Pupil Premium Action Plan 2015-2016 – Review of Impact

**SERVICE SCHOOL**

**Learning**

* EYFS Speech and Language Link and Extra teacher
* Wave 3 Reading
* Speech and Language support
* Achievement for All - working memory project
* Maths Instant Intervention
* Mastery Maths Coaching Model
* KS2 Phonics
* TA training with Educational Psychologist
* Target setting and feedback in marking

**Wider Outcomes**

* Homework Club
* Parent Workshops
* Clubs - targetted recruitment and specific clubs
* Parent Support Worker

Social and Emotional

* Thrive based Nurture Class
* 1-1 and small group nurture
* Family Thrive Parent Course

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| **% Pupil Premium: 27.2%** | **Funding: £123 780** |
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| **Learning** |
| **Pupil Premium****Used For** | **Cost** | **Summary of Provision** | **Outcome** | **Evaluation** |
| EYFS speech and Language | £500£6836 | Assessment using Speech and Language Link Target pupils identifiedTA delivered 1-1 programme Extra teacher for 2 days to develop provision fordisadvantaged pupils | Narrow the gap between disadvantaged and non disadvantaged pupils so that it is broadly in line with the national | Achieved.Good Level of Development for disadvantaged pupils in line with national average for all pupils; attainment gap closed.The next steps will be to embed thisprovision over the coming year. |
| Wave 3 Reading | £18 773 | 2 dedicated FT TAS for KS1 to deliver Wave 3 reading intervention across KS1 Project X training – reading intervention for Yr 3s | Gap narrows for disadvantaged pupils in reading at KS1 and Yr 3 – more pupils working at the expected standard Improved standardised scoresYr 1 phonics pass rate continues to rise | Achieved for Year 1. Attainment gap with non disadvantaged pupils virtually closed. Challenge will be to maintain this as the pupils move into year 2.Year 3 – pupils made good progress as measured by standardised scores but remain below the expected standard.Phonics pass rate lower this year but still in line with similar pupils nationally. School can evidence goodprogress for this group. |
| Speech and LanguageSupport | £8501 | Dedicated teacher trained TA delivering 1-1 Speechand Language programmes | Pupils discharged from speech and language service | 50% discharged from service. |
| Achievement for All – working memory project | Funded through PSP£6200£10 154 | 2 PP pupils from each class identified – ‘stuck’pupils Diagnostic assessments identifying weaknesses in WMPersonalised programme designed by lead teacher and delivered by lead teacher and TA – linked to Wave 1 provision | Improved standardised scores in diagnostic assessmentImproved attainment and accelerated progress across the curriculum – pupils using WM strategies to access learningJoined up provision between Wave 1 teaching and Wave 3 intervention | 58% of pupils show an improved standardised score in reading; for some pupils the improvement is significant.Evidence in lesson observations and case studies shows improved engagement and success in accessing learning.Three weekly meetings between the class teachers and TAs has been effective in ensuring provision is joined up but this remains a challenge. |
| Maths Instant Intervention | SDP | Daily intervention with flexible grouping delivered by class teachers based on outcomes of maths lessons | Disadvantaged pupils being supported to keep up with other pupils and to ‘master’ age appropriate outcomes | This has been very difficult to implement due to time constraints of the curriculum. In the lead mastery maths teacher’s class it was successful – attainment gaps narrowed for pupils in this class but difficult to judge if instant intervention played a key part in this. The mastery maths teacher is running a piece of action researchthis year looking at the impact of |

