

Impact of PPG funding 2015-16

Strategies adopted by school in 2015-16	Impact on learning and progress	Lessons learnt and implications																																																																
<p>1:group interventions and 1:1 with a qualified teacher Cost: £4470</p>	<p>Progress in all year groups is detailed below EYFS- all achieved a Good Level of Development Attainment (at or above ARE)</p> <table border="1" data-bbox="608 555 986 835"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>EY</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>1</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>2</td> <td>100%</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>3</td> <td>79%</td> <td>69%</td> <td>55%</td> </tr> <tr> <td>4</td> <td>80%</td> <td>60%</td> <td>40%</td> </tr> <tr> <td>5</td> <td>88%</td> <td>73%</td> <td>76%</td> </tr> <tr> <td>6</td> <td>85%</td> <td>100%</td> <td>42%</td> </tr> </tbody> </table> <p>Progress</p> <table border="1" data-bbox="608 869 932 1149"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>EY</td> <td>5</td> <td>6</td> <td>5</td> </tr> <tr> <td>1</td> <td>5.3</td> <td>5</td> <td>5</td> </tr> <tr> <td>2</td> <td>5.5</td> <td>5.5</td> <td>6</td> </tr> <tr> <td>3</td> <td>4</td> <td>4.8</td> <td>4.3</td> </tr> <tr> <td>4</td> <td>5</td> <td>5</td> <td>5.4</td> </tr> <tr> <td>5</td> <td>6</td> <td>5.7</td> <td>5.3</td> </tr> <tr> <td>6</td> <td>5.9</td> <td>6.6</td> <td>7.4</td> </tr> </tbody> </table>		R	W	M	EY	100%	100%	100%	1	100%	100%	100%	2	100%	75%	75%	3	79%	69%	55%	4	80%	60%	40%	5	88%	73%	76%	6	85%	100%	42%		R	W	M	EY	5	6	5	1	5.3	5	5	2	5.5	5.5	6	3	4	4.8	4.3	4	5	5	5.4	5	6	5.7	5.3	6	5.9	6.6	7.4	<p>Targeted children made very good progress from their starting points. It is important that children are grouped according to their individual needs. This year we will use the gap analysis tool on Target Tracker to identify the gaps for individuals and groups of children and work will be planned accordingly. Ongoing assessment maximises attainment and progress for these groups. A clear baseline will be established so that progress and the impact is closely monitored. This intervention had a high impact and we will continue with this during the academic year 2016-17, with a particular focus on Y4 and Y6.</p>
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<p>Additional TA hours to support interventions, extra-curricular activities & independent learning (TA provision to facilitate) Cost: £1800</p>	<p>Teaching Assistants report that the additional 15 minutes per day with the teacher is highly beneficial. It is a particularly valuable part of the day where specific children and targeted interventions can be discussed, planned for and resourced. For some children it is also a time where interventions can begin. Independent learning is evident across all classes in the school and the teaching assistants have a key role in facilitating this aspect of learning. Children are able to talk about what makes them a successful learner and also talk about their progress and the factors that have helped them to make progress.</p>	<p>The additional time with the teacher and TA has proved to be invaluable and will continue this year. TA's are now more confident in supporting independent learning and as such will be invited to take part in the CAST Successful Teaching and Learning course, on a rolling programme. One of the foci for this course is in developing higher order thinking skills and will be of particular benefit to the higher ability pupils.</p>																																																																

