

## Pupil Premium 2016 –2017 Review

### Initiatives and improvements

- Appraisal targets reflect the school's priorities
- Significant increase in % of disadvantaged pupils' attendance for the fifth year running and is now above National averages
- The gap in attainment is closing between 'disadvantaged' pupils and 'non-disadvantaged' pupils.
- Increased progress and attainment across the school.
- Increased partnerships with local schools, Children Centers, businesses and the University of Hertfordshire
- A wide range of parent learning
- Increased the number and skills of children taking on leading roles and responsibilities across the school
- Play therapy, Protective Behaviours, Counselling and specific many other targeted therapeutic interventions provide support for pupils with social, emotional and mental health difficulties.
- Extended provision, with wrap around care, for most disadvantaged children
- Class and Individual Provision plans to identify need, outlining suitable strategies and intervention to narrow the gaps in attainment.
- Early screening and intervention to ensure our youngest children achieve age-related expectations in language skills by the end of Reception
- Significantly higher than Hertfordshire and National averages in Phonics
- Family Support Worker employed (including during school holidays) to support vulnerable families
- Highly experienced teachers to deliver high quality interventions
- High quality training for teaching and support staff
- A wide range of extra-curricular opportunities.
- An enriched curriculum which include visitors and trips to motivate, inspire and stimulate learning
- Targeted training and coaching to improve the quality of teaching
- Orchard room to provide individual and group work in a nurturing environment
- Lunch time play leader staff
- Robust pupil progress meetings to ensure all children are making good or better progress
- Teachers' increased knowledge and use of data to inform planning and increase attainment
- Gold outdoor learning award

We remain relentless in our drive for continual improvement. When making decisions about using the pupil premium funding, it is important to consider the context of the school and the challenges faced within the school community. Common barriers for disadvantaged pupils can be less support at home, difficulty with language and communication skills, punctuality and attendance issues and a lack of confidence. There may also be complex family issues which could prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. There is a national trend which identifies a gap in attainment between pupils who are 'disadvantaged' and pupils who are 'non-disadvantaged'.

We have analysed our data thoroughly and examined the impact of current interventions and have made use of a range of research to inform decision making.

Best Practice documentation from Ofsted

The Pupil Premium: an update (Ofsted)

Importance of quality first teaching (Sutton Trust)

A pupil Premium Handbook for Cambridge

Cognitive Approaches

Using the Pupil Premium to Narrow the gap: policy and practice

Helping Parents to Parent Feb 17 (Social Mobility Commission)

Supporting the attainment of disadvantaged pupils: articulating success and good practice (Durham University)

Our aim is to increase the quality of day to day, whole class teaching, through a higher percentage of outstanding lessons. In particular, we will strive to further raise the standards for those pupils with Special Educational Needs and for those pupils who are More Able, through consistent challenges in Reading Writing and Maths, across all classes.

An exciting and engaging curriculum, delivered consistently by all staff to enthuse all pupils, remains the highest priority for the school.

The Parent Forum will continue to value the views and opinions of all parents. Family learning opportunities and workshops will be available to provide a variety of learning opportunities and valuable ideas to support children's learning at home. We are further developing the links between the Early Years and the Children's Centre Partnership, through a variety of parent workshops and events to support children's health, positive behaviour, learning at home and to develop a stronger sense of belonging to the school community.

Staff training focused on improving the outcomes for all children to ensure barriers are overcome and learning is suitably challenging.

Governors monitor the progress and attainment for all groups of children including those with higher starting points.

	<b>2016/17</b>
Amount of PPF per pupil	£1,300
Amount of PPG received	<b>£101,003</b>
<b>Aim: To close the gap between disadvantaged and non disadvantaged pupils in attainment in reading, writing, maths and attendance</b>	
<b>Monitoring impact:</b> Termly through Pupil Progress Meetings with INCo, Regular assessment and data – report to Governors, Governor monitoring, Termly Family Support Worker Report including case studies, Regular meetings with AIO, Termly through Pupil Progress Meetings Book Scrutinies, SLT meeting updates on Progress Behaviour logs tracked fortnightly, Case Studies to show impact, regular monitoring of Children Looked After by the Local Authority advisor.	

