Review of Pupil Premium Expenditure 2016-17

1. Review of expenditure				
Previous Academic Year	**2016-17**			
i. Quality of teaching for all				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Improve outcomes for Disadvantaged pupils in EYFS	Early years PP used to subsidise trips to widen experience, increased access to 4D room – impact on writing – purchase of dark dens and UV lights to incentivise writing – mainly.	In 2015-16, there was a 3% gap between the proportions of disadvantaged pupils (DPs) attaining a good level of development (GLD) and the national average for non-DPs. In mathematics there was an 11% difference between DPs attaining the Early Learning Goal and national non DPs, a 6% gap in writing and a 5% gap in reading In 2016-17, DPs attained attainment at 88% GLD which was close to non-PP nationally at 73%. This represented very good progress compared to starting points. Reading – PP school ELG 88% Non-PP National 79% Writing – PP school ELG 88% Non-PP National 76% Number – PP school 88% Non-PP National 81% Shape Space Measures – PP School 88% Non-PP National 84% Understanding the world – School PP 63% National Non-PP 87%	The EYFS has been used to successfully improve the progress and attainment in Prime areas. We still need to continue the focus on this and specific areas, whilst still developing the understanding of the world through enriching experiences. Priorities for this year are continued development of skills of listening and attention, understanding, speaking and managing feelings and behaviour as many children don't come into the setting with the age appropriate skills. Earlier identification of children for intervention is in place this year The accurate identification of PP is children still a challenge – leaders are trying incentivise parents to report their entitlement	

Improve outcomes in phonics	Read Write Inc (RWI) programme, consistently delivered by TAs and teachers	• Y1 Phonics for DPs was above average at 87% (National Non PP 81%) The school in 2016 was well below in 2016 at 42%. • Year 2 retakes for DP's 100% (6 pupils) compared to in 2016 78% passed (cohort of 23)	We need to continue this relentless focus on the quality of delivery of Read, Write Inc	
Improve outcomes for pupils in KS1	Funding of additional staffing across Y2 to create smaller teaching groups	 • FFT Aspire data above shows that our attainment in proportions reaching the expected standard in the combined reading, writing and maths has moved closer to national non DPs and that at Greater Depth, DPs attainment and progress is above that of non DPs in both school and nationally • The data above also indicates that FSM pupils achieve relatively well overall, and particularly in reading	Priorities for improvement in intervention include continuing to focus on DPs	

		and writing, and that FSM6 pupils achieve well in writing • Difference for DPs in school compared to national non-DPs in reading is 2 pupils overall (it was 1 in 2016) – this points to the need to keep the focus on DPS in reading. • In writing there is only 1 DP pupil gap with national non DP in proportions of pupils reaching EXS (2 in 2016) • In maths, the proportion of DPs reaching the expected standard is in line with non-DP nationally, where it was 1 pupil below in 2016		

Improve outcomes for pupils in KS2		• The progress of disadvantaged pupils was good in maths, just above average in writing but in the lowest 10% for reading, for the 2nd year (although there has been an improvement in percentile ranks)
		• Scatter-plots in the Inspection Data Summary Report indicate that of the 17 DPs
		   o around half made below average progress in reading of which 7 were also SEN(D)
		   o 6 made below average progress in writing, all of whom were also SEN(D)
		   o 7 made below average progress in maths, all of whom were also SEN(D)
		• In reading, outcomes across the cohort were limited by weaknesses in extended answers, vocabulary knowledge and pupils couldn't demonstrate a strong enough understanding of the text overall (summary and inference).
			• The school has identified in its school improvement plan the need to sharpen the way that PP funding is used to narrow gaps with non PP nationally – especially at KS2
			• In writing, the limiting factors for reaching greater depth were in the difficulty for pupils in applying their skills independently – particularly in relation to sentence structures and use of higher level vocabulary. Stamina in writing also needs support
			• The school is planning to use the Rainbow Grammar and exploring the	

| | | However, booster sessions showed impact in that retrieval and sequencing had improved. Fluency/stamina skills are weak - and pupil strategies for tackling SATs papers need development

 • Progress for DP's in other Year groups was variable because of some inconsistencies in teaching to gaps. | Nelson writing scheme to support both SPAG and writing outcomes at higher levels

 • Guided reading was done towards the end every day but the foundation for reading was weak for this cohort which has led to an overhaul this term of the whole reading curriculum linked to whole school CPD and an earlier start to guided reading sessions.

 • Although maths outcomes at KS2 are a relative strength, there is more to do to develop the mastery approach and work with the Trust is supporting this

 • The teaching of foundation subjects is a whole school priority for improvement, focusing on understanding age related standards across the curriculum whole school CPD on reading structure; SPAG - skill progression

 • We have significantly strengthened the way we track the progress of all pupils. This will have highlight the | |

			progress of DP's more sharply and increase teacher's accountability to narrowing the gaps	
ii. Targeted support				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance and reduced persistent absence of disadvantaged pupils	• Employment of an attendance officer • Contribution to the cost of the TAC team • Use of rewards	In 2015-16, Attendance for disadvantaged pupils (FSM6) had been in the lowest 10% nationally at 94.8% and persistent absence rates were 3.8% above national averages. Overall attendance for non FSM6 pupils was 96.5% and persistent absence was 1.3% below national averages at 7.5%. School's absence data for 2016-17, shows that attendance of disadvantaged pupils (FSM6) was 94.2% (National Average 5.4%) and persistent absence was 14.5%(National Average 15.6%) As at October half term, the attendance of disadvantaged pupils was averaging 95.2%, which is broadly average although indicative that this work needs to continue	• It is clear from our review that our strategies from last year did not make enough inroads on the attendance of DP's. We have overhauled our system for analysing data and chasing improvement. At the end of Autumn 2017 attendance of this group had improved to 5.1% and Persistence Absence has reduced to 13.5%We know that attendance typically improves over the year when winter illnesses are less prevalent and when the impact of a small number of absences can impact on persistent absence data. The appointment of an attendance officer enabled us to work with families to support improved attendance and establish good habits of attendance. We have continued with this approach this year. • We issue fines for holiday absence • We have identified that the use of fixed term exclusion and	

| | | | some part-time timetables which had been agreed with the LA as part of our strategy for managing challenging behaviour had an impact on the attendance data of some groups, including disadvantaged students. The development of nurture provision this year is designed to minimise loss of time to learning.

• Pupil feedback tells us that rewards for good attendance and behaviour are motivating and we have launched Class DoJos this year, linked to rewards, as well as looking at widening our use of these to stimulate good attendance. We are exploring the use of rewards for parents e.g. shopping vouchers to recognise their contribution to good attendance for their children.

• We are have made an application to Magic Breakfast, to support the establishment of a Breakfast Club to support good attendance and punctuality. | |

			• We have set and shared a whole school target of 97% for attendance and plan to use this for rewards. Weekly analysis and reporting to SLT of persistent absentee attendance is being put in place	