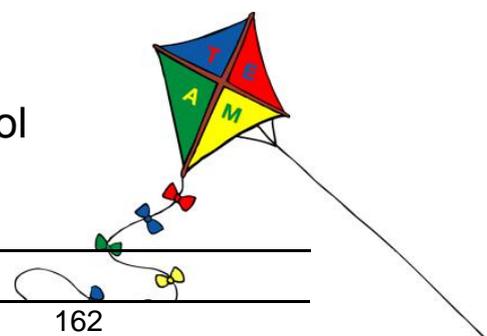


Twyford St Marys' Primary School

The Impact of Pupil Premium



Our Profile 2018-19

Total number of children on role:	162
Number of PP-eligible pupils:	14
Amount per pupil:	£1,320
Total PP budget:	£20,140
Total spend	£24,012
Date for internal review	February, 2019

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.

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.
2. 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.
3. 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.
4. 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 learning. We provide individual support for specific learning needs and group support for pupils with similar needs.
5. 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.
6. Data-driven and responding to evidence	Leaders and teachers 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.
7. 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.

Current Attainment 2018		
	Pupils eligible for PP	Total pupils (national average 2017)
% Achieving ARE or above in Reading, writing and maths	0%	75% (64%)
% Achieving ARE or above in Reading	100%	80% (75)
% Achieving ARE or above in Writing	0%	85% (78%)
% Achieving ARE or above in Maths	100%	90% (75.6%)
No. of children making positive progress in reading (against previous attainment)	1/1 pupils (100% of this group)	18/20 pupils 90% (71%)
No. of children making positive progress in writing (against previous attainment)	1/1 pupils (100% of this group)	19/20 pupils 95% (76%)
No. of children making positive progress in maths (against previous attainment)	1/1 pupils (100% of this group)	20/20 pupils 100% (75%)

Barriers to future attainment for Pupils eligible for PP:	
a) Progress and attainment across KS2 arising in part from reduced parental involvement and engagement also leading to poor home learning environments.	
b) Emotional, wellbeing and attachment needs, children have poor social skills and difficulty forming positive relationships this impacts on their readiness to learn.	
c) Some pupils have additional behavioural needs within classrooms having a detrimental impact on their learning and that of other peers.	
d) Low level literacy skills on entry including knowledge of phonic sounds impacting on reading.	
e) Identified SEND – developmental delay and specific learning difficulties.	
External Barriers:	
a) Deprived home learning environments including poor adult literacy/numeracy skills	
b) Some pupils on the PP register have additional complex needs including SEND, SLCN, SEMH and EAL.	
Outcomes:	Success Criteria
A. 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 75% (4 pupils) which is above the national average (2018 data) for non-disadvantaged children.
B. 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.
C. 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.
D. 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.
E. 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.

Planned Expenditure					
Academic Year	2018/2019				
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	Through regular lesson monitoring, pupil progress meetings and through the performance management process.	HB SD	Autumn 2018 Spring 2019 Summer 2019 Staff Costs - £7,682 SENCo Training - £200 Subscription to NASEN - £92

		leader who had a clear overview of how funding was being allocated and the difference it was making.			
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 2017/18 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.	VM HP SE	Reviewed at each phase £161 - Supply Cover for phonics training
To ensure that all children across 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. Additional 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	Through regular lesson monitoring, pupil progress meetings and through the performance management process.	HB SD	Autumn 2018 Spring 2019 Summer 2019

		improvement and identify need.			
Total Budgeted cost:					£8,135
Using Pupil Premium to provide targeted support					
<p>To ensure children are ready to learn and have positive attitudes to.</p> <p>To ensure children quickly overcome barriers to learning and accelerate progress levels.</p> <p>Children to develop positive attachments.</p> <p>Children to make developmental progress against areas of need.</p>	<p>All staff in receipt of high quality training and followed on support from senior leaders.</p> <p>PP children to be assigned with a peer mentor.</p> <p>Weekly ELSA and Lego therapy sessions.</p>	<p>NFER states that the 'responding to evidence' is among the 7 important drivers of pupil attainment. Pursuit of best practice.</p> <p>Individualised feedback to one of the most common features of successful teaching and learning.</p> <p>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</p>	<p>Through regular lesson and book monitoring, VP meetings and interviews with PP children.</p> <p>PP children overcome barriers to learning as seen in the domain analysis.</p> <p>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</p>	<p>HB SD AH</p> <p>AH HN</p>	<p>Reviewed half termly</p> <p>PP Lead cost for weekly VP meetings - £522 reduce this figure</p> <p>Peer mentoring training, Mike Fleetham, 'Thinking classroom' - £350</p> <p>CPOMS - £450</p> <p>ELSA provision - £1,641</p> <p>Friends 10 week Programme - £195</p>

		need emotional support, allowing children to deal with these issues.	and runs the Friends Programme for Year 5 pupils.		
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 rapid 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
To provide well targeted support to improve behaviour and links with families where these are a barrier to a pupil's learning.	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 AH	Ed Psych SLA - £2,100
Total Budgeted cost:					£6,621

Using Pupil Premium to support whole school strategies					
To actively involve parents in supporting their children's learning.	Year 6 Parent Consultation to include a Learning Presentation from the pupils.	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 TA	Spring 2019 Summer 2019 Parent Consultations for year 6 (2 day supply) - £322
To ensure that all pupils experience wide range of learning and enrichment opportunities both in and outside of school. To promote children's	Subsidised visits and residential trips. After school club places. Our school offers a wide range of extra-curricular activities including Homework Club where PP children are given first refusal.	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	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 SW	Autumn 2018 Spring 2019 Summer 2019 £3,500 – Subsidised visits and residential trips to Calshot and Avon Tyrell £500 – music – Young Voices, peripatetic music lessons and Children's concert

