

Parish CE Primary School



Pupil Premium

Review of expenditure 2016-2017

Expenditure 2016/2017

Intervention and cost	Description (incl. barrier to learning this focused on addressing)	Impact and revised spending where necessary
<p>Nurture Group</p> <p>(Approx cost with resources £16,500)</p>	<p>SEBD</p> <p>Level 3 TA and Level 2 TA to run a Nurture Group in the afternoon for vulnerable, EYFS and KS1 children, who need support for SEBD</p> <p>Level 3 TA to provide support across FS/Y1 during morning sessions to support vulnerable children in accessing learning</p>	<p>PSED:</p> <p>Disadvantaged pupils made an average of 18.8 months progress in PSED</p> <p>C&L</p> <p>Disadvantaged children made an average of 16.6 months progress in C&L</p> <p>Boxall assessments show that all vulnerable children accessing the provision have made significant progress across the social and emotional behaviour indicators.</p>
<p>Level 3 support to deliver high quality interventions in Y5</p> <p>(Approx cost with resources £14,000)</p>	<p>Learning Behaviours</p> <p>Low Aspirations</p> <p>SEBD</p> <p>Level 3 support to provide high quality English and Maths interventions in Y5 and Y6 across the school day.</p>	<ul style="list-style-type: none"> • 86% of Pupil Premium pupils made progress of 3+ stages in writing • 29% of Pupil Premium pupils made progress of 3+ stages in reading • 71% of Pupil Premium pupils made progress of 3+ stages in maths (43% made progress of 4+ stages)
<p>DHT and 2 other teachers (1 x 0.4 and 1 x 0.7) to support English and Maths in KS2</p> <p>(Approx cost with resources £46,600)</p>	<p>Learning Behaviours</p> <p>Low Aspirations</p> <p>DHT to support English and Maths in Upper KS2 by meeting the need for challenge of the more able pupils, in turn allowing</p>	<p>DHT worked with more able children during maths lessons in Y5. 71% of Pupil Premium pupils made progress of 3+ stages in maths (43% made progress of 4+ stages) during this academic year.</p> <p>0.7 Teacher supported LKS2 Maths.</p> <p>In Y3, 36% Pupil Premium children made progress of 3+ stages in mathematics.</p> <p>In Y4, 67% of Pupil Premium children made progress of 3+ stages in mathematics.</p>

	<p>teachers and TAs more opportunity to focus on pupils who may be off track.</p> <p>0.7 teacher to support the teaching of Maths in LKS2 by addressing misconceptions and lack of fluency with number on a daily, flexible basis. This will ensure no child has the opportunity to fall behind in their knowledge and conceptual understanding.</p> <p>0.4 teacher to deliver high quality Inference Interventions across Y3-Y6</p>	<p>0.4 Teacher delivered Inference Training to Y3-Y6. (36 pupils in total)</p> <table border="1" data-bbox="751 309 1439 703"> <thead> <tr> <th>Class</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>% progress 3+ stages Reading</td> <td>45%</td> <td>83%</td> <td>29%</td> <td>63%</td> </tr> <tr> <td>Average progress in months</td> <td>17 months</td> <td>18 months</td> <td>12 months</td> <td>25 months</td> </tr> </tbody> </table>	Class	Y3	Y4	Y5	Y6	% progress 3+ stages Reading	45%	83%	29%	63%	Average progress in months	17 months	18 months	12 months	25 months
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<p>ICT resources to support booster sessions</p> <p>(Approx cost with resources £8250)</p>	<p>Low Aspirations</p> <p>Upgrading of ICT equipment and purchasing of additional equipment (IPads, additional laptops, software)</p>	<p>See KS2 attainment data.</p>															
<p>Extended School activities</p> <p>(Approx cost with resources £8000)</p>	<p>Low Aspirations</p> <p>Learning Behaviours</p> <p>Trips to enhance pupils SMSC experiences linked to the learning challenge curriculum (this includes specific enhanced provision for Young Carers')</p>	<p>A range of trips and workshops took place. These included: visiting MOSI, visiting Blackpool (Sealife Centre and Beach), Viking and Greek Workshops, Ferry across the Mersey, CSI workshop at the Catalyst Museum in Widnes, Manchester Airport, African drumming workshop, Beatles Museum visit, 'Animobile' school visit, Cheshire Ice Cream Farm.</p> <p>Also, this included organised Young Carer visits to a Bouncy Castle Centre, 'Dark Star' and the Adventure Farm Trust.</p> <p>In questionnaires all extended school activities were rated highly by parents and carers.</p>															

