

Pupil Premium Spend Impact 2015-2016

For the academic year 2015/2016, Allerton Church Of England received £190,714 Pupil Premium Grant funding. This is based on FSM (current and Ever 6) and Children who are Looked After by the Local Authority. Following the publication of a number of pieces of research (Including Ofsted and The Sutton Trust) we targeted our PPG at interventions and practices which have been proven to work most effectively

Most effective interventions based on research	What issue have we identified?	What actions we will be taking?	How will we measure impact?	Impact
Effective feedback on learning	Feedback is not always constructive enough or related directly to the LO	Increase in the number of iPads available to support effective feedback by using work from the children to be discussed Use of Google Classroom in Y4 Direct training on giving effective feedback Blogs used throughout school to celebrate learning.	Pupil progress against ARE Work scrutiny will show more effective feedback from staff and response from children	Work scrutiny in books shows more specific feedback leading to more detailed responses from children which then develop learning and/or specific skills. Year 2 moderator was very impressed by effectiveness of feedback during moderation visit. (April 2016) Blogs show an increase in child involvement and response
Metacognition and self-regulation (teaching children strategies to motivate, plan and evaluate)	Children do not always “own” their learning	Roy Leighton training for staff, children and parents	Children will be able to discuss the impact of the Learning Line on their progress	Pupil interviews (Jan 2016) show that PPG children are able to recognise the effect of the Learning Line support on their progress, in the same way as non PPG. Learning walks show evidence of the Learning line being used in all classrooms from EYFS – Y6
Targeted interventions	Some PPG/FSM children were coming to school without having eaten an appropriate meal. They need somewhere they can start the day in a calm way with a supportive, trained adult.	Targeted nurture based breakfast club 5hrs/week Children are “invited” based on their “vulnerability”. Emphasis is placed on the social aspects of the meal and high expectations are placed on their behaviour in the group.	PPG children have a more settled start to the day- Feedback from children, parents Learning Mentor and class staff	Feedback from the children and their parents is overwhelmingly positive. Staff have noticed a calmer start for PPG children. Positive responses to questionnaires (See file from ET)

	<p>Some PPG children need support to develop their social skills appropriately, with role models to follow. Behaviour Mentor Role Learning Mentor Role</p>	<p>Targeted social and emotional interventions from the Behaviour and Learning Mentors for children with low self-esteem, and poor social skills. (Social stories)</p>	<p>SDQ before and after intervention (10 weeks)</p>	<p>Individual SDQ undertaken by class teachers and behaviour mentor show an increase in positive behaviour and a decrease in negative (see file from SC)</p>
	<p>SEMH skills in PPG children were below those of their non PPG peers</p>	<p>Forest school training undertaken by 2 members of staff and targeted PPG children encouraged to lead peers to develop their self-esteem (weekly withdrawal group with)</p>	<p>Ongoing discussion with children and parents. Objects made by children on display</p>	<p>Forest school page on website increase in self-confidence (SDQs) , motivation, self-regulation,</p>
<p>Targeted dedicated teacher time</p>	<p>PPG/FSM children perform at a lower level than their non- PPG counterparts</p>	<p>UPS 3 teacher delivering visual arts and literacy throughout school</p> <p>Assistant Head targeting groups in EYFS</p> <p>Deputy head targeting LKS2 reading**</p> <p>UPS 3 teacher targeting UKS2 vulnerable groups **</p> <p>Targeted small (1-4 max) group tuition in basic skills throughout school – based on ongoing assessments and time limited – evaluated each half term</p> <p>Deputy Head Teacher non class based (0.2 teaching commitment) providing regular systematic whole school data checking leading to identification of key groups.</p>	<p>Outstanding progress should be seen against new National Curriculum year group objectives. Less PPG children will be functioning at the level of a younger age group (More PPG children will be accessing age appropriate curriculum objectives)</p> <p>(NB due to staffing issues these were from Sept 15 – March16**)</p>	<p>Positive feedback from children and parents following two week targeted teaching (see file JJ) Ongoing impact on English teaching (highest percentage of children at or above ARE for Y6)</p> <p>Gap narrowed between PPG and non PPG in EYFS</p> <p>Maths headlines In Y1 the gap has narrowed as both groups have 100% working on ARE In Y3,4 and 6 the gap has narrowed In Y2, the gap has increased due to anomalies in moderation at the start of the year.(but has narrowed since October 2015) In Y5, the gap is still almost the same, however it did increase by 17% during the year, but has then reduced again after Easter following staffing changes.</p> <p>Reading headlines All year groups have successfully narrowed the gap</p> <p>Writing headlines The gap has narrowed in Yrs1,3 and 6 IN Y2, PPG achieve above non PPG, at the same percentage as in Sept 15, however the gap had widened by 31% following Y2 staff training in Dec 15 IN Y4 non PPG have more progress than PPG towards ARE, however there have been changes in the cohort In Y5 the gap is slightly wider (-2%) however this had increased by -16% during the earlier assessment periods</p> <p>Months progress in DHT targeted classes (reading) show 80-96% made more than 11 months progress in 10 months In other classes range was 77- 93%</p>