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|  |  |  |  | instant intervention, particularly onvulnerable pupils. |
| Mastery Maths Coaching Model | SDP | Development of mastery maths led by lead mastery maths teacherYr 1 teacher being coached Yr 34 team being coached | Disadvantaged pupils supported to ‘master’ age appropriate outcomes Increase in % disadvantaged pupils working at the expected standardMaths provision in Yr 1 and Yr 34 outstanding | Gaps narrowed in Yr 3, Yr 5 and Yr 6 though gaps remain significant across almost all cohorts.Lesson observations show that children are much more secure mathematicians with good use of mathematical language and explanations.Yr 1 maths provision was good and was moving towards outstanding in the Year 3 class from the support of the lead maths teacher. The coaching model is running proper this year with the lead mastery maths teacher dedicated to this fulltime. |
| KS2 Phonics intervention | £3188 | TA delivered phonics programme delivered four times a week based on diagnostic spellingassessment | Improved standardised scoreImproved spelling within Wave 1 writing |  2/3 pupils’ standardised scores improved and evidence of application in writing. |
| TA Training with Trust Educational Psychologist | £600 | Bespoke training programme based on the needs of Trust schools identified by the Educational Psychologist | CPD programme successfully implemented within school and having a demonstrable impact on disadvantaged pupils | TAs attended training on encouraging independence. TAs reported back it was very useful.It was not monitored any further in terms of impact.This will be an action for next year. |
| Target setting and feedback in marking |  | Literacy leader support for teams in setting next step targets in writing Team leader support for teams to make written feedback effective | Targets in writing and written feedback having a demonstrable impact on improving standards in writingPupils know targets and canexplain the improvements they have made in writing | Partially achieved.Gaps in writing narrowed and pupils are increasingly able to articulate what their targets are and how their writing has improved. |
| Pupil progress meetings |  | ½ termly progress meetings with teams led by HT, DH and SenCo.Achievement of disadvantaged pupils discussed and analysed | All disadvantaged pupils are making at least good progress with increasingly % working at and above the expected standard Attainment gaps narrowing | Evidence from book scrutinies and standardised scores showed most pupils made progress. However, this was not always reflected in the expected standard data where attainment gaps widened in somesubjects and some cohorts. |

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| **Wider Outcomes** |
| **Pupil Premium****Used For** | **Cost** | **Summary of Provision** | **Outcome** | **Evaluation** |
| Homework Club |  | Twice weekly homework club for disadvantaged pupils delivered by SenCo and Lead mastery maths teacherPupils actively recruited and use time to work on basicskills | Improved fluency in procedural skillsEvidence of skills being used to support working memory | Club started but not maintained due to staffing.A study club will start this year which the children will be able to access. |
| Parent Workshops |  | Programme of parent workshops:PhonicsMaths | Evidence of improved support for disadvantaged pupils at home resulting in accelerating progress | Some parents attended all – gaps narrowed. |
| Clubs – targeted recruitment and specific clubs |  | Pupils get first refusal to all clubsPupils are targeted Parittipcation in wider activities such as the Disability Games for disadvvantegd pupils | All disadvantaged pupils attend a club during the academic year notably from nurture classPupils can explain how this has helped them to develop a Growth MindsetAll pupils groups across the schoole.g. school council, are representative | Achieved - 100% take up.Achieved – see Mindset BookAchieved – leaders of clubs, school council, etc recruiting a representative % of pupil premium children. |
| Parent Support advisor and Parent Support Worker in place | £12580 | PSA working with most vulnerable familiesTA Parent Support worker working with most vulnerable families via Parent Café, Family Thriveand Nurture Class | Improved outcomes for disadvantaged pupils whose families are working with PSA and PSW. | Targets have been set with the PSA but these have not yet been evaluated.Working with most vulnerable families. |

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| **Social and Emotional** |
| **Pupil Premium****Used For** | **Cost** | **Summary of Provision** | **Outcome** | **Evaluation** |
| Thrive based nurture class | £44576 | Thrive based nurture class staffed by Thrive trained teacher and two TAs and supported by SenCo Academic learning and therapeutic work | Pupils’ Thrive assessments show good progress in moving through the development stagesProgress academically is improving so that attainment gaps are narrowingTargeted pupils return tomainstream class | 75% moved to a new Thrive strand.Standardised scores shows good progress.Pupils who returned to mainstream have beensuccessful |
| 1-1 Thrive based nurture | £12500 | 1-1 Thrive delivered by Thrive trained TA supported by SenCo | Provision in 1-1 sessions is rigorously planned and based on Thrive assessments. Clear outcomes identified Teachers reportimprovements in pupils’ ability to access learningOutcomes met | Improved planning which now needs maintaining and embedding.Achieved – positive learning behaviours e.g. resilience – on returning to the classroom |
| Family Thrive |  | Family Thrive parenting programme delivered by Thrive trained SenCo and TAInformation evenings for parents | Targeted families have attended a courseAll nurture class families have attended a coursePSW reports parents are actively implementing strategies at home and seekout support from the school | AchievedVery positive for some families with parents reporting back that relationships have improved and home life transformed. |