

Pupil Premium Impact Report July 2018

Children in Receipt of Pupil Premium (July 2018)

	Total	Boys	Girls
Nursery	4	3	1
Reception	4	1	3
Year 1	6	2	4
Year 2	4	2	2
Year 3	3	1	2
Year 4	5	1	4
Year 5	8	4	4
Year 6	4	2	2
Total	39 (18%)	16 (15%)	23 (21%)

Outcomes for Children in Receipt of Pupil Premium

End of EYFS (4 pupils): 100% of Pupil Premium children achieved GLD (70% other)

Y1 Phonics Check (5 pupils): 60%

	Reading				Writing				Maths			
	Expected +		GD		Expected +		GD		Expected +		GD	
	PP	Other	PP	Other	PP	Other	PP	Other	PP	Other	PP	Other
Year 1	60	83	20	17	40	61	20	11	40	78	20	22
Year 2	75	78	25	30	75	74	0	22	75	83	0	26
Year 3	33	71	33	25	33	64	0	11	33	68	33	21
Year 4	100	73	20	37	100	68	0	16	100	79	40	26
Year 5	50	52	13	24	63	57	0	0	38	67	13	10
Year 6	25	56	25	17	25	61	25	6	25	61	25	11

Attendance for Year 2017-18:

Disadvantaged	Other
95.53%	96.27%

Specific measures in the Pupil Premium Strategy 2017-18

Total allocation: £39,260

- Additional teaching assistant time for individual and group support in class and targeted interventions
- Behaviour Support and Educational Psychology for identified pupils
- Additional engagement with multi-agency team and other agencies to support vulnerable children; additional time from teachers and senior leaders
- Participation in the NAHT Aspire Programme, to further develop systems and structures for maximising the impact of teaching and learning and assessment on Pupil Premium children
- Improvements to the learning environment

Teaching assistants were employed and additional hours given to read with children, developing their fluency and comprehension. Children in receipt of pupil premium were successfully targeted for this, as disadvantaged children sometimes have less access to books and less opportunity to read at home. Year 6 Pupil premium children were taken to Uttoxeter Race Course, for a special day to meet authors, inspire reading and raise aspirations. There has been investment in the library, and books have been appropriately banded.

Behaviour support was consulted in preparing risk assessments and developing classroom strategies for pupil premium children whose behaviour presented a barrier to learning. All teachers and teaching assistants were trained in Proact-Scipr(UK) Positive Behaviour Management and this has had an impact on inclusion.

Educational Psychologist assessments and consultations were commissioned for identified children, resulting in changes in practice which improved those children's learning. Children showing behaviours consistent with the autistic spectrum were additionally supported through revised teaching and learning strategies, specific resources and significant improvements to the nurture room.

Additional time was given by teachers, TAs and senior leaders to support children in receipt of Pupil Premium who were also experiencing difficulties at home, including in many cases where there was involvement from MAT or social workers. One-to-one coaching and nurture was provided, resulting in improved mental wellbeing and greater readiness to learn. Families were engaged more closely, through better communication and the investment of significant time on the part of members of staff, bringing them closer to their children's learning and better able to support at home.

Considerable time was given to new children arriving at the school in receipt of Pupil Premium, to help their transition and help with complex challenges.

The NAHT Aspire programme developed leadership structures and systems, which led to effective and timely monitoring of the impact of teaching and learning on vulnerable pupils, at every level. The assessment team focused on Pupil Premium in half-termly meetings, feeding into Pupil Progress meetings with the Headteacher, where provision for Pupil Premium children was specifically reviewed. Achievement Team meetings introduced a structure for discussing hard to reach vulnerable individuals, who were not making the desired progress, and deciding on actions to improve their learning. Subject leaders have improved the precision and effectiveness of their work scrutiny and moderation, and used pupil interviews more extensively to evaluate teaching and learning. Quality-first teaching is the central thread of NAHT Aspire, and this is proven to have a significant impact on outcomes for disadvantaged children, so staff CPD provided by senior and middle leaders focused heavily on QFT. Learning environments have been thoroughly evaluated by the key lead for this area, with involvement from Governors, and vast improvements have been made to classrooms and outside areas, to make them more conducive to learning.

