

Pupil Premium Report 2016

Funding Allocation to date

The Total amount of allocated this year is £36,240

- School participation in the NAHT Aspire programme (£14,433) and associated supply cover costs
- Support to develop Teaching and Learning through the support of Highbrake Consultancy (£1,200)
- 'One to one' and small group tuition for identified pupils in and Key Stage Two classes (£7,066.96)
- Additional Teaching Assistant time across classes (£11,467.25)
- Additional Mid-day Supervisor time of five hours a week (£1,899.30)
- Behaviour Support Service and Educational Psychologist involvement

NAHT Aspire

The School is currently engaging with the NAHT Aspire programme. This will span over a three years at a cost of £43,300 (approx. £14,433 per annum). The purpose is to ensure timely and effective use of assessment data at every level within the school to drive improvement, focus intervention and develop day-to-day classroom practices. Pupils who are identified as part of Pupil Premium criteria will be a programme focus. This is achieved with focussed work on five strands: Leadership; Learning Environment: Assessment for Learning; Pedagogy and Curriculum; Pupil and Family Support.

Subject leaders in Literacy and Maths have had training sessions on specific pedagogical approaches and subsequently trained teaching staff how to use them. An additional training session for staff took place to look at pedagogical approaches in writing teaching sequences to support groups of learners. Staff have devised and taught intervention teaching sequences particularly in Literacy to support Spelling, Punctuation and Grammar work and Handwriting. The teacher with responsibility for inclusion had a session to audit support for pupils and families. This formed an audit and further work in supporting vulnerable pupils through different approaches will be looked at further as part of the Aspire programme.

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. As this type of teaching develops the instruction for each child will become more individualised. This will support in improving outcomes for all children.

The impact to date is that pupils enjoy the FAST learning process especially as it encourages them to succeed and improve scores. Although pupils have increased speed in FAST spelling there have been some issues with handwriting. 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. Key Stage One teachers are trying different ways to enable pupils to check work and record results in a time effective manner. 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.

The pedagogical approaches require periodic monitoring and staff meeting time is necessary to embed practises and train new staff to use these approaches.

Highbrake Consultancy

There have been support days from Mr Rutherford (former HMI) from Highbrake Consultancy at a cost of £1,200. Mr Rutherford observed teaching and learning in classes and supported staff with strategies to improve outcomes for pupil progress, particularly those receiving FSM. Individual observations and feedback sessions have supported staff to develop skills to support groups of pupils in their classes. The impact has been that feedback has impacted on planning to support pupils further. There has been further impact through the moderation of teachers' performance and identifying inadequate teaching.

He has also held meetings with Subject Leaders to enhance monitoring and scrutiny of progress and attainment for groups of pupils, including FSM. The teacher with responsibility for Inclusion discussed progress of FSM pupils and how this is tracked. The importance of moderation with other schools was discussed in order to confirm judgments made about pupil progress. The Literacy Leader has discussed this at a cluster meeting and further moderation sessions will be planned.

Tuition

Two experienced teachers work with individuals and small groups in Key Stage Two to provide tuition focused directly on next steps in learning. Some sessions are in school time and there are after school sessions for some pupils after school. The teachers have also supported pupils in class where appropriate.

Class teachers liaise closely with the teachers to ensure tuition is meeting the needs of FSM pupils and moving them on in their learning. The teachers record assessment information on a regular 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 programmes as necessary.

The impact from the tuition varies depending on the pupils. 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. The teacher with responsibility for Inclusion has liaised with the teachers about teaching strategies used with the lower ability pupils.

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

Additional Teaching Assistant time

Additional Teaching Assistant time is used in Key Stages One and Two to promote progress of FSM pupils.

Some of this time has been used to deliver structured interventions such as Precision Teaching approaches and comprehension activities through individual and guided reading. Computer based interventions are also used e.g. Lexia and Mathletics. Reports from these interventions are used to guide teacher and teaching assistants in the further instruction needed to fill gaps in understanding and skills. 'Toe by Toe' is used to support Literacy skills of identified pupils. There are additional opportunities for children to read with Teaching Assistants. Impact of time utilised and strategies implemented are assessed on a termly basis and reported to Leadership Team and Governors. Assessment information evidences progress.

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 identified pupils to build upon social and emotional development, as well as support pupils in increasing their 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. This has impacted more positively on behaviour in class.

Additional Mid-day Supervisor time

An additional Mid-day supervisor has been employed to support pupils with their social interactions. Supervision with groups playing games such as football has been beneficial as prompts have been given about playing fair. Pupil Premium pupils have been identified and these have been encouraged and supported with their social interactions. Incidents are reported so that impact can be measured.

The overall impact has been limited as there has been long term sickness of a member of staff, which has led to other supervisors covering the role.

Behaviour Support Service and Educational Psychology

These services are used to improve outcomes for pupils with specific behavioural and learning issues. Two 10 hours blocks of support have been purchased from the Behaviour Support Service. High need pupils in school have been observed in three classes. Teachers are provided with written records of suggested strategies and recommendations to support pupils further. There has also been work on reviewing a risk assessment for an FSM pupil at risk of exclusion. The impact of this is that pro-active strategies have been put into place, which has meant a reduction in negative behaviour incidents. The Behaviour Support teacher has worked alongside a specific cohort to improve behaviour of a number of pupils. The Behaviour of pupils in this class has improved over time.

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 implemented to support pupils. A Multi element plan was created to support a child at risk of exclusion. Both Educational Psychologist and Behaviour Support teacher were present to form this plan. The impact was that the pupil's behaviour is more settled and now staff are now working to ensure that the attainment gap narrows for this child.