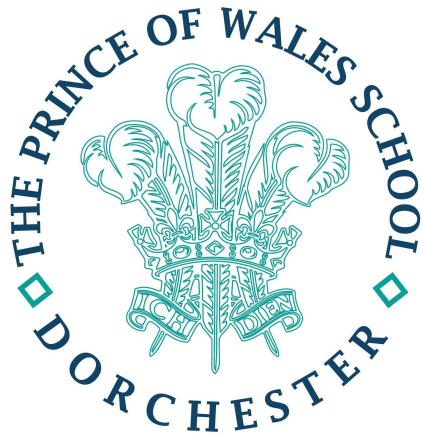


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Pupil Premium Impact Statement - 2016/2017

This document has been re-visited following the appointment of Mr. Spracklen as Headteacher in September 2017.

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1. Summary Information

School: The Prince of Wales School

Academic Year: 2016/2017

Total Number of Pupils: 156

Percentage Eligible: 17 (10.89%)

Stage in Cycle: AUTUMN TERM 2016

TARGET SETTING

SPRING TERM 2017

MID-YEAR REVIEW

SUMMER TERM 2017

DELAYED END OF YEAR REVIEW (OCTOBER 2017)

Summary of Funding:

Pupil Premium FSM: X 12 Children = £15,840

Pupil Premium Ever 6: X 2 Children = £2,640

Post LAC: X 1 Child = £1,900

Service: X 2 Children = £900

TOTAL = £21,280

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2. Current Attainment (2015/2016)

	PP	Non-PP	Difference
% achieving GLD in EYFS July 2016 (PP = 1 Pupils of 31)	100%	73.3%	+26.7%
% achieving ARE in Y1 Phonics (PP = 6 Pupils of 31)	60%	84.6%	-24.6%
% achieving ARE in KS1 Reading (PP = 4 Pupils of 32)	75%	82.1%	-7.1%
% achieving GD in KS1 Reading (PP = 4 Pupils of 32)	0%	14.3%	-14.3%
% achieving ARE in KS1 Writing (PP = 4 Pupils of 32)	0%	46.4%	-46.4%
% achieving GD in KS1 Writing (PP = 4 Pupils of 32)	0%	7.1%	-7.1%
% achieving ARE in KS1 Maths (PP = 4 Pupils of 32)	50%	67.9%	-17.9%
% achieving GD in KS1 Maths (PP = 4 Pupils of 32)	0%	10.7%	-10.7%

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3. Barriers to Future Attainment

In School Barriers -

- A** Gaps in basic knowledge, skills and understanding in English and Maths for PP children in current Year 3 and Year 4 in particular
- B** Gaps in phononic understanding for PP children in current Year 2
- C** PP Boys' engagement in reading and writing, especially in EYFS and Years 3

External Barriers -

- D** Support and engagement for PP children to help with home learning
- E** Attendance rates for PP children is lower than that for their non-PP peer group
- F** PP children to participate in out of hours learning sessions or enrichment activities at the same level as their non-PP peer group

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4. Desired Outcomes (In School Barriers)

A Gaps in basic knowledge, skills and understanding in English and Maths for PP children in current Year 3 and Year 4 in particular

Attainment and progress in reading, writing and maths for PP children to be in line with their non-PP peers due to addressing the gaps in their knowledge and understanding.

Success Criteria - No gap between the results and outcomes for PP pupils and non-PP pupils by July 2017

B Gaps in phononic understanding for PP children in current Year 2

Attainment and progress in phonics for Year 2 PP children to be in line with their non-PP peers due to addressing the gaps in their knowledge and understanding. Intense intervention used to close the gap in preparation for re-take.

Success Criteria - No gap between the results and outcomes for PP pupils and non-PP pupils by June 2017 Year 2 re-take test

C PP Boys' engagement in reading and writing, especially in EYFS and Years 3

Increased level of engagement with boys, especially PP boys, in reading and writing lessons and as a result there will be no significant difference in engagement and attainment between PP boys and their non-PP peers.

Success Criteria - No gap between the results and outcomes for PP pupils and non-PP pupils by July 2017

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5. Desired Outcomes (External Barriers)

D Support and engagement for PP children to help with transition to middle school.

Opportunities for PP children to complete enhanced transition to Middle School.

Success Criteria - No gap between the results and outcomes for PP pupils and non-PP pupils by July 2017

E Attendance rates for PP children is lower than that for their non-PP peer group

Increase attendance so that the gap between attendance rates for PP pupils improve.

Success Criteria - No gap between the attendance rate for PP pupils and non-PP pupils by July 2017. Both figures to exceed 96% (National Figure)

F PP children to participate in out of hours learning sessions or enrichment activities at the same level as their non-PP peer group

More PP children to attend out of hours learning sessions and enrichment activities.

