

Horspath CofE Primary School

Pupil Premium Provision 2016 – 2017 Outcomes and Impact Evaluation.

July 2017

* Data is suppressed because of the very small number of pupils in this group. A full report is available on request.

| Desired outcome | Chosen action / approach | Impact: | Actions: |
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| 95% or above attendance rates for pupils with PP | <ul style="list-style-type: none"> Parents contacted regarding unexplained absence by 10am. Termly meetings with parents. Targets set for attendance, monitored monthly Rewarding good attendance by posting personal letters to pupils. (These included House Reward points) School funding for after school clubs | <ul style="list-style-type: none"> * pupils (67 %) exceeded the expected attendance for all pupils of 95% * pupils (80%) increased their attendance from the previous year, or maintained their 100% record. (* pupil was new to the school this year.) * pupil's attendance level has declined from the previous year (less than 2%) due to medical reasons. This year * of our PP pupils have achieved their highest level of attendance during their school career. PP pupils were offered opportunities to engage with after school clubs and music tuition in school. Where taken up these were enjoyed by the pupils and supported their personal interests | <p>Continue to offer after school clubs but to be arranged by the pupils Parent and invoiced to the school office to avoid unnecessary delay.</p> <p>Extended parents meeting time to be made available with the class teacher/ pupil progress leader .</p> <p>To start Termly / frequent communication via SENCo email to ensure that good relationships continue.</p> <p>Continue to write to individual pupils and reward their improved attendance.</p> |
| Improved learning behaviour of pupils with PP within the classroom | <ul style="list-style-type: none"> Whole staff training on Growth Mindset. Resources and procedures to support independence Emotional Literacy support for specific pupils | <ul style="list-style-type: none"> Classroom displays for Numeracy and Literacy provide a clear purpose to tasks along their learning journey to their final outcome – providing clarity and motivation. Positive feedback from Parents, Teachers and Pupils after ELSA involvement. Pupils now have a better understanding of themselves as learners and of their own learning journey. Pupils are more willing to try to challenges and less afraid of mistakes. | <p>Staff developed their own understanding of Growth Mindset and applied this to their classroom practice.</p> <p>Further development is planned for 2017-18, including working with parents.</p> |

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| <p>Improved relationship between home and school for PP families</p> | <ul style="list-style-type: none"> • Increased contact opportunities between home and school. | <ul style="list-style-type: none"> • Meetings with parents were successful in opening a dialogue between home and school. • PP families have a better understanding of the additional provision made for their children in school. • Families know who to contact for more information. | <p>To start communicating via SENCo email to ensure that good communication continues.</p> |
| <p>Improve rate of progress in maths and attainment in writing.</p> | <ul style="list-style-type: none"> • Clicker 7 • Nesy Phonics • Language for Thinking • Mathletics • First Class @ number • Morning DIRT time (Dedicated Improvement and Reflection time) | <ul style="list-style-type: none"> • * of our PP pupils have achieved Age Related Expectations or above in Writing this year • * of our PP pupils have achieved Age Related Expectations or above in Maths this year. • * of our PP pupils made expected progress or more in maths this year. * of these pupils made accelerated progress. • * of our PP pupils made expected progress of more in Writing this year. * of these pupils made accelerated progress and 1 did not make expected progress, despite | <p>Trial new system of 'Put first' marking and assessment of PP pupils. New Computer service to investigate reliability of Clicker program on Laptops. Continue the First class @ Number intervention provision and Nesy support for select pupils. Continue with the Mathletics home / school provision.</p> |

Pupil Premium Strategy Statement for 2017/18 - to diminish the difference

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.

