Twyford St Marys’ Primary School

The Impact of Pupil Premium

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| Our Profile 2017-18 | |
| Total number of children on role: | 160 |
| Number of PP-eligible pupils: | 13 |
| Amount per pupil: | £1,320 |
| Total PP budget:  Total spend  Date for internal review | £20,960  £26,089  February, 2018 |

What are the most effective ways to support disadvantaged pupils’ achievement?

Research undertaken by NFER has identified 7 building blocks that are common in schools which are more successful in raising disadvantaged pupils’ attainment.

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| Common building blocks | What are we doing? |
| 1. Whole-school ethos of attainment for all | TSM has an ethos of high attainment for all pupils. Despite the challenging barriers that some of our children face, a ceiling of achievement will not be placed. It is our job to ensure that gaps are closed and all children reach their full potential. |
| 1. Addressing behaviour and attendance | TSM permeates high expectations of behaviour at every level. We ensure that effective behaviour strategies are in place and respond quickly and decisively to poor attendance. We provide thorough and holistic social and emotional support, including working with families. |
| 1. High quality teaching for all | TSM is a ‘Self Improving’ school on a journey to be the best it can be. We offer an ever increasing consistency in high standards where teaching is continually refined to respond to the needs of the children. |
| 1. Meeting individual learning needs | Leaders and teachers at TSM identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in their leaning. We provide individual support for specific learning needs and group support for pupils with similar needs. |
| 1. Deploying staff effectively | Governors and the Senior Leaders work effectively together in order to deploy responsibility to front line staff. Staff training is bespoke to allow the best possible support for our children with more complex needs. There are weekly meetings where our most vulnerable pupils are discussed. Training, support and actions follow any issues raised. |
| 1. Data-driven and responding to evidence | Leaders and teacher use data to identify learning needs, addressing any underperformance swiftly. Every action and or intervention is driven by the robust review of data. They seek the best practice to respond to any emerging needs. The school is growing in outwardly seeking best practice and therefore practitioners are becoming more involved in action research initiatives, networks and working in collaboration with other schools in order to pursue or champion best practice. |
| 1. Clear responsive leadership | Senior leaders and governors set high aspirations and lead by example. They hold staff accountable for raising attainment rather than accepting low aspirations and variable performance. Leaders at TSM share their thinking and invest whole-heartedly in continued professional development. School development priorities are intrinsically linked to performance management objectives and together they ensure that outcomes are high. Leaders and Governors regularly invite outside challenge and support to ensure that the school continues to provide the very best for all pupils. |

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| Current Attainment | | |
|  | Pupils eligible for PP | Total pupils  (national average) |
| % Achieving ARE or above in Reading, writing and maths | 83% | 86.6%  (61%) |
| No. of children making positive progress in reading (against previous attainment) | 4/5 pupils (83% of this group) | 14/15 pupils 93%  (71%) |
| No. of children making positive progress in writing (against previous attainment) | 4/5 pupils (83% of this group) | 14/15 pupils 93%  (76%) |
| No. of children making positive progress in maths (against previous attainment) | 4/5 pupils (83% of this group) | 13/15 pupils 86.6% (75%) |

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| Barriers to future attainment for Pupils eligible for PP: | |
| 1. Progress and attainment across KS2 arising in part from reduced parental involvement and engagement also leading to poor home learning environments. | |
| 1. Emotional, wellbeing and attachment needs, children have poor social skills and difficulty forming positive relationships this impacts on their readiness to learn. | |
| 1. Some pupils have additional behavioural needs within classrooms having a detrimental impact on their learning and that of other peers. | |
| 1. Low level literacy skills on entry including knowledge of phonic sounds impacting on reading. | |
| 1. Identified SEND – developmental delay and specific learning difficulties. | |
| External Barriers: | |
| 1. Deprived home learning environments including poor adult literacy/numeracy skills | |
| 1. Some pupils on the PP register have additional complex needs including SEND, SLCN, SEMH and EAL. | |
| Outcomes: | Success Criteria |
| 1. Sustaining high rates of attainment and progress for pupils in receipt of PP especially across KS2. | The end of KS2 RWM combined ARE Target will be 100% (1 pupil) which is well above the national average (2017 data) for non-disadvantaged children. |
| 1. Children being ready to learn and have positive attitudes to learning. Children develop positive attachments. Children make developmental progress against areas of need. | Evidence of progress against Boxall strands.  Children settle in class after transitions and able to access learning effectively. |
| 1. Increased engagement of parents of pupils in receipt of PP leading to improved outcomes. | A greater percentage of families in receipt of the pupil premium grant attend workshops and meetings linked to teaching and learning or are given individualised information about the meetings they have not been able to attend. |
| 1. Children’s phonic knowledge makes rapid progress and is developed so they are able to apply and use sounds in reading and writing. | All children eligible for PP pass Phonics screening test in Yr1 or retakes in Yr2 (depending upon the individual).  Clear evidence of progress in Phonic trackers. |
| 1. SEND children make accelerated progress with specific area of identified need. | Children make accelerated progress through interventions (measured by ratio gains) and can apply in classroom learning.  Evidenced by book band trackers, phonic trackers, key words and children’s books. |