Next steps:

Calow Church of England Primary School

Pupil Premium Strategy 2018-19

Identified barriers to learning of our children in receipt of pupil premium:

- Motivation to read and access to books
- Reading fluency
- Reading comprehension

- Motivation to write
- Spelling and punctuation
- Mathematical fluency, reasoning and problem solving
- Attendance and punctuality
- Nutrition
- Mental health and wellbeing
- Mindset and aspiration
- Family engagement

Aim	Action	Timescale	Cost	Impact	Monitoring
To increase children's motivation to read and their access to books				Families have a range of exciting books at home; children talk about the book they are reading with knowledge, interest, excitement and passion; children can name at least 3 books they have read and 3 authors; children choose to read; parents and carers believe that reading with children is important and prioritise it at home; families have strategies for reading at home with their children; everyone at school is proud of the library and it sits at the heart of the	
	Half-termly book swaps	18/09; 19/12; 21/01; 18/03; 20/05; 01/07	£60 for TA time to sort books		
	Buddy reading	Weekly, September onwards.	£100 for bookmarks and prompt cards		
	Author visit	07/03/2019	£500 for visit; £200 for purchase of books by author		
	Termly reading brunches	w/c 25/03/19	£210 for refreshments		
	Digitising the library catalogue and giving disadvantaged children opportunities to be librarians	Digitisation: w/c 07/01/19	£297/year for library catalogue system; £1000 for 5 hours/week TA time for 6 months to oversee.		
	Continuing to stock the library with high-quality, engaging books, with a particular focus on books which may appeal more to boys	Engage PP children in choices from Gemma Books, w/c 14/01/19	£1439 for new stock		
	Purchasing sets of high-quality shared	September onwards.	£1400 for new sets		

	reading books for each class			school, used frequently by everyone; librarians develop a sense of responsibility; children can see, read and share high-quality texts in class; end of year and end of key stage outcomes improve in reading.	
To improve reading fluency for identified children				Children read at an appropriate fluency for their age;	
	Regular opportunities to read with an adult	January onwards	£2000 for 5 hours/week TA time	fluency is not a barrier to comprehension; children can access learning in other subjects more readily;	
	Encouraging families to read at home (see actions above) and producing a booklet to support parents and carers	Distribute at Reading Brunches w/c 05/11/18	£100 for production of booklet	children see reading as a pleasure and not a chore; specific barriers are identified and removed; children have and can articulate a range of strategies for dealing with unfamiliar words; end of year and end of key stage outcomes improve in reading.	

Improve reading comprehension				Children develop as active readers;	
	Talk Boost (KS1 and KS2)	Project read – September onwards	£2000 for 5 hours/week TA time; £500 to cover staff training	children ask or investigate if they do not understand something in a text;	
	Developing active reading skills, through Project Read and peer observations/coaching by staff		£500 to cover staff training and peer observation/coaching time	children make the most of their access to the wider curriculum; children talk with confidence about their books; end of year and end of key stage outcomes improve in reading.	
Increase motivation to write				Children choose to write for pleasure;	
	Weekly creative writing group for KS2		£100 for resources	children talk with pride and enthusiasm about a piece of writing that they have done;	
	Pobble online writing platform		£1360 annual subscription	families engage with their children's writing and support them at home; children enter writing competitions and share their writing more widely beyond school; end of year and end	

				of key stage outcomes improve in writing.	
Improve spelling and punctuation	No Nonsense Spelling		£300 for one-off purchase	Confidence in spelling and punctuation increases; children develop and can articulate a range of strategies for spelling unfamiliar words; spelling is not a barrier to writing composition; punctuation is accurate at an age-appropriate standard; end of year and end of key stage outcomes improve in writing and SPaG.	
	Monster Phonics		£229/year subscription		
	Spelling Shed		£100/year subscription		
	Lexia		£662/year subscription		
Improve mathematical fluency, reasoning and problem solving				Gaps in fundamental skills are identified and addressed; Sandwell test scores improve; children's confidence in maths improves; children develop life skills in numeracy, e.g. money, time; families know how to support their children with	
	Sandwell diagnostic tests and analysis		£1000 to cover maths coordinator		
	Maths + 1/ The Power of 2		£2000 for 5 hours/week TA time; £200 for purchase of books		
	Mathletics		£1200/year subscription		
	Times Tables Rockstars		£86/year subscription		

