

Pupil Premium Impact Report Interim Review - December 2016

NAHT Aspire

Pupils who are identified as part of Pupil Premium criteria are a programme focus. The Leadership Team have all attended training days specific to their role (Pedagogy and Curriculum, Assessment, Student and Family Support and Learning Environment). Aspects of the long term Implementation Plan have been worked upon by each of the Key Leads. These have impacted positively on staff continued professional development and the teaching and learning of pupils.

The Assessment Lead has trained staff on how to conduct Achievement Teams meetings and two of these meetings have taken place in each Key Stage. 14 (58%) of the pupil premium pupils have been discussed as part of the meetings. Their barriers to learning or next steps in learning were identified and a set of actions were agreed to support these pupils to move them on. In the first round of meetings a range of barriers were discussed including learning behaviour, independence in learning, developing handwriting and presentation and Spelling, Punctuation and Grammar skills. In the review all pupils had made progress towards the identified barriers so a positive impact was seen. In the second round of meeting writing barriers and next steps were the focus. Progress towards the actions will be reviewed in January.

The FAST learning approaches are to develop fluency in spelling and recalling number facts across school. Pupils practise skills each day in a timed session. Pupils are encouraged to beat personal bests in their scores and the time taken. Over time the instruction for pupils has become more individualised. Staff meeting time has been dedicated to ensure that staff are adhering to specific principals of the approaches in order for pupils to make maximum progress. This has ensured that new staff are up to speed with the practises. The English and Maths Leaders are monitoring approaches and collecting data.

The impact to date is that pupils enjoy the FAST learning process especially as it encourages them to succeed and improve individual scores. Although pupils have increased speed in FAST spelling there have been some issues with handwriting. Not all pupils are applying their skills. This was evident at a recent book scrutiny of pupil premium pupil's books at staff meeting. The majority of pupils have gained better times when completing FAST Maths as they begin to memorise the facts. Teachers keep records of pupil progress and use this to inform future instruction. Teachers agree that it easier to see the impact of FAST Maths when pupils recall number facts as part of their work in daily sessions.

Tuition

An experienced teacher works with individuals and small groups in Key Stage Two to provide tuition that is focused directly to their next steps in learning. Some sessions are in school time and there are after school sessions for some pupils. Due to the type of instruction necessary to improve progress some pupils have had daily sessions to develop skills. The teachers have also supported pupils in class where appropriate.

The class teacher liaises closely with the teacher to ensure tuition is meeting the needs of pupils and moving them on in their learning. Teachers are accountable for the progress of these pupils and record assessment information on a fortnightly basis. This provides evidence for class teachers when making judgments about whether a pupil is emerging or expected with a specific KPI (Key Performance Indicator). The teachers work together plan activities to boost specific skills and gaps that have been identified from baseline assessments. They plan in assessment opportunities to monitor whether pupils can apply skills. Staff liaise regularly to modify the programs as necessary.

The impact from the tuition is variable depending on the pupils. Some pupils attendance to school and the after school sessions is poor which makes impact limited. Assessment information has shown that all pupils are improving in specific skills that has contributed to progress made towards achieving a KPI, however this varies. Due to the small steps that are focused on it positive progress is made but not accelerated progress.

Pupils are able to talk about what they are working on and how they have improved. All pupils speak positively about their additional Literacy sessions.

Additional Teaching Assistant time

Additional Teaching Assistant time is used in Key Stages One and Two to promote progress of identified vulnerable groups. It has been used to improve outcomes for pupil premium children in a number of ways.

Some of this time has been used to deliver structured interventions such as Computer based interventions are also used like Lexia and Mathletics. The teaching assistant that runs Lexia now produces short weekly reports for teachers on how pupils have achieved in Lexia. She attaches necessary information about instruction to be completed in class to overcome aspects that pupils are stuck on. Although all pupils are making progress on Lexia further impact could be seen if teachers consistently practiced the gaps between sessions.

The impact is that pupils enjoy interventions with staff and they enjoy moving through the levels on Lexia and gaining personal bests on Mathletics. Assessment information shows progress within the interventions and short-term targets are set each term so that long term targets are achieved by the end of the year.

In Key Stage One, teaching assistant time has been deployed to support a small group of vulnerable pupils with Speech and Language Therapy. Specific programmes have been followed and the impact is that all pupils have made positive progress towards their targets. The Speech and Language Therapist has confirmed the progress of these pupils in her termly visits.

Teachers use other support time so that they can work with Pupil Premium children while the teaching assistants facilitate the learning around the class. Specific time has been allocated to identify pupils to build upon social and emotional development to support an increasing engagement in learning with the goal of improving outcomes and narrowing the attainment gap. Some positive impact has been seen through lunch time support for pupils as there have been less behaviour related incidents recorded.

Behaviour Support Service and Educational Psychology

These services are used to improve outcomes for pupils with specific behavioural and learning difficulties. High need pupils in school have been observed and the teacher has provided written record of support and recommendations to support the pupils further. A longer piece of work is taking place in one cohort in the form of co-operative skills groups. Two groups of children are attending these sessions to focus on specific skills including responding positively to others, sharing feelings and calming down when frustrated. Session feedback has been shared with the class teacher so that the application of these skills can be monitored. Some impact has been seen from sessions as there has been a reduction in negative behaviour incidents. To increase the impact further a teaching assistant will take part in sessions so that these skills can be promoted consistently.

The Educational Psychologist is involved in improving the outcomes for identified pupils through assessing their specific difficulties. This is done through observations, assessments and working with the pupils' parents. The Educational Psychologist's recommendations are being implemented to support pupils. A consultation with parent and full cognitive assessment was completed for a pupil who is struggling to make progress particularly in Maths. School will follow further recommendations made by the Educational Psychologist and monitor the impact on the pupil's progress.

The Educational Psychologist completed a training session on the Growth Mindset for all staff. Staff could identify aspects that they could use in their practice to encourage pupils to be resilient learners.