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| Planned Expenditure | | | | | |
| Academic Year | 2017/2018 | | | | |
| Using Pupil Premium to improve classroom Pedagogy | | | | | |
| Desired Outcome | Chosen action | What is the evidence and rationale? | How will you ensure it is well implemented? | Staff lead | Review |
| Sustaining high rates of attainment and progress for pupils in receipt of PP especially across KS2. | High Quality teachers appointed, to include specific release time for SENCO/Pupil Premium Lead. | NFER states that the ‘quality of teaching’ is among the 7 important drivers of pupil attainment.  Ofsted’s 2013 report on pupil premium, schools who successfully improved achievement had a designated senior leader who had a clear overview of how funding was being allocated and the difference it was making. | Through regular lesson monitoring, pupil progress meetings and through the performance management process. | HB  CW  SP | Autumn 2017  Spring 2018  Summer 2018  Staff Costs - £8931  SENCo Training -£200  Subscrition to NASEN - £92 |
| Children’s phonic knowledge makes rapid progress and is developed so they are able to apply and use sounds in reading and writing. | Daily phonic small group interventions based on the school’s phonic programme delivered in class.  Bespoke phonic training for all support staff. | Data collected from 2016/17 has shown a positive impact from extra phonic support given during Yr 1 and then into Yr 2 PP children were able to achieve on the phonic screening test and make better progress against ARE. | Children identified early through phonic screening and then tracked through phonic record sheets. | HP  SE  CW | Reviewed at each phase  £161 - Supply Cover for phonics training |
| To ensure that all children cross the school make good progress. | Robust Tracking system is in place. HAM model to regularly track and monitor progress, identifying gaps in learning and responding accordingly.  Staff training on SIMS. | According to Ofsted’s 2013 pupil premium report, schools who successfully raised achievement made monitoring and evaluation a whole school responsibility, as well as using tracking effectively to monitor improvement and identify need. | Through regular lesson monitoring, pupil progress meetings and through the performance management process. | HB  SP | Autumn 2017  Spring 2018  Summer 2018 |
| Total Budgeted cost: | | | | | **£9,384** |
| Using Pupil Premium to provide targeted support | | | | | |
| To ensure children are ready to learn and have positive attitudes to. Children to develop positive attachments. Children to make developmental progress against areas of need.  To give children clear, useful feedback about their work and ways they could improve it. | All staff in receipt of high quality training and followed on support from senior leaders.  PP children to be assigned with a mentor.  Training includes: Jonathon Lear’s Guerrilla Teaching  Weekly ELSA and Lego therapy sessions. | NFER states that the ‘responding to evidence’ is among the 7 important drivers of pupil attainment. Pursuit of best practice.  Individualised feedback to one of the most common features of successful teaching and learning.  Research has shown anxious children with attachment difficulties can find it difficult to access above 20% of their learning. ELSA has been proved to be successful in identifying areas where children need emotional support, allowing children to deal with these issues. | Through regular lesson and book monitoring, VP meetings and interviews with PP children.  ELSA was established with the support of Educational Psychologist and follows the established programme. The programme is reviewed and planned weekly with the ELSA and SENCo. The school also uses an accredited Fieps specialist and runs the Friends Programme for Year 5 pupils. | HB  CW  AH  AH  HN | Reviewed half termly  PP Lead cost for weekly VP meetings - £816  Jonathan Lear’s Workshop - £915  ELSA provision - £1,641  Friends 10 week Programme - £180 |
| SEND children make accelerated progress with specific area of identified need. | 1:1 or small group support interventions which will work alongside SEN support to address a specific need e.g. speed handwriting, Numicon, Power of 2 | All interventions have been independently evaluated and have been effective in making raid progress when used in school. | All interventions are delivered by trained teaching staff and are reviewed regularly by the SENCo.  Designated time to work on interventions is planned in and the programmes are well managed and resourced. | AH | Reviewed half termly  My Maths £325  Lexia - £750  Nessy - £288 |
| Total Budgeted cost: | | | | | **£4,915** |
| Using Pupil Premium to support whole school strategies | | | | | |
| To ensure that all pupils experience wide range of learning and enrichment opportunities both in and outside of school.  To promote children’s enjoyment of a wide range of skills and interests.  To increase participation of children in creative, music and sporting activities.  To increase pupil premium representation in displays around the school. | Subsidised visits and residential trips.  After school club places.  Our school offers a wide range of extra-circular activities.  The school provides pupils with access to specialist coaching and teaching in sport.  Appointment of Environment Leader. | The EEF toolkit shows that overall studies of adventure/outdoor learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional moths’ progress.  Ofsted’s 2013 report looks at a case study where a school raised pupil aspirations by broadening their wider experiences, e.g. through attending concerts and plays. | Regular monitoring of progress data, through use of SIMs and other assessment data. Also consider measure such as improvements in attitude to learning, perseverance and resilience. | HB  SE  KB | Autumn 2017  Spring 2018  Summer 2018  £3,500 – Subsidised visits and residential trips to Fairthorne and Avon Tyrell  £500 – music – Young Voices, peripatetic music lessons and Children’s concert  £500 - Theatrical performances and workshops  £707 –Environment Leader and displays across school  £1,300 – Music provision for class instrumental tuition in KS2  £2,200 – Whole School singing and drumming golden time club |
| Total Budgeted cost: | | | | | **£8707** |
| To actively involve parents in supporting their children’s learning.  To provide well targeted support to improve behaviour and links with families where these are a barrier to a pupil’s learning. | Teacher led sessions.  Service Level Agreements and buy in options provide appropriate assessment, support and advice for vulnerable pupils. These include: Educational Psychology, Primary Behaviour Service. | Ofsted’s 2013 Pupil Premium report states that schools which were successful in improving achievement provided well-targeted support for families where behaviour, attendance or home-school links were a barrier to a pupil’s learning. | Through regular SLT meetings, VP meetings and with outside agencies and through parental feedback. | HB  CW  AH | Spring 2018  Summer 2018  £100 - E-Safety Event for parents  £161 - Maths Workshops for parents (1 day supply cover for preparation)  Parent Consultations for year 6 (2 day supply) - £322  Ed Psych SLA - £2,500 |
| Total Budgeted cost: | | | | | **£3,083** |

