

Horspath CofE Primary School

Pupil Premium Provision 2015-16: Outcomes and Impact Evaluation of Pupil Premium Spend

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who are 'Looked after', 'in service' or qualify for and have registered for 'free school meals' any time in the last 6 years. The funding allocation is based directly on the number of pupils eligible in each school. The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between these children and their peers by ensuring that funding reaches the pupils who need it most.

Note: as the school currently has a very small number of eligible children, details of progress and attainment have been suppressed. A full version of this report is available from the school on request.

Academic Year	2013-14	2014 – 15	2015 - 2016
No. of eligible pupils	12	11	6
Pupil premium funding received £	10,800	12,300	8,500

Provision for Eligible Pupils 2015 -2016	Cost	
<ul style="list-style-type: none"> ○ Speaking and Listening intervention groups with TA ○ Boys Reading scheme Booster group intervention with TA ○ Additional small group phonics ○ Allocated school funds for participation in trips and clubs ○ Additional 1:1 reading with TA ○ ELSA resources ○ 1:1 Numeracy tuition ○ Lesson Monitoring /Pupil Tracking/Intervention Management ○ Early Literacy Support intervention group with TA ○ Sandwell Early Numeracy Test Resource. SENT -R ○ Additional targeted classroom TA support ○ Literacy after school booster sessions ○ Growth Mindset Staff training. 	£280 £640 £980 £500 £120 £788 £270 £420 £2,300 £397 £175 £1150 £ 180 £300	<p>Reading: SUPP% of eligible pupils made below expected progress SUPP% of eligible pupils made expected progress or more <u>SUPP% of eligible pupils made more than expected progress.</u></p> <p>SUPP% of PP children are now achieving ARE(Age Related Expectations) or above.</p> <p>Writing: SUPP% of eligible pupils made below expected progress SUPP% of eligible pupils made expected progress or more <u>SUPP% of eligible pupils made more than expected progress.</u></p> <p>SUPP% of PP children are now achieving ARE(Age Related Expectations) or above.</p> <p>Maths: SUPP% of eligible pupils made below expected progress</p>
<ul style="list-style-type: none"> ● Re allocation of Staff in the mornings to provide Improvement and Reflection Time guided by Tor TA 		

<ul style="list-style-type: none"> TA allocations to ensure each class has additional adult Numeracy and Literacy group targeting. 	<p>SUPP% of eligible pupils made expected progress or more</p> <p><u>SUPP% of eligible pupils made more than expected progress.</u></p>
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Evaluation of provision in relation to impact on pupil outcomes

Desired outcome	Chosen action /	Impact:	Actions:
<p>To improve Pupils ability to decode and achieve within Literacy.</p>	<p>Talk time 1 and 2 y1 & EY</p> <p>Small group phonics</p> <p>Early Literacy Support (ELS) Additional TA in yr1</p>	<p>Our speaking and listening interventions have improved classroom participation, developed language use and pupils self-esteem, building a firm foundation for their continued development. Both PP and non-PP.</p> <p>Our PP pupils with SEN are developing their phonological awareness through highly structured schemes in small groups. They are showing an improvement in their phonics screening and LApack scores. Their willingness to write in the classroom has also increased.</p> <p>Having an extra adult within year 1 allowed smaller group focus tasks and immediate feedback to more pupils. Reducing the amount of children in the classroom aided concentration and participation for both PP and non PP pupils. PP pupils SUPP made expected /accelerated progress. Now working</p>	<p>Some pupils have completed the scheme previously. Move Talk time 1 and 2 to year 1 and purchase a suitable scheme to follow in foundation to diminish the difference in the early setting for our PP pupils and benefit of all.</p> <p>Continue small groups. Further develop strategies for boys writing to engage.</p> <p>Very beneficial to provide additional support within year 1 but is dependent on staffing levels.</p> <p>Early identification of pupils in EY is vital to diminishing the difference early.</p> <p>Continue ELS for year 1 in Jan 2017 and monitor impact of staff change.</p> <p>Project CODE X has been very effective in the past although seems to be dependent on the adult delivering the intervention and the time at which it is delivered. Not to be continued at present.</p>
<p>To improve attainment in Maths</p>	<p>1:1 Numeracy Tuition</p> <p>First Class at Number</p>	<p>PP pupil made accelerated, diminishing the difference.</p> <p>Only started in May. Class teacher feedback has been very positive to the impact this intervention has had within the classroom. The Sandwell Early Numeracy Test has highlighted knowledge gaps to inform planning and will be used again at the end of the intervention, Dec 2016, to evaluate. All</p>	<p>In this instance Mind-set barrier needed addressing before willingness to accept feedback and approach challenge. Whole school growth mind-set approach in 2016 / 17.</p> <p>Continue until completion in Dec 2016. Planned to use for PP/ SEN 1:1</p>