Provision	Description	% PPF	Impact
<b>Focus on Family/Social and emotional</b>  Extended school support	Family Support Worker  Family workshops  Family Learning  Family support	9%	<p>Attendance of disadvantaged pupils is 1.7% above disadvantaged national averages and 0.2% below national all figures All parents attended parents' evenings</p> <p>Professionals have ensured a co-ordinated approach to support the most vulnerable families.</p> <p>The Family Support Worker has supported families in the home through regular home visits, sometimes in conjunction with other agencies, by signposting families to relevant agencies including financial services, and access to personalised commissioning.</p> <p>The Family Support worker has worked in coordination with other professionals in the school to identify Young Carers, supporting their applications and identifying suitable activities outside of school.</p> <p>Increased parental engagement of children in Early Years with Children's Centre services – 2015/16 = 5% 2016/17 = 6%</p> <p>Advocate in place for parents who are vulnerable or have vulnerable children</p> <p>The Family Support Worker supported vulnerable families during the school holidays including early intervention and signposting to relevant agencies</p> <p>The Family Support Worker has supported families with the eCAF assessment and the Families First Assessment (Early Help Module).</p> <p>Support has meant that boundaries are in place at home supporting pupils with homework and reading. Caser studies show that there has been an improvement to emotional wellbeing for children and families and pupils are emotionally ready to learn. Parents of pupil premium children have access to Protective Behaviours to support their children's emotional needs, and the family Support Worker has supported children in school with Protective Behaviours also.</p> <p>A range of courses and workshops for parents to help them support their children with learning have been implemented throughout the year.</p> <p>The Family Support Worker has worked in conjunction with other members of the school staff to promote healthy life styles.</p>
<b>Focus on Family/Social and emotional</b>  Extended school support	Budget to support the most vulnerable families	1%	There has been financial support to provide essential school equipment, clubs and enrichment activities, outside school, to the most vulnerable families.- the positive impact of this is a greater integration, improved self-esteem and enjoyment of school life including increased attendance.
<b>Focus on Family/Social and emotional</b>  Extended provision	Breakfast club	1%	Most vulnerable attendance and punctuality improved – positive transition into school Nutritious breakfast provided with calm and purposeful starts to the day.

<b>Focus on Family</b> eReading & eMaths resources	Extended reading resources with accessibility from home.	1%	Increased engagement with supporting reading at home. 88% of disadvantaged children made at least typical (3 steps) progress. (1 child =12% did not) Increased engagement with supporting maths at home. 88% of disadvantaged children made at least typical (3 steps) progress. (1 child =12% did not) KS1 no gap in reading outcomes with reading results above National averages including those working at greater depth Reduced gap at the end of KS2 in reading with results above National averages Progress in KS2 is particularly strong and is above National averages in all areas of learning
<b>Focus on Learning in the curriculum</b> Resources	Early Years Foundation Stage reading books  ICT resources	10%	Gap in attainment in reading narrowed by 7% Pupil premium pupils receive quality first teaching and have accessed supportive resources to enable them to make good progress. 77% of all children in Reception achieved age-related expectations in literacy with 7 exceeding this.
<b>Focus on Learning in the curriculum</b>  Targeted support staff	Individual support for children with specific needs  Transition support  Small group PSE intervention	53%	In year progress for children in KS1 is strong. No gap in attainment at the End of KS1 in reading and maths. 1% gap in writing remains Progress from the end of S1 to the end of KS2 is significantly above National averages in reading, writing and maths for children in receipt of Pupil Premium Funding. The attainment gap significantly narrowed in KS2 in reading, writing and maths Pupil premium pupils received quality first teaching and have accessed to supportive resources to enable them to make good progress. Wellcomm Speech and Language screening programme has been maintained and followed up through whole class, small group and individual intervention. Targeted intervention has supported children with specific learning needs and social and emotional needs. Do and review cycle of support has been instrumental in closing the gap for disadvantaged pupils.
<b>Focus on Enrichment of the curriculum</b>  Enriching the curriculum	Subsidies for trips and visits including residential trips. Visiting workshops  Y5 theatre performance	3%	Full access for pupils Pupils make improved rates of progress due to enriched curriculum opportunities. Children build and maintain strategies to develop resilience and a sense of belonging. Enriched curriculum promotes the engagement and love of learning
<b>Occupational Therapy</b>	Smart Moves program to support individual pupils	0.1%	Increased involvement and enjoyment of physical activity Increased mobility.
<b>Counselling Clinical Supervision</b>	Individual provision for most vulnerable pupils	7%	Pupils have developed strategies to manage emotional aspects of their life which has impacted on their readiness to learn. Identified pupil premium children have accessed the 'Protective Behaviours' support programme in all key stages. Support staff who deliver social and emotional support programs to vulnerable children have accessed expert advice from clinical supervision.
<b>Orchard room provision</b>	Two Learning Support Assistants to provide lunchtime support for most vulnerable pupils.	4%	Pupils with specific needs have accessed provision to work on an individual targets on a one to one or small group basis. Pupils have been provided with opportunities to resolve social difficulties especially during lunchtimes – reduced incidents logged Pupils have experienced positive transitions into afternoon sessions.

<b>Lunch time support</b>	Targeted training to develop social skills and play leaders SEND MSA support	2%	Pupils have accessed: Positive play for all. Developed social skills and better playtimes. Staff have developed leadership skills. Pupils have experienced positive transition into afternoon sessions .
<b>Specialist Play Therapist</b>	Targeted support for most vulnerable children	6%	Identified pupils have accessed specialist play therapy in the school, where emotional difficulties act as a significant barrier to learning.
<b>Supporting positive experiences</b>	Targeted support for most vulnerable children to extend enriching experiences	0.9 %	Rest bite for Young Carers Access to enriching experiences which otherwise may not be available to children
<b>Focus on positive behaviour</b>	Targeted training for designated staff. Those staff members then deliver training to all staff when needed.	2%	All staff use consistent approaches to coping with challenging behaviour. All staff seek to deescalate pupils who may be in crisis in a positive manner.

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