>Action</b>	<b>Intended Outcomes</b>	<b>Impact</b>
<p>To improve attendance of all disadvantaged children , with particular focus on those most vulnerable to low attendance.</p> <p>To improve the punctuality of all disadvantaged children, with particular focus on those most vulnerable</p> <p>Improve parental engagement with school Support families who may be struggling with challenging circumstances</p>	<p>Pastoral support from Learning Mentor and Inclusion Team when need arises</p> <p>Parent – school liaison, e.g. monitoring and supporting good attendance and developing links with other agencies.</p> <p>Learning mentor liaison with Multi Agency Support Team (MAST) and other external agencies to provide family support</p> <p>Learning mentor available for home visits and Family Common Assessment Framework (FCAF).</p> <p>Learning mentor and senior leaders to attend Children in Need (CIN), Team Around the Family (TAF) and other processes to support families and children</p> <p>School uniform provided for families who are struggling to provide for their children</p>	<p>Learning Mentor worked closely with Attendance Officer (half termly meetings) to review and plan actions for children with persistent absence and poor punctuality.</p> <p>Learning Mentor working with specific families over poor attendance and punctuality</p> <p>Learning Mentor acting as liaison with LA to broker support with other outside agencies, e.g. MAST, parenting courses.</p> <p>FCAFs completed for at risk families</p> <p>TAF and CIN meetings attended with follow up actions put in place</p> <p>School uniform provided for free for children who require it</p>