Success Criteria - No gap between the results and outcomes for PP pupils and non-PP pupils by July 2017

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6. Planned Expenditure (2016/2017)				
INTERVENTION	CHILDREN	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT
First Class Number Maths Intervention (Mrs Scott) STAFFING BUDGET A D	1	£245	SUMMARY - 4 x 30mins per week. Small group Maths intervention. 10 week blocks – 4 sessions per week. INTENDED OUTCOME - Improved confidence and progress in Maths. MONITORING - Sandwell Early Numeracy test used to Baseline assess and then provide a final assessment at the end of the programme. Class teacher will monitor implementation of programme weekly. SEND Leader will review as part of termly monitoring.	Regular sessions have been observed and proven to show good impact. Tracking is effective and shows impact. Recommended To Continue? YES YES - With Changes NO
Learning Transition Support Worker (DMS) STAFFING BUDGET D	5	£293 x5 = £1,758	SUMMARY - Weekly visits Feb 2016 – July 2016 - Identification of Year 4 children who are likely to find the move to Middle School more difficult. This involves working with individual children and their parents and prioritises those entitled to Pupil Premium. INTENDED OUTCOME - Sharing of information about vulnerable children, sharing of strategies and involvement of parents. MONITORING - Support worker performance managed by Head teacher of Middle School. Feedback from ex-pupils and parents, Year 5 teaching and pastoral support.	Highly effective, now being supported still further with new 'vulnerable children' group within DASP. Recommended To Continue? YES YES - With Changes NO
Singing Lessons PP BUDGET F	1	£10 per session x 38 weeks = £380	SUMMARY - Weekly singing lessons. INTENDED OUTCOME - Access to 1:1 music tuition which parents/carers cannot other afford. MONITORING - By music tutor and liaison with Music Co-Ordinator, Class Teacher and SEND Leader.	Child's attendance has improved following introduction of music lessons. Recommended To Continue? YES YES - With Changes NO

Planned Expenditure (2016/2017) Continued...

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INTERVENTION	CHILDREN	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT			
<p>ICT Equipment, following external ICT Assessment</p> <p>SEN/PP BUDGET</p> <p>C</p>	1	£1600	<p>SUMMARY - Provide appropriate equipment for pupil to access and record his learning effectively.</p> <p>INTENDED OUTCOME - Access to appropriate specialist equipment that the school is currently unable to provide.</p> <p>MONITORING - SEND Leader will monitor success of equipment provided in discussion with class teacher and 1:1 TA as part of termly monitoring.</p>	<p>Delays in ordering equipment mean there has been no impact to date. Order due to be made Autumn Term 2017.</p> <p>Recommended To Continue?</p> <table border="1"> <tr> <td>YES</td> <td>YES - With Changes</td> <td>NO</td> </tr> </table>	YES	YES - With Changes	NO
YES	YES - With Changes	NO					
<p>Learn to Move, Move to Learn Intervention (Mrs Hibberd)</p> <p>STAFFING BUDGET</p> <p>C D E</p>	2	£546 x 2 = £1,092	<p>SUMMARY - One hour, once a week per child.</p> <p>INTENDED OUTCOME - Improvement in gross and fine motor skills.</p> <p>MONITORING - SEND Leader will review in discussion with intervention leader as part of her monitoring of interventions.</p>	<p>Significant progress with one child, second child still receiving weekly input.</p> <p>Recommended To Continue?</p> <table border="1"> <tr> <td>YES</td> <td>YES - With Changes</td> <td>NO</td> </tr> </table>	YES	YES - With Changes	NO
YES	YES - With Changes	NO					
<p>ELSA Intervention (Mrs Brooker)</p> <p>STAFFING BUDGET</p> <p>C D E</p>	4	£242 per child (Y3) and £77 per child (Y4) - Summer Term Only = £638	<p>SUMMARY - One thirty minute session, per child, per week.</p> <p>INTENDED OUTCOME - Improvement ability to understand and regulate emotions.</p> <p>MONITORING - Baseline questionnaire. Review questionnaire at the end of the intervention. SEND Leader will review in discussion with ELSA as part of her monitoring of interventions.</p>	<p>Review questionnaire shows consistent impact against baseline questionnaires. Complex needs mean some children require enhanced and additional sessions.</p> <p>Recommended To Continue?</p> <table border="1"> <tr> <td>YES</td> <td>YES - With Changes</td> <td>NO</td> </tr> </table>	YES	YES - With Changes	NO
YES	YES - With Changes	NO					

Planned Expenditure (2016/2017) Continued...