| 1. Summary information | | | | | |
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| School | HORSPATH PRIMARY SCHOOL | | | | |
| Academic Year | 2017/18 | Total PP budget | £8,500 | Date of most recent PP Review | July 17 |
| Total number of pupils | 139 | Number of pupils eligible for PP | 5 | Date for review of this strategy | July 18 |
| | | Number of pupils eligible for PP+ | 1 | <i>Termly Internal class pupil progress reviews plus IEP reviews 3x a yr.</i> | |

| 2. Current attainment | | | | |
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| | | <i>Pupils eligible for PP (6) All Year Groups 2017</i> | <i>National Key Stage 2 2017</i> | <i>National Key Stage 2 Disadvantaged</i> |
| <i>Whilst the school aims for its PP pupils to meet National Expectations of all pupils, the very small number of PP pupils at Horspath School make this measure less meaningful than the school's own internal tracking and target setting measures.</i> | | | | |
| % achieving ARE or above in all reading, writing & maths in 2016/17 | | * | 61% | 39% |
| % achieving the expected standard in reading | | * | 71% | 53% |
| % achieving the expected standard in writing | | * | 76% | 64% |
| % achieving the expected standard in maths | | * | 75% | 58% |
| 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 and emotional Stability. 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. | | | |

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| C. | Lower attainment / starting points in reading, writing and maths – requiring additional support to access the curriculum. |
| External barriers | |
| D. | Persistent Low attendance- some of our eligible pupils have an attendance of persistently below 90%. 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. |

| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
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| A. | 95% or above attendance rates for pupils with PP | Dec 2016: 100% have attendance of over 95% for the term March 2017: 100% have attendance of over 95% for the year to date July 2017: 100% have attendance of over 95% for the year |
| B. | To improve standards in writing | Dec 2017: *at ARE March 2018: *at ARE July 2018: 100% have made at least expected progress of 3 points |
| C. | To improve standards in maths | Dec 2017: *at ARE March 2018: *at ARE July 2018: 100% have made at least expected progress of 3 points |

5. Planned expenditure

Academic year

2017 / 2018

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 choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|---|---|--|------------------|--|
| Improved learning behaviour | <p>Whole staff training on Growth Mindset. Share information about growth mindset with parents Develop resources and procedures to support independence with disadvantaged pupils' learning Termly contact with parents of disadvantaged pupils to discuss how we can work together to support their children's learning. Emotional Literacy support for specific pupils</p> | <p>The Teaching and Learning Toolkit approaches (see table below – meta cognition/ self-regulation, social and emotional Learning)</p> | <p>Core objective of the School Development Plan monitored by SLT and governors.</p> | <p>EC CM</p> | <p>Core objective of the School Development Plan monitored by SLT and governors with termly targets set.</p> |
| To improve rates of progress in maths | <p>Staff training on developing the use of Numicon to ensure a concrete understanding of place value. Model lessons delivered by maths lead. To run a weekly Lunchtime Athletics club for pupils. Include problem solving extensions as part of marking and feedback. Ensure pupils are given regular time and support to complete their marking and feedback tasks (DIRT).</p> | <p>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.</p> | <p>Core objective of the School Development Plan monitored by SLT and governors.</p> | <p>EC CM</p> | <p>Core objective of the School Development Plan monitored by SLT and governors with termly targets set.</p> |
| Total budgeted cost | | | | | £3,800 |