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Pupil Premium Strategy Statement for 2016/17 - *to diminish the difference*

1. Summary information					
School	HORSPATH PRIMARY SCHOOL				
Academic Year	2016/17	Total PP budget	£8500	Date of most recent PP Review	July 16
Total number of pupils	138	Number of pupils eligible for PP Number of pupils eligible for PP+	SUPP SUPP	Date for review of this strategy <i>Termly Internal class pupil progress reviews. IEP reviews 3x a yr.</i>	July 17

2. Current attainment		
	<i>Pupils eligible for PP (6) All Year Groups 2016</i>	<i>National Key Stage 2 2016</i>
% achieving ARE or above in all reading, writing & maths in 2015/16	SUPP	50%
% achieving the expected standard in reading	SUPP	66%
% achieving the expected standard in writing	SUPP	74%
% achieving the expected standard in maths	SUPP	70%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	SEN Some of our PP pupils have complex learning needs which directly impact their ability to retain their learning. Difficulty with receptive language affects ability to follow the increasing language demands of the classroom.
B.	Learning behaviour QCA baselines for these pupils highlighted that their learning behaviour scored lower than their emotional and conduct behaviour. We have found the low self-esteem and fixed mindset of these pupils can be adverse to their progress and acceptance of support.
C.	Lower attainment / starting points in reading, writing and maths – requiring additional support to access the curriculum.
External barriers	
D.	Low attendance- some of our eligible pupils have an attendance of 90% or less. Continuity of learning and support is greatly affected resulting in further knowledge gaps and increased anxiety. National Foundation for Educational Research (NFER) identifies addressing attendance as a key step to improving attainment for children.

E.	Home learning support - non completion or support with homework tasks, reading/ spellings and social interaction with peers all impact the pupils' progress. Attendance at parents evening varies.
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4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	95% or above attendance rates for pupils with PP	<p>Dec 2016: 100% have attendance of over 95% for the term</p> <p>March 2017: 100% have attendance of over 95% for the year to date</p> <p>July 2017: 100% have attendance of over 95% for the year</p>
B.	Improved learning behaviour of pupils with PP within the classroom	<p>QCA baseline results to indicate an improvement towards Learning behaviour.</p> <p>Sept 2016: average learning behaviour QCA baseline score : 17.8 /30</p> <p>Jan 2017: average learning behaviour QCA baseline score to raise to at least: 20 /30</p> <p>June 2017: average learning behaviour QCA baseline score to raise to at least: 22 /30 (<i>this could be achieved by each pupil raising their Learning score by 4 points or more</i>)</p>
C.	Improved relationship between home and school for PP families	<p>Attendance at initial meetings Sept 2016</p> <p>Agreed home and school support with parents.</p> <p>Homework completed Dec: 6/12 completed at home</p> <p>Reading diaries completed Dec: 3/5 a week at home</p> <p>To review targets Dec 2016 based on termly meeting with parents.</p> <p><i>(Homework and reading not completed at home will be completed in school with support)</i></p>
D.	Improve rate of progress in maths	<p>Dec 2016: SUPP% ARE, SUPP% just below,</p> <p>March 2017: SUPP% above ARE, SUPP% at ARE, SUPP% just below</p> <p>July 2017: SUPP% above ARE, SUPP% at ARE, SUPP% (SEN) to move from #1 to #2</p> <p>(EYFS PP target still to be set)</p>