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INTERVENTION	CHILDREN	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT
<p>ELSA Training and Resources</p> <p>SEN/PP BUDGET</p> <p>C D E</p>	4	<p>2 x Training Course at £85 each = £170</p> <p>Resources = £130</p>	<p>SUMMARY - Two training courses to develop knowledge, understanding and delivery of specific ELSA interventions. Resources to support delivery of interventions.</p> <p>INTENDED OUTCOME - Intervention Leader trained and resourced to deliver effective interventions.</p> <p>MONITORING - Baseline questionnaire. Review questionnaire at the end of the intervention. SEND Leader will review in discussion with ELSA as part of her monitoring of interventions.</p>	<p>See above. Review questionnaire shows consistent impact against baseline questionnaires. Complex needs mean some children require enhanced and additional sessions.</p> <p>Recommended To Continue?</p> <p>YES YES - With Changes NO</p>
<p>SENSS Programme (Mrs Bernard)</p> <p>STAFFING BUDGET</p> <p>A</p>	1 (Summer Term Only)	£140	<p>SUMMARY - Two sessions of thirty minutes per week.</p> <p>INTENDED OUTCOME - Improved confidence and attainment in Reading, Writing and Spelling.</p> <p>MONITORING - SEND Leader will review in discussion with SENSS Intervention Leader as part of her monitoring of interventions. Every five months reviewed by SENSS.</p>	<p>Not yet started. Action for 2017/2018.</p> <p>Recommended To Continue?</p> <p>YES YES - With Changes NO</p>
<p>Nurture Group (Mrs Smith)</p> <p>STAFFING BUDGET</p> <p>A C E</p>	2	£1,040 x 2 = £2,080	<p>SUMMARY - Small group to support social interaction and communication skills at the start of the day.</p> <p>INTENDED OUTCOME - Improved ability to interact and communicate effectively with peers.</p> <p>MONITORING - A log of observations is kept to record children's progress and development.</p>	<p>Ongoing. Provides a supportive start to the day for two vulnerable pupil premium children. Small group interaction is supporting confidence and social skills.</p> <p>Recommended To Continue?</p> <p>YES YES - With Changes NO</p>

Planned Expenditure (2016/2017) Continued...

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INTERVENTION	CHILDREN	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT			
<p>Fischer Family Trust Literacy Intervention (Mrs Webb)</p> <p>STAFFING BUDGET</p> <p>A B</p>	3	£562 x 3 = £1,686	<p>SUMMARY - Early intervention Literacy programme for children who have difficulties learning to read and write. An intervention to accelerate children's learning in order to close the gap with their peers. Twenty week programme.</p> <p>INTENDED OUTCOME - Children develop a range of reading and writing strategies. Improved reading skills – children at least level with their Chronological Age. Improved writing skills – improved progress and attainment.</p> <p>MONITORING - Baseline assessment prior to starting the programme. FFT intervention leader keeps running records on each session. 10 week progress review. 20 week (final) progress review. SEND Leader will review in discussion with FFT intervention leader as part of her regular tracking and monitoring of interventions.</p>	<p>Not yet started. Action for 2017/2018.</p> <p>Recommended To Continue?</p> <table border="1"> <tr> <td>YES</td> <td>YES - With Changes</td> <td>NO</td> </tr> </table>	YES	YES - With Changes	NO
YES	YES - With Changes	NO					
<p>1:1 Literacy Support (Mrs Bernard)</p> <p>STAFFING BUDGET</p> <p>A C</p>	2 (26 Weeks)	£1200	<p>SUMMARY - Four session of thirty minutes per week.</p> <p>INTENDED OUTCOME - Improved confidence and attainment in Reading, Writing and Spelling.</p> <p>MONITORING - SEND Leader will review in discussion with SENSS Intervention Leader as part of her monitoring of interventions.</p>	<p>Regular sessions have been observed and proven to show good impact. Tracking is effective and shows impact.</p> <p>Recommended To Continue?</p> <table border="1"> <tr> <td>YES</td> <td>YES - With Changes</td> <td>NO</td> </tr> </table>	YES	YES - With Changes	NO
YES	YES - With Changes	NO					
<p>Family Counselling Service (Mrs Smith)</p> <p>PP/SEN Budget</p> <p>D E</p>	2	£60	<p>SUMMARY - Mixture of 1:2 (with parent present) and 1:1 sessions with a choice of counsellor recommended by the Family Counselling Service.</p> <p>INTENDED OUTCOME - Improved ability to understand and regulate emotions.</p> <p>MONITORING - Link to sessions with ELSA intervention leader. SEND Leader will review in discussion with ELSA as part of her monitoring of interventions.</p>	<p>Six sessions taken by both children. Support was provided for anger management and expressing of emotions.</p> <p>Recommended To Continue?</p> <table border="1"> <tr> <td>YES</td> <td>YES - With Changes</td> <td>NO</td> </tr> </table>	YES	YES - With Changes	NO
YES	YES - With Changes	NO					

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Planned Expenditure (2016/2017) Continued...

