

**Pupil Premium Impact Report**  
**March 2017**

**Funding Allocation to date**

Total amount allocated £47,080

- School participation in the NAHT Aspire programme
- 'One to one' and small group tuition for identified pupils in Key Stage One and Key Stage Two classes.
- Additional Teaching Assistant time for intervention programmes
- Participation in 'Success@Arithmetic' programme
- Participation in 'Talk 4 Number' programme
- Behaviour Support Service and Educational Psychologist involvement

**NAHT Aspire**

Pupils who are identified as part of Pupil Premium criteria continue to be a programme focus.

The Leadership Team have attended Network Days and Developments 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 continuous professional development and the teaching and learning of pupils. The next steps include strengthening the links between Student and Family Support and Assessment in promoting the best possible outcomes for pupils.

The Assessment Lead has quality assured and monitored Achievement Teams meetings. Four of these meetings have taken place in each Key Stage. The Chair of Governors and School Improvement Partner have observed meetings. Both confirm the positive impact of the Achievement Team meetings. 14 (58%) Pupil Premium pupils have been discussed as part of the meetings in the Autumn Term and 9 (36%) in the Spring Term.

In the Spring Term, staff have used data to form the 'headline' for their class. The barriers to learning or next steps in learning were identified and a set of actions agreed to support pupils' progress. Focus areas are: boys' writing, developing phonics, handwriting and Spelling, Punctuation and Grammar skills. The Assessment Lead has monitored the impact of Achievement Team meetings by looking at progress shown in the tracking data. All pupils who were targeted within the meetings in the Autumn and Spring Terms have shown progress. Teachers will continue to provide evidence of progress through appropriate records and pupil work to Achievement Team meetings as part of the review.

Pupils are continuing to develop fluency skills in FAST Maths and Spelling sessions. Pupils enjoy 'beating' their personal best scores. Over time the instruction for pupils has become more individualised particularly in Years 2 and 6. Staff meeting time has been allocated to ensure staff are adhering to specific approaches in order for pupils to make maximum progress. This has ensured new staff are 'up to speed' with the practises.

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 learned skills. This was evident in a book scrutiny of Pupil Premium pupils' books. Further discussion has taken place with the NAHT representative about FAST Spelling and it was agreed spelling fluency and retention was the focus and handwriting would be addressed in different sessions. The Handwriting Policy has been updated and cursive style of handwriting

introduced across School. The majority of pupils have gained better times when completing FAST Maths as they begin to memorise facts. Teachers keep records of pupil progress and use this to inform future instruction.

As part of the Student and Family Support strand, termly meetings have been introduced and a team of adults formed. Teachers now have a SaFS log where they record any issues or concerns about a pupil. All adults in school have been informed about the files and encouraged to report any concerns. This information is monitored by the SaFS lead and children raised at the SaFS meeting to discuss possible action to support pupils and improve outcomes. The SaFS team is made up of the SaFS Lead, a MAT worker and a Teaching Assistant. In addition, Teaching Assistants work alongside identified pupils to improve attitudes to learning and develop resilience. Aspects of a mentoring model have been adopted from NAHT to develop individual weekly target setting for pupils. The impact of this will be monitored through pupil attitudes to learning in class and their progress in meeting short term targets and long term academic progress.

### Tuition

An experienced teacher works 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. Some pupils have had daily sessions to develop skills. The class teacher has confirmed positive impact in the way the tutor has worked with children to improve SPAG. A group of children had short 1 to 1 instruction sessions and then helped to apply knowledge in subsequent writing sessions in class.

The class teacher liaises closely 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 assessments and regularly report back to the class teacher. Teachers work together to plan activities to boost specific skills and close gaps that have been identified from ongoing assessments. They plan assessment opportunities to monitor whether pupils can apply skills. Staff liaise regularly to modify programmes as necessary.

The impact of tuition is positive on outcomes for most pupils. Some pupils' attendance at sessions has been poor, which makes limits impact. One reluctant pupil has started to take up after school booster sessions and morning Mathletics after encouragement from the class teacher. Some Pupil Premium pupils have been identified for individual reading instruction to develop inference skills and one of these pupils has been 'rolled off' due to good progress. Assessment information has shown that all pupils are improving in specific skills. Accelerated progress has been seen in some aspects and one child has dramatically improved with confidence in Maths.

Pupils are able to talk about what they are working on and how they have improved. All pupils talk positively about how booster, group sessions and 1 to 1 work has helped them and talk about specific skills they have developed.

### 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.

Time has been used to deliver structured interventions such as Computer based interventions e.g. Lexia and Mathletics. The Teaching Assistant that runs Lexia produces short weekly reports for teachers on how pupils progressed. She attaches information about pupils' dispositions when completing work and the number of units completed each session. Mathletics clubs run before and after school and pupils enjoy attending these sessions.

The impact is that pupils enjoy interventions and progressing through the levels on Lexia and gaining personal bests on Mathletics. Assessment information shows progress. Positive impact has been noted as pupils have been observed applying knowledge of written methods to support their work on Mathletics.

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. The impact is that all pupils have made positive progress towards their targets. The Speech and Language Therapist has confirmed positive progress of pupils in her termly visits. This work is starting to have an impact on the emergent writing of these pupils.

Teachers use other support time so they can work with Pupil Premium children while the Teaching Assistants support learning in class. Specific time has been allocated for identified pupils to promote social and emotional development and support pupils in increasing their engagement in learning, with the goal of improving outcomes and narrowing the attainment gap. The support time has been increased for two SEND/PP pupils to support routines and making positive behaviour choices. Two pupils have had time each day with a Teaching Assistant to discuss issues and develop pupil resilience. This has had positive impact on some pupils self esteem and confidence. Some positive impact has been seen through lunch time support for pupils as there have been less behaviour related incidents.

### Success@Arithmetic

The 'Success@Arithmetic: Calculation' programme provides targeted use of Pupil Premium to improve pupils' understanding of number and written calculation skills. The Teaching Assistant is positive about training to carry out the intervention programme. She is able to talk about the progress that two pupil premium children are making. Baseline assessments were completed and ongoing diagnosis exercises undertaken to plan learning steps and set targets. One pupil has dramatically improved due to increased confidence and demonstrating learning against the mastery statements of the intervention. Another children is showing progress and increased confidence in some aspects of calculation (addition and multiplication) but requires further instruction in others (subtraction and division). Both of these pupils talk positively about their learning and progress.

### Talk 4 Number

The 'Talk 4 Number' programme provides targeted support for children who need assistance in in their understanding and use of the language of number. Two Pupil Premium children are currently working in a group on this intervention. They are beginning to use the language modelled as part of this intervention and progress is monitored through observations in sessions. Further impact will be ascertained when more sessions have been completed as this intervention is relatively new to this group of pupils.

### 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 been provided written records of support and recommendations to support 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 sessions to focus on specific skills, including responding positively to others, sharing feelings and calming down when frustrated. There has been limited impact as the Behaviour Support Teacher was unable to complete sessions due to sickness absence. However, there has been a reduction in negative behaviour incidents recorded by the class teacher.

The Educational Psychologist is involved in improving the outcomes for identified pupils. 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 is following recommendations made by the Educational Psychologist and monitors the impact on the pupil's progress.

A new piece of work will be started by the Educational Psychologist to support a specific cohort with building resilience and positive relationships. This impact of this work will be monitored and how recommendations have improved outcomes for children.