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| Review of Expenditure – **PP Budget - £27,200 PP Spend £31,815** | | | | |
| Previous academic Year | 2016/2017 | | | |
| Desired outcome | Chosen action/approach | Estimated Impact | Lessons learned | Cost |
| * To improve provision and inclusion to promote learning for disadvantaged pupils | Educational Psychologist  Additional support | Mixed – quality time was spent among teachers identifying barriers and planning support in class. Additional support and implementation of Ed Psyc’s recommendations was generally good and this has a positive impact on teaching and learning. When reviewed teachers were able to say how the support had impacted on the children’s learning. | Some effective strategies were implemented but these needed to be more consistent across teaching teams. Resources needed to be more effectively used and children needed more consistent access to the same resources across different areas. This year specific time is being planned in to review training and how this can be effective in school.  More time needed to be spent on sharing information from training and how this could be used to support learning. | Ed Psych SLA - £2,724  Environment Leaders - £1110 |
| * To promote pupil progress and narrow the attainment gap for disadvantaged groups | SENCo  Additional hours- interventions  Literacy resources  Lexia  Nessie  MyMaths  Maths mentality | Mixed - Additional hours for SENCo was mixed. Senior Leaders were not released to full capacity so leadership responsibilities were not distributed to maximise impact.  High - Lexia and Nessie resources  High – where the intervention was linked directly to the child’s needs and was consistently delivered. This was supported by data in year 6 where interventions PP progress were significantly high in Reading. This could also be seen in Yr 2 retakes of the Phonics Screening. | Pupil Premium Leader requirement.  Continue to build on the successes of Lexia and Nessie.  Support will be continuing next year but training and coaching will be improved to make the interventions more effective.  Provision plans will be more specific, clearly identifying the needs of children and the best intervention to plan in.  Training on Phonics intervention will take place.  Coaching and Mentoring training for all staff. | £16,761 – SENCO x 2 days  £4,593 – supply cover for SLT  £400 – Online resources  Jonathan Hannam Workshop for staff - £600 |
| * To provide effective social and emotional support for disadvantaged groups to ensure they are ready to learn | ELSA provision  1:1 support  Resources  Training | High – all PP children who attended ELSA sessions made progress against BOXALL strands. Their anxiety decreased and their resilience and ability to cope with situations both in and out of class improved. This was evidenced by class teachers, parents and by decrease incidents. | All teachers were positive about ELSE intervention and its impact. The strategy was effective in addressing a clear need in the school ad this will be continuing next year. | £1570 – ELSA provision  £703 – 1:1 support |
| * To ensure disadvantaged pupils have access to extra curriculum provision | Enrichment Activities including Residential visits,  Day visits,  Music tuition,  After school clubs, | High – all pupils had access to specialist teaching through R&R sports coaching and Hampshire Music Service. After school places have been offered across the three terms promoting a wide range of skills and interests.  Last year, 46% of pupils eligible for PP funding attended at least one after school club. This is consistent with, or higher than, the percentage of all pupils who have attended clubs. | A decision has been taken to reshape the curriculum to include further enrichment activities both as part of children normal entitlement but additional clubs such as lunch time clubs and golden time clubs. The school will continue with R&R sports coaching and the Music Service. | £170 – Peripatetic Music lessons  £3,184 – Residential Trips and Day Activities |