INTERVENTION	CHILDREN	£	SUMMARY / INTENDED OUTCOME / MONITORING	IMPACT			
<p>Free School Meals (Year 3 and Year 4)</p> <p>STAFFING BUDGET</p> <p>E</p>	7	£2,650	<p>SUMMARY - Provision of hot school meals.</p> <p>INTENDED OUTCOME - Pupil Premium children accessing free school meals every day.</p> <p>MONITORING - Lunchtime supervisors, office and SLT.</p>	<p>High uptake, strong parents/carer feedback.</p> <p>Recommended To Continue?</p> <table border="1"> <tr> <td>YES</td> <td>YES - With Changes</td> <td>NO</td> </tr> </table>	YES	YES - With Changes	NO
YES	YES - With Changes	NO					
<p>Sensory Assessment and Equipment</p> <p>PP/SEN Budget</p> <p>A C</p>	1	£620	<p>SUMMARY - Referral for a Sensory Assessment to be made to SENSS. Summer 2017.</p> <p>INTENDED OUTCOME - Equipment available to support activities recommended in Therapy programme.</p> <p>MONITORING - Targets identified to support individual child's needs. Regular meetings between class teacher/1:1 TA and SEND Leader as part of regular tracking and monitoring of interventions.</p>	<p>Delays in ordering equipment mean there has been no impact to date. Order due to be made Autumn Term 2017.</p> <p>Recommended To Continue?</p> <table border="1"> <tr> <td>YES</td> <td>YES - With Changes</td> <td>NO</td> </tr> </table>	YES	YES - With Changes	NO
YES	YES - With Changes	NO					
<p>Targeted TA Support for all PP children</p> <p>Staffing Budget</p> <p>A B D E</p>	18	£6,830	<p>SUMMARY - Extra focussed support in class for PP children. Small group, individual, as appropriate.</p> <p>INTENDED OUTCOME - PP children receiving extra support linked to their individual learning needs. PP children making at least good progress compare to non-PP children.</p> <p>MONITORING - Class teacher will monitor progress as part of their half-termly data tracking. Assessment co-ordinator and SEND Leader will monitor as part of their tracking systems.</p>	<p>School is keen to reflect on recent research and use these funds in a more targeted way next year.</p> <p>Recommended To Continue?</p> <table border="1"> <tr> <td>YES</td> <td>YES - With Changes</td> <td>NO</td> </tr> </table>	YES	YES - With Changes	NO
YES	YES - With Changes	NO					
TOTAL		£21,280					

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7. IMPACT Attainment (2016/2017)

2015/2016				VS	2016/2017				
	PP	Non-PP	Difference			PP	Non-PP	Difference	16-17 GAP
% achieving GLD in EYFS July 2016 (PP = 1 Pupils of 31)	100%	73.3%	+26.7%		% achieving GLD in EYFS July 2017 (PP = 4 Pupils of 32)	50%	71.4%	-21.4%	INCREASED -48.1%
% achieving ARE in Y1 Phonics (PP = 6 Pupils of 31)	60%	84.6%	-24.6%		% achieving ARE in Y1 Phonics (PP = 1 Pupils of 32)	100%	80.6%	+19.4%	CLOSED +44%
% achieving ARE in KS1 Reading (PP = 4 Pupils of 32)	75%	82.1%	-7.1%		% achieving ARE in KS1 Reading (PP = 5 Pupils of 32)	80%	74.1%	+5.9%	CLOSED +13%
% achieving GD in KS1 Reading (PP = 4 Pupils of 32)	0%	14.3%	-14.3%		% achieving GD in KS1 Reading (PP = 5 Pupils of 32)	40%	37%	+3%	CLOSED +17.3%
% achieving ARE in KS1 Writing (PP = 4 Pupils of 32)	0%	46.4%	-46.4%		% achieving ARE in KS1 Writing (PP = 5 Pupils of 32)	80%	63%	+17%	CLOSED +63.4%
% achieving GD in KS1 Writing (PP = 4 Pupils of 32)	0%	7.1%	-7.1%		% achieving GD in KS1 Writing (PP = 5 Pupils of 32)	20%	18.5%	+1.5%	CLOSED +8.6%
% achieving ARE in KS1 Maths (PP = 4 Pupils of 32)	50%	67.9%	-17.9%		% achieving ARE in KS1 Maths (PP = 5 Pupils of 32)	80%	70.4%	+9.6%	CLOSED +27.5%
% achieving GD in KS1 Maths (PP = 4 Pupils of 32)	0%	10.7%	-10.7%		% achieving GD in KS1 Maths (PP = 5 Pupils of 32)	40%	14.8%	+25.2%	CLOSED +35.9%