				maths at home; times tables fluency improves; end of year and end of key stage outcomes improve in maths.	
Improve attendance and punctuality				Attendance and punctuality for PP children is in line with school average; incidents of unauthorised absence decrease; attendance is not a barrier to progress.	
	Incentives and prizes		£420 for book tokens		
	Direct communication to investigate/follow up absence and lateness		£45/week for Business Officer's time		
	Free access to breakfast club		£4160 for staffing		
Improve nutrition				Children are well nourished; children can concentrate better on their learning; children develop the knowledge and skills needed to make healthy choices now and in the future; children can articulate what a healthy choice means.	
	Breakfast club (as above)		As above		
	Free packed lunches for school visits		£100 for lunch boxes (cost of lunch as FSM)		
	Food for Life		£300 for gardening equipment, materials and seeds		
	Healthy tuck shop (run by PP children)		£100 for stock		
Mental health and wellbeing				Children have a range of strategies for handling difficult	
	Healthy Schools Award		£150 for staff cover		

	Flight Group		£60 for TA time to observe	situations and emotions; children say that they are calm, happy and in control of their lives; incidents of poor behaviour are very low; children know who to turn to for help, and choose to talk about any difficulties they have	
	Bespoke nurture sessions (lego therapy, positive play, emotional regulation, etc.)		£1170 for 3 hours/week HLTA time		
	Anti-Stigma Ambassadors (Be A Mate Campaign) and Mental Health Awareness Day		£200 transport to training; £300 resources to organise our own mental health awareness day.		
	Individual mentoring by HT		£200 for mentoring course		
Improve mindset and aspiration				Children can describe many different jobs and workplaces, and articulate some carrers/jobs that they might want to do when they are older; they understand how their choices at school can affect their prospects; children believe that they can achieve; children are more resilient and deal positively with setbacks; children feel in control of their life chances.	
	World of Work assemblies		£200 expenses for visitors		
	Visit for Y5/6 PP children to workplaces		£500 for transport; £450 for staffing		
	Free musical instrument tuition		£2000 for tuition (Music Partnership)		
	Provide STEM club (Messy Science) and offer free participation for PP children		£1250 for external provider		

Increase family engagement				Families feel part of their children's learning journey and understand how they can influence it positively; families have strategies for supporting their children's learning; parents/carers know their children's next steps in learning; families talk positively about the work of the school and the range of things the school is doing to provide a high-quality, rounded education for their children; the school reflects and adapts activities when appropriate based on parental feedback; parents and carers of children in receipt of pupil premium have a chance to discuss any specific barriers that	
	Meet the Teacher afternoons		£50 for information and support booklets for families		
	Learning Conferences		£50 for proud clouds, information, target cards and support booklets for families		
	Showcases		£50 for proud clouds and resources to support performances		
	Reading brunches (as above)		As above		
	Pobble online writing platform (as above)		As above		
	Book swaps (as above)		As above		
	Facebook		£200 for online safety course		
	Survey Monkey		£420/year for subscription		
	2 additional meetings per year with parents/carers of PP children, specifically to talk about the PP and opportunities for us to narrow the gap		£50 for information and support booklets for families		

				their child has and how those are being removed.	
Facilitate access to the curriculum and develop independence ready for transition	Provide an additional TA in KS2		£10,800 for 17.5 hours/week	Children develop greater independence; children can access the full curriculum; end of KS2 outcomes improve in R, W & M for PP children; children are prepared for end of KS2 transition.	

Projected allocation: £41,900

Projected spending: £41,900