<p>Singapore Maths Cost: £4000</p>	<p>Approaches such as the bar method are in their infancy. Attendance at the CAST Maths hub has been beneficial in discussing future approaches to the teaching of Maths and new developments. Progress in Maths for all year groups is shown below</p> <table border="1" data-bbox="608 562 882 842"> <thead> <tr> <th>Class</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>5</td> </tr> <tr> <td>1</td> <td>5</td> </tr> <tr> <td>2</td> <td>6</td> </tr> <tr> <td>3</td> <td>4.3</td> </tr> <tr> <td>4</td> <td>5.4</td> </tr> <tr> <td>5</td> <td>5.3</td> </tr> <tr> <td>6</td> <td>7.4</td> </tr> </tbody> </table> <p>Attainment (% at ARE or above)</p> <table border="1" data-bbox="608 943 882 1223"> <thead> <tr> <th>Class</th> <th></th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>100%</td> </tr> <tr> <td>1</td> <td>100%</td> </tr> <tr> <td>2</td> <td>75%</td> </tr> <tr> <td>3</td> <td>55%</td> </tr> <tr> <td>4</td> <td>40%</td> </tr> <tr> <td>5</td> <td>76%</td> </tr> <tr> <td>6</td> <td>42%</td> </tr> </tbody> </table>	Class	Progress	EYFS	5	1	5	2	6	3	4.3	4	5.4	5	5.3	6	7.4	Class		EYFS	100%	1	100%	2	75%	3	55%	4	40%	5	76%	6	42%	<p>The CAST Maths hub has been very beneficial in the sharing of resources and developing a calculation policy. Attendance and engagement with this will continue in this academic year. A whole school INSET on Maths based on the AET resources and approach will take place which will further develop strategies for effective teaching of Maths. Maths will also have a focus in the 1: group interventions, with a particular focus on Y4 and Y6.</p>
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<p>ARROW intervention for reading and spelling Cost: £1900</p>	<p>All children who have completed the ARROW intervention have demonstrated an increase in their reading age. For some children it has been as much as 24 months over the period of the intervention. This has proved to be a high impact strategy for many children.</p>	<p>There have been mixed results in spelling, which will need to be a focus as we move into the second year of the intervention. Teachers will need to monitor the application of spelling in their classwork. As this intervention has been so successful we have taken the decision to have a non-class based TA who will run the ARROW programme.</p>																																
<p>Digital Technologies Cost: £9,000</p>	<p>The introduction of digital technologies into all classes has had a clear impact on children's engagement and motivation. In KS2 children are accessing daily to quiz using accelerated reader which has had the impact of increasing the amount children are reading and also</p>	<p>This has been a high impact intervention which we will continue and develop in the academic year 2016-17. We will develop by ensuring more access to technology, with each class having their own set of 15 ipads. Targeted apps for classes and individual needs will be</p>																																

	their comprehension of the books they are reading.	purchased to maximise the impact.
Pyramid club Cost: £150	For children who took part in the programme the impact has been very positive. They all developed in confidence and had a growing ability to talk about their emotions. This has had the impact of developing their self-awareness and resilience skills.	Children's social and emotional resilience has a huge impact of the children's readiness to learn. As a result we will be investing in the training for a thrive practitioner who will be non-class based and will be able to run the intervention with targeted children.
Support Group for Service children No cost implication	All children who have taken part in the Service Support Group have felt that it was beneficial. They particularly enjoyed the opportunity to talk in a small group and discuss their feelings. Positive comments from parents have reinforced this.	This intervention is no cost but has an impact. It will be run again on a regular basis by the DHT. New service children who have joined the school will be invited to join the group.
School visits Cost: £1150	All children have been able to participate in all school visits, including the residential. This has ensured a high degree of inclusion for all our children.	Where there is a high level of inclusion children feel settled, confident and have a high level of resilience. This will be continued this year to ensure this level of inclusion.
Resources to support personalised learning Cost: £4500	Resources to support personalised learning have been purchased and used across the school. In KS2 accelerated reader has been introduced and used across all classes and children have greater motivation and engagement with reading.	These resources are now in place and will continue to be used. Targeting the resources to the individual needs of the children has the most impact. If additional resources are necessary then we will continue with this. Accelerated reader will continue to be used across KS2.
Counselling (Play therapy /Dreadnoughts) £900	For individual children who have accessed these services the evaluations have been positive and the intervention has been making a difference for those children. They are more secure and confident.	This academic year we will consider the individual needs of the children very carefully and whether they are presenting with an in school need. Where the impact is not seen in school we will not be funding the intervention.
Extra-Curricular Activities Cost: £105	Where parents have specifically requested	There is a wide range of extra-curricular activities

	<p>support this has been provided. Children have been able to participate in the extra-curricular activities.</p>	<p>available free of charge at the school. As such we won't be funding additional extra-curricular activities this academic year. Children will be considered and/or given priority for the sports inclusion festivals.</p>
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