| ii. Targeted support | | | | | |
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| 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 | <p>Parents contacted regarding unexplained absence by 10am.</p> <p>Termly contact with parents.</p> <p>Targets set for attendance, monitored monthly</p> <p>Rewarding good attendance with a personal letter</p> <p>School funding for after school clubs</p> | <p>National Foundation for Educational Research (NFER) identifies addressing attendance as a key step to improving attainment for children.</p> <p>Evidence from internal tracking shows that good attendance matches periods of good progress.</p> <p>Pupils demonstrate increased confidence following periods of good attendance.</p> <p>Consistent absences result in gaps within learning which greatly impact progression.</p> | <p>Monitoring by Headteacher and Pupil Progress Lead</p> <p>Feedback from parents</p> <p>Monitor attendance at after school clubs</p> | <p>EC</p> <p>CM</p> | <p>January following termly review of attendance.</p> <p>April following termly review of attendance.</p> <p>July following termly annual review of attendance with parents.</p> |
| Raised attainment and progress for pupils in writing | <p>Clicker 7</p> <p>Nessy Phonics</p> <p>Weekly supported DIRT time</p> <p>Reading Eggs</p> <p>'PP first' Marking and feedback</p> | <p>The expected standard in writing has risen since the introduction of the new primary curriculum in September 2014.</p> <p>Internal tracking shows that the gap in attainment of boys in comparison to girls is widening. 5/6 PP pupils are boys</p> <p>We know that one of the barriers for less able writers is in structuring their writing and selecting vocabulary. The school purchased 10 licences for Clicker 7 in July 2016</p> <p>By providing additional Dedicated Improvement and Reflection Time – based on improving their class writing, we can provide personalised feedback towards their class work and ensure it is actioned and understood in a quiet environment with support. Having and accepting effective feedback has been researched to be the most effective strategy in increasing pupils progress. See table below from Sutton Trust.</p> <p>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.</p> <p>Reading Eggs is an online learning platform which can be accessed at home and school to provide reading and spelling tuition tailored to a pupils needs. Providing frequent overlearning opportunities within fun and engaging activities.</p> | <p>Pupil progress tracking through School Pupil On line Tracker.</p> <p>Objective tracking shows acquisition of writing and language skills.</p> <p>IEP targets and reviews for those pupils with SEN.</p> <p>Regular Reading Eggs reports emailed to Parents tracking success and proving extra supportive activity ideas.</p> | <p>SENco</p> | <p>Termly tracking data and work scrutiny to be used to evaluate success of support strategies and resources.</p> |

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| <p>Improved progress and attainment in maths</p> | <p>Mathletics First Class @ number Numicon</p> <p>'PP first' Marking and feedback.</p> | <p>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.</p> <p>1st Class at Number was introduced at the end of 2016 and aims to improve pupils' skills with number and calculation, mathematical understanding and reasoning skills.</p> <p>Frequent absences from school have led to gaps in some of our PP pupils' learning which we aim to address by implementing these programs and resources.</p> | <p>Pupil progress tracking through School Pupil On line Tracker.</p> <p>Objective tracking will evidence improved maths skills.</p> <p>IEP targets and reviews for those pupils with SEN.</p> <p>Intervention tracking as part of the Provision Map.</p> <p>Half termly class participation reports provided to class teachers.</p> <p>Timetabled use of Mathletics in class for PP pupils during the week.</p> | <p>SENco</p> | <p>At start and end of intervention with Sandwell Early Numeracy assessment.</p> <p>Termly tracking data and Mathletics participation / achievement reports used to evaluate progress.</p> |
| <p>Increased Emotional Stability and wellbeing or pupils.</p> | <p>ELSA After school club provision 1:1 tuition</p> | <p>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)</p> <p>Providing equality of opportunity for pupils to take part in out of school clubs/ tuition . Increasing confidence, social skills and enjoyment.</p> | <p>ELSA targets at the start and end of the intervention.</p> <p>QCA Baselines assessment tracking.</p> <p>Tutor tracking and progress report.</p> | <p>Pupil Progress Leader</p> | <p>At the start and end of intervention with class teacher, ELSA and Parent.</p> <p>Baseline QCA reviews in September, and July.</p> <p>Termly contact with parents.</p> |
| Total budgeted cost | | | | | £5,850 |
| Total budgeted cost | | | | | £9,650 |

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.

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| <p>Effective feedback on learning</p> <p><i>Potential +9 months</i></p> | <p>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.</p> |
| <p>Meta-cognition and self-regulation / MINDSET</p> <p><i>Potential +8 months</i></p> | <p>'learning to learn' approaches aim to help learners think about their own learning more explicitly. This is usually by 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> |