<p>enjoyment of a wide range of skills and interests.</p> <p>To increase participation of children in creative, music and sporting activities.</p> <p>To increase pupil premium representation in displays around the school.</p>	<p>The school provides pupils with access to specialist coaching and teaching in sport.</p> <p>Continued appointment of Environment Leader</p>	<p>appear to make approximately three additional moths' progress.</p> <p>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.</p>			<p>£500 - Theatrical performances and workshops</p> <p>£707 –Environment Leader and displays across school</p> <p>£1,300 – Music provision for class instrumental tuition in KS2</p> <p>£2,047 reduce this figure – Whole School singing and 'The Arts' enrichment golden time club</p> <p>£380 Homework After School Club</p>
<p>Total Budgeted cost: £9,256</p>					

Review of Expenditure – PP Budget - £20,960		PP Spend £26,089		
Previous academic Year	2017/2018			
Desired outcome	Chosen action/approach	Estimated Impact	Lessons learned	Cost
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. Educational Psychologist	Mixed. Although extremely positive PP outcomes in KS2 SATs, progress in Year 4 and 5 has only been steady. PP Leaders gave training to key personnel and established partnerships (as mentors) between staff and pupils. This gave targeted support. Additional support and implementation of Ed Psych'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 the KS2 teaching team. New staff were under induction so building effectivity. PP Partnerships were effective review has identified that these need to be solely led by the teacher. Review also highlighted the benefits of peer mentoring with marked achievements being made with learning domains in maths; these were specifically identified by the teacher and then worked on with mentor and mentoree. More training is needed for peer mentors and teachers on how this can be effectively used to support learning and accelerate attainment.	Staff Costs - £8931 SENCo Training - £200 Subscription to NASEN - £92 Ed Psych SLA - £2,500
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	All staff in receipt of high quality training and followed on support from senior leaders. PP children to be assigned with a mentor.	Mixed - Additional hours for PP Leader was mixed. Senior Leaders were distributed this year, unlike last year due to staff maternity. Senior Leaders did not have capacity to maximise impact. Follow on support from training was, at times, inconsistent due to	Pupil Premium Leader who develops pupil partnerships in Peer Mentoring. 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	PP Lead cost for weekly VP meetings - £816 Jonathan Lear's

<p>their work and ways they could improve it.</p>	<p>Training includes: Jonathon Lear's Guerrilla Teaching</p> <p>Weekly ELSA and Lego therapy sessions.</p>	<p>a leadership restructure which removed two posts. Mixed - Weekly VP meeting addressed concerns, both emotional and academic, swiftly. Though greater efficiency is needed when record keeping. High- Jonathon Lear's training which raised expectations of curriculum entitlement and continues to support the reshaping of the curriculum. High – ELSA and Therapy sessions ensured identified pupils made developmental progress and were ready to learn. High – Friends programme had great consistency and efficiency with one member of staff leading rather than two. Smooth transitions into Year 6.</p>	<p>children and the best intervention to plan in.</p> <p>Revision of weekly VP meetings so that record keeping is efficient with robust and timely monitoring process. CPOMS.</p>	<p>Workshop - £915</p> <p>ELSA provision - £1,641</p> <p>Friends 10 week Programme - £180</p>
<p>To actively involve parents in supporting their children's learning.</p> <p>To provide well targeted support to improve behaviour and links with families where these are</p>	<p>Teacher led sessions.</p> <p>Service Level Agreements and buy in options provide appropriate</p>	<p>Mixed – Up take for PP parents was not high enough.</p> <p>High – Change in format to Parent Consultations for Year 6 resulted in 100% PP parent attendance.</p>	<p>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.</p>	<p>£100 - E-Safety Event for parents</p> <p>£161 - Maths Workshops for parents (1 day supply)</p>

<p>a barrier to a pupil's learning</p>	<p>assessment, support and advice for vulnerable pupils. These include: Educational Psychology, Primary Behaviour Service.</p>	<p>High – SLAs. Pupil anxiety has decreased and their resilience and ability to cope with situations both in and out of class has improved. This was evidenced by class teachers, parents and by decrease incidents.</p>		<p>cover for preparation)</p> <p>Parent Consultations for year 6 (2 day supply) - £322</p> <p>Ed Psych SLA - £2,500</p>
<p>To ensure that all pupils experience wide range of learning and enrichment opportunities both in and outside of school.</p>	<p>Subsidised visits and residential trips. After school club places.</p> <p>Our school offers a wide range of extra-curricular activities.</p> <p>The school provides pupils with access to specialist coaching and teaching in sport.</p>	<p>High – all pupils had access to specialist teaching through Sport Providers and Hampshire Music Service. After school places have been offered across the three terms promoting a wide range of skills and interests.</p> <p>Mixed – After School Clubs. Last year, 42% of pupils eligible for PP funding attended at least one after school club. This is slightly down on the percentage of all pupils who have attended clubs and slightly down on the PP up take of afterschool clubs from the previous year.</p>	<p>Although a range of After School Clubs available, parents are not capitalising on these and failing to see the benefits.</p> <p>Parents want After School clubs to support learning in class e.g. Home Learning Activities. This could lead to enrolment in other, less academic clubs.</p>	<p>£3,500 – Subsidised visits and residential trips to Clashot and Avon Tyrell</p> <p>£500 – music – Young Voices, peripatetic music lessons and Children's concert</p> <p>£1,300 – Music provision for</p>

				class instrumental tuition in KS2
--	--	--	--	---