Arts participation	PPG/FSM children do not usually have a high uptake of music lessons	Music lessons whole class and individual Targeted weekend music groups	More PPG children will take up the offer of peripatetic music lessons	All LKS2 children have accessed whole class music lessons thus increasing curriculum enhancement Whole school singing has been offered throughout the year As the music lessons are now being offered for free outside school (Saturday Morning Music School) it has not been possible to track families who have taken up the free entitlement
Small group tuition	Basic skills are limited with some PPG/FSM children	PPG children in Y6 have been targeted by outside tutors	ARE levels should increase	Insufficient impact was seen from the outside tutor intervention for Y6. Year 5 children who undertook Tutor support for final half term, reported an increase in confidence which was seen in some test results
Cluster Family Support Worker	PPG families have access to onsite support and advice	Part funding along with Alwoodley Cluster	All families have equal access	Staff have introduced vulnerable families to EB, enabling her to support them for a range of reasons (see files from EB)
Enhancement of the curriculum	PPG/FSM families can find paying for trips etc more difficult PPG children do not always access activities such as playing chess	The school minibus and training drivers will reduce cost of trips for lower income families and make it less problematic to transport to after school sports fixtures and other visits. Subsidise class visits. Subsidise Y6 residential. Year 3 children access weekly lessons being taught how to play chess	2 teachers are now trained to drive. The PE coach is in the middle of her training Peripatetic teacher came to train both classes	Curriculum enhancement is more apparent and reduction of expected financial contributions More free trips have been arranged with children visiting (eg) the post office, supermarkets and local parks Children developed skills including forward thinking, positional/movement sense, logic, strategy, prediction of opponents moves, recall of game based play, self esteem.

- **Additional staffing to support the varying teaching & learning needs of children.**

- An additional experienced teacher (UPS3) working with each class in school, for blocks of 2 weeks, targeting visual literacy; this culminates in a performance for parents and carers to celebrate the children's learning.
- A UPS3 teacher targeting vulnerable groups in Key Stage 2- her emphasis is on direct small group teaching of maths skills, and one to one phonics and reading
- In Foundation Stage, the Assistant Head Teacher is non class based, targeting groups of vulnerable children.
- In Key Stage One, there are 5 classes and 6 teachers. This ensures targeted support can be put in place for children who need extra help to achieve their potential.
- The Deputy Head Teacher is also non class based and will be supporting in different year groups throughout the year. Following careful analysis of ongoing assessment, the deputy head will deliver interventions with an emphasis on PPG children
- Following analysis of the Year 1 phonics data, the Deputy Head will be targeting teaching to support further acquisition of appropriate phonological skills .

- **Targeted SEMH interventions by mentors in school**

- The Learning and Behaviour Mentors prioritise FSM/PPG pupils for their nurture and support groups including behaviour and self-esteem. They liaise with a newly appointed ARM Cluster Play Therapist to ensure use of the most effective intervention strategies.
- The Family Support Worker targets our most vulnerable families, developing relationships with the children in school as well as their parents; this is regarding academic support in school, advice on learning support at home, attendance and punctuality, home routines.

- **Wave 2 interventions**

- Short-term intervention programmes are in place for underachieving pupils and those in receipt of Free School Meal funding, and are delivered by trained TAs. This includes Catch Up Numeracy, Mathletics, Lexia, Reading Eggs, Dockside and Read Write Inc 1-1 sessions.

- Each class has full or part time support from a teaching assistant in order to ensure all pupils are able to benefit to their full extent from being in school. PPG children are highlighted on all planning and targeted to receive additional support – last academic year, the impact of this was seen especially in KS1
- The whole school have online access to Reading Eggs and Mathletics at home to consolidate learning.
- *Before and After School Activities*
- Before and after school booster groups for reading (Reading Eggs) and maths (mathletics) from Reception and Year 1, plus some PPG children within KS2
- The Learning Mentor provides a daily breakfast club for our most vulnerable PPG children, which is by “invitation only”.
- PPG status of all children who access after school activities is tracked. A cookery club is being run targeting PPG children and their families
- *School Minibus*
- minibus has been leased to support easier and less costly enhancement of the curriculum for all our children, but the impact should be especially noticeable for the least well off families