	Improve attainment in writing	<p>Dec 2016: SUPP% at least at ARE March 2017: SUPP% above, SUPP% at ARE, July 2017: SUPP% above, SUPP% at ARE, SUPP%(SEN) pupils to move from #1 to #2</p> <p>EYFS PP target still to be set)</p>
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5. Planned expenditure					
Academic year		2016 / 2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented	Staff lead	When will you review implementation?
Improved learning behaviour	Whole staff training on Growth Mindset. Share information about growth mindset.with parents Develop resources and procedures to support independence with disadvantaged pupils' learning Invite parents of disadvantaged pupils into school to discuss how we can work together to support their children's learning. Emotional Literacy support for specific pupils	The Teaching and Learning Toolkit approaches (see table below – meta cognition/ self-regulation, social and emotional Learning)	Core objective of the School Development Plan monitored by SLT and governors.	EC CM	Core objective of the School Development Plan monitored by SLT and governors with termly targets set.

To improve standards in writing	Plan and provide regular Dedicated Improvement and Reflection Time. (DIRT) Staff training on use of Clicker 7 program to scaffold writing and extend written vocabulary. Teachers to focus Clicker 7 use with least able pupils and boys. Ensure pupils are given time and support to complete their marking and feedback tasks (DIRT).	The expected standard in writing has risen since the introduction of the new primary curriculum in September 2014. Internal tracking shows that the gap in attainment of boys in comparison to girls is widening. 5/6 PP pupils are boys The Teaching and Learning Toolkit approaches (see table below -	Core objective of the School Development Plan monitored by SLT and governors.	EC CM	Core objective of the School Development Plan monitored by SLT and governors with termly targets set.
To improve rates of progress in maths	Staff training on developing application of maths skills. Model lessons delivered by maths lead on application of maths skills. To run a weekly Mathematics club for pupils and their parents for selected low achieving KS1/P.P pupils and low achieving siblings. Include problem solving extensions as part of marking and feedback. Ensure pupils are given time and support to complete their marking and feedback tasks (DIRT).	Changes to the maths curriculum have raised the expectations of pupils' ability to apply their mathematical skills. Monitoring has shown that whilst maths skills are well taught, the teaching and learning in applying these skills is less secure. The school intends to improve teaching and learning of the application of maths skills for all pupils.	Core objective of the School Development Plan monitored by SLT and governors.	EC CM	Core objective of the School Development Plan monitored by SLT and governors with termly targets set.
Total budgeted cost					£5,300

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
95% or above attendance rates for pupils with PP	Parents contacted regarding unexplained absence by 10am. Termly meetings with parents. Targets set for attendance, monitored monthly Rewarding good attendance with a personal letter School funding for after school clubs	National Foundation for Educational Research (NFER) identifies addressing attendance as a key step to improving attainment for children. Evidence from internal tracking shows that good attendance matches periods of good progress. Pupils demonstrate increased confidence following periods of good attendance. Consistent absences result in gaps within learning which greatly impact progression.	Monitoring by Headteacher and Pupil Progress Lead Feedback from parents Monitor attendance at after school clubs	EC CM	January following termly review of attendance. April following termly review of attendance. July following termly annual review of attendance with parents.
Raised attainment for pupils in writing	Clicker 7 Nessy Phonics Language for Thinking	We know that one of the barriers for less able writers is in structuring their writing and selecting vocabulary. The school purchased licences for Clicker 7 in July 2016 and trained staff in how to use the program to support writers in the classroom. Nessy has been used successfully in the school for many years to support pupils with decoding and forming words concentrating on phonic and spelling patterns. Language for Thinking was recommended to us by the Language and Communication Support Service and is designed to develop verbal reasoning skills and pragmatic language which leads to developed comprehension of text. This is the first year we have used this resource.	Pupil progress tracking through School Pupil On line Tracker. Objective tracking shows acquisition of writing and language skills. IEP targets and reviews for those pupils with SEN. Intervention tracking as part of the Provision Map.	SENco	At start and end of intervention. December tracking data and work scrutiny to be used to evaluate success of interventions. April tracking data and work scrutiny to be used to evaluate success of interventions. April tracking data and work scrutiny to be used to evaluate success of interventions.

