

Pupil Premium Spend Impact 2016-2017

For the academic year 2016-2017, Allerton Church Of England received £190,714 Pupil Premium Grant funding which equates to 160 children 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
	Feedback is not always constructive enough or related directly to the Learning objective	<p>Increase in the number of iPads to support effective feedback by using work from the children to be discussed</p> <p>Use of Google Classroom</p> <p>Blogs used throughout school to celebrate learning.</p>	<p>Pupil progress against ARE</p> <p>Work scrutiny will show more effective feedback from staff and response from children</p>	<p>More targeted responses from children evident which then develop learning and/or specific skills.</p> <p>Year 6 moderator was highly praised effectiveness of feedback during moderation visit. (June 17)</p> <p>Blogs show an increase in child involvement and response</p>
Metacognition and self-regulation (teaching children strategies to motivate, plan and evaluate)	Children do not always “own” their learning	<p>Roy Leighton training for staff, children and parents.</p> <p>Non negotiables agreed within Key Stage Phases regarding the use of the learning line.</p>	<p>Children will be able to discuss the impact of the Learning Line on their progress.</p> <p>Use of learning Line in books as part of normal practice.</p>	<p>Children use the language of the learning line.</p> <p>Children demonstrate more resilience when working on challenging activities.</p>
Targeted interventions	<p>Some PPG/FSM children were coming to school without having eaten an appropriate breakfast</p> <p>Some (approx. 5% of PPG) were coming into school agitated due to lack of morning routine.</p>	<p>Targeted nurture based breakfast club 5hrs/week</p> <p>Children are “invited” based on their identified needs.</p> <p>Emphasis is placed on the social aspects of the meal and high expectations are placed on their behaviour in the group by a highly trained member of staff</p>	<p>We can see that they have a more settled start to the day (teaching staff)</p> <p>Conducting pupil and parent surveys.</p>	<p>Feedback from the children and their parents shows improvement over time.</p> <p>Staff have noticed a calmer start for targeted children.</p> <p>Positive responses to questionnaires (See file from ET)</p>

	Groups of children demonstrating low self-esteem, struggling to get on with others, low tolerance threshold.	Targeted social and emotional interventions from the Behaviour and Learning Mentors for children with low self-esteem, and poor social skills. (Social stories)	Strengths and Difficulties Questionnaires completed by staff before and after intervention (10 weeks)	Individual SDQ undertaken by class teachers and behaviour mentor show an increase in positive behaviour and a decrease in negative (see file from SC)
	SEMH skills in PPG children were below those of their non PPG peers	2 Forest School trained staff to work on a weekly basis with groups of 10 children	Ongoing discussion with children and parents. Cooperation and self-esteem increases Strengths and Difficulties Questionnaires completed by staff before and after intervention – 6 weeks	Increase in self-confidence (SDQs) , motivation, self-regulation, Display in school Forest school page on website and in end of year celebration booklet shows they are proud of what they have done. Individual SDQ undertaken by class teachers and behaviour mentor show an increase in positive behaviour and a decrease in negative.
Targeted dedicated teacher time	PPG/FSM children perform at a lower level than their non- PPG counterparts.	UPS 3 teacher delivering visual arts and literacy throughout school Deputy head targeting Y6 reading Deputy Head targeting EYFS provision Additional teacher targeting KS1 vulnerable groups Both Deputy Head Teachers non class based (each with 0.4 teaching commitment) providing regular systematic whole school data checking leading to identification of key groups.	Will measure progress against National Curriculum year group objectives. More PPG children will be accessing age appropriate curriculum objectives in all subjects. An increase in parental engagement. An increase in nursery place take up Analysis of eligibility for EYPPG	Positive feedback from children and parents following two week targeted teaching (see file JJ) Parents and children are talking about their learning. Outstanding teaching is modelled and therefore impacts on classroom practice. Difference between PPG and non PPG groups will diminish. Increased numbers in Nursery. Raised parental awareness
Arts participation	PPG/FSM children do not usually have a high uptake of music lessons Low aspirations for future career	Music lessons whole class and individual. Targeted weekend music groups Key stage phase singing has been part of the weekly curriculum throughout the year	More PPG children will take up peripatetic music lessons. Evident from observations that children have developed a love of music and singing.	All Y5 children have accessed outstanding whole class music increasing aptitude and musical skills. PPG children and families are registered at Art Forms Saturday music school.

		Annual participation with SPACE2 and Leeds Beckett Graphic Design Department with a targeted group of Y5	Feedback from students and SPACE2 staff.	Children talk about going to university or an alternative career pathway. Pride in the quality of work produced and parental engagement
Cluster Support	A wide range of parental SEMH issues have been identified.	Offering Guidance and Support referrals. Play therapy available Counselling for children and adults. On site Children's centre Shared Cluster family Support worker. Training is put in place dependent on need.	Annual cluster report including data re attendance, number of referrals, cases which are held in each specific area. Parents feel supported.	Safeguarding staff have referred to cluster for support throughout the year. Support has been through pupil counsellors and family support workers Staff are able to support small groups and individual children in response to crises.
Enhancement of the curriculum	Cost of trips can put additional pressure on families. Some of the PPG children do not have the same opportunities. PPG children do not always access activities such as playing chess	Ongoing leasing of the school minibus and training drivers will reduce cost of trips for lower income families. Governing body continue to authorise subsidised class visits and Y6 residential. Year 3 children access weekly lessons being taught how to play chess. Some after school provision is targeted to PPG and subsidised	More trained drivers Increase in participation at sports fixtures Pupil voice – children express enjoyment and developing skills	Decrease in coach costs 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.
- 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.

- **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 to ensure use of the most effective intervention strategies.
- The Cluster Family Support Workers target 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 MNP "mop-up" sessions, Sumdog, Lexia, Reading Eggs, Dockside and Read Write Inc small group 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 Sumdog at home to consolidate learning. Targeted children have access to LEXIA at home

- **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 continues to be especially noticeable for the most vulnerable families