Improved progress in maths	Mathletics First Class @ number	Mathletics is proven to significantly improve levels of attainment and progress (independently validated by the University of Oxford). This program has been used in the school for several years and has promoted engagement, confidence and motivation in maths. It also has an effect in encouraging a "Growth Mindset" in maths. By running a Mathletics workshop we aim to build parental confidence and engagement in supporting their children in maths. 1 st Class at Number was introduced at the end of last year and aims to improve pupils' skills with number and calculation, mathematical understanding and reasoning skills. TA training has been completed. Frequent absences from school have led to gaps in some of our PP pupils' learning which we aim to address by implementing these programs.	Pupil progress tracking through School Pupil On line Tracker. Objective tracking will evidence improved maths skills. IEP targets and reviews for those pupils with SEN. Intervention tracking as part of the Provision Map. Half termly class participation reports provided to class teachers. Timetabled use of Mathletics in class for PP pupils during the week.	SENco	At start and end of intervention with Sandwell Early Numeracy assessment. December tracking data and Mathletics participation / achievement reports used to evaluate progress. April tracking data and Mathletics participation / achievement reports used to evaluate progress. June tracking data and Mathletics participation / achievement reports used to evaluate progress.
Attitudes to learning	ELSA After school club provision	ELSA is an initiative developed and supported by educational psychologists who apply psychological knowledge of children's social and emotional development to particular areas of need and to specific casework. (also see advised strategy from Sutton Trust in table below – social and emotional Learning) Providing equality of opportunity for pupils to take part out of school sports and arts. Increasing confidence, social skills and enjoyment.	ELSA targets at the start and end of the intervention. QCA Baselines assessment tracking. Classroom behaviour tracking	Pupil Progress Leader	At the start and end of intervention with class teacher, Pupil Progress Leader and Parent. Baseline QCA reviews in September, January and June. Termly meetings with parents.
Total budgeted cost					£3,900
Total budgeted cost					£9,100

The following approaches have been identified by Sutton Trust as some of the best ways to help children make good progress using the Pupil Premium. We aim to embrace these strategies through our intervention choices and classroom practices.

Effective feedback on learning <i>Potential +9 months</i>	Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It aims to produce improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity or about the student's management of their learning or self-regulation. This feedback can be verbal or written. It can come from a teacher, someone taking a teaching role, or from peers. We praise for effort as well as what they do well.
Meta-cognition and self-	'learning to learn' approaches aim to help learners think about their own learning more explicitly. This is usually by

<p>regulation / MINDSET</p> <p><i>Potential +8 months</i></p>	<p>teaching pupils specific strategies to set goals, monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is to give pupils a repertoire of strategies to choose from during learning activities to support progression and achievement. Children are encouraged to review their work and get into the habit of editing and amending to ensure improvement in all areas of the curriculum. Our purple pens of power have developed a sense of excitement when it comes to improving their initial ideas. Recently working with Carol Dweck's theory of mindsets has helped address the children's responses to feedback and their focus on choosing appropriate challenges to progress their attainment.</p>
<p>Peer tutoring / collaborative Learning</p> <p><i>Potential +6 months</i></p>	<p>Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with support. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success. Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning. Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity. Together Everyone Achieves More (TEAM)</p>
<p>Reading Comprehension Phonics/ Oral Language</p> <p><i>Potential +5 months</i></p>	<p>Reading comprehension approaches to improve reading focus on learners' understanding of the text. Teaching a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, identifying key points, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves. Oral language approaches include: Targeted reading aloud and discussing books with young children. Explicitly extending pupils' spoken vocabulary. The use of structured questioning to develop reading comprehension</p>
<p>Social and Emotional Learning</p> <p><i>Potential +5 months</i></p>	<p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers or teachers. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning. At Horspath we have invested in our own ELSA (Emotional Literacy Support Assistant) who can plan and deliver support programmes to groups or individuals under the supervision of the Educational Psychology Service.</p>