		<p>'I loved the Viking Workshop, we even got to practice Viking warrior positions!'</p> <p>'Blackpool Sealife Centre was amazing - I saw a Stingray!'</p> <p>'My weekend at the Adventure Farm Trust was fantastic, it was one of the best times of my life!'</p>
<p>School Counsellor</p> <p>(Approx cost with resources £3500)</p>	<p>Learning Behaviours</p> <p>Low Aspirations</p> <p>SEBD</p> <p>School Counsellor -to continue to employ a counsellor for one morning per week to support children who may have issues in their home life, which impacts negatively on their well-being and subsequently on their learning.</p>	<p>26 children have accessed this support across the year.</p> <p>100% of parental feedback has been positive (audit of impact questionnaires)</p> <p><i>Comment from parent:</i> <i>Jeanette has helped both my girls and myself through tough times and we have all benefitted from her help.</i></p>
<p>Staff training</p> <p>(Approx cost with resources £1500)</p>	<p>Low Aspirations</p> <p>Staff to access necessary training to ensure teaching is of a high quality and lesson delivery is inspiring - specific focus on 'Inference Training', 'Using Comics to Engage Boys' and 'Using Ipad Technology to Raise Attainment'.</p>	<p>Impact on teaching and learning</p> <p>In 2016-2017, based on triangulated outcomes (lesson observations, quality of marking and feedback and progress of pupils) teaching was broadly good with a significant proportion graded as outstanding. This has led to outstanding progress for pupils over time.</p> <p>Our CPD programme has influenced the quality of Teaching and Learning across the year and this was evidenced during lesson observations and book scrutiny.</p> <p>CPD enabled staff to:</p> <ul style="list-style-type: none"> • Use Ipad technology to raise levels of engagement and subsequently pupil performance • To thoroughly understand the meta-cognitive pathway necessary in order to read fluently • The ways in which adults can support children in inferring from a text • Effective approaches to the teaching of narrative

- Teach grammar through texts
- Foster independent learning skills through technology
- Identify texts and themes that will excite and engage boys and encourage them to write.

Impact on teachers:

'The Inference Training has had a positive impact on my teaching of reading. It has been a good diagnostic tool to identify where children have weaknesses and therefore as a teacher I can plan carefully to address these specific gaps.'

'Mr P delivered our INSET training around using iPads in the classroom effectively. I found this extremely valuable and I have used it on a daily basis by incorporating his strategies into my everyday practice.'

Attendance Prizes
(Approx cost with resources £1000)

Low Aspirations

To purchase prizes for improved attendance and punctuality.
To offer incentive prizes for sustained attendance and punctuality to pupils and parents.

Impact on attendance

Our attendance is now generally above national and LA averages.

Year	2013-2014	2014-2015	2015-2016	2016-2017
Whole School Attendance	96.7%	96.1%	96.1%	95.9%
Lates	244	210	171	200
Pupils below 85%	3	2	2	0

Rewards have included:

£10 voucher for being in on last day of a full term (each Key Stage)

£50 voucher for parents on last day of term if child at school target

Cinema nights

Climbing Walls

Teddy Bears' Picnic

Zumba

Ballroom Dancing

Self Defence Classes

Circus Skills

21 parents/carers have been supported on a one to one basis with their attendance. This has included:
Informal discussions

		<p>Referrals to the School Nurse EHAT completion which has led to FAM Offer of Funzone access Purchasing of alarm clocks Early morning calls Collections from family homes Individual plans such as reward charts and prizes.</p> <p>Impact on children, parents and families who have been supported and rewarded: <i>'It has helped me to find a routine that works for my family. Mrs Aspinall-Wood offered us free Breakfast Club places and this has been a life-saver. My child's attendance has improved a lot since and I really appreciate the help I received.'</i></p>
<p>Music Tuition (Approx cost with resources £500)</p>	<p>Low Aspirations</p> <p>Schools' Music Service to provide instrument tuition to those PP pupils who have been identified as having potential in this area.</p>	<p>4 children have accessed weekly keyboard tuition sessions. All costs have been covered by PPG funding.</p> <p>Children's comments: <i>'I really enjoyed learning the keyboard. We've learnt many new songs and I've nearly got a tick on every song. I even know how to play with 2 hands! It's been fun and I've learnt a new skill'</i> <i>'I really enjoyed doing keyboard lessons. I feel that I have progressed both practically and theoretically but even more than this it was great fun!'</i></p>
<p>Booster sessions (Approx cost with resources £12,840)</p>	<p>Learning Behaviours</p> <p>Low Aspirations</p> <p>SEBD</p> <p>Targeted support for PP pupils who are identified as being off track at the end of the Autumn Term to include:-</p> <ul style="list-style-type: none"> • TA support before and after school for children who are off track and have limited 	<p>See End of KS1 and End of KS2 data.</p>

	<p>support from home</p> <ul style="list-style-type: none"> • One to one tuition during school time for Y6 pupils • One to one phonics boosting • Y2 Booster Groups during school time • Individual Reading Support 									
<p>Lexia Intervention (Approx cost with resources £3500)</p>	<p>Learning Behaviours</p> <p>Low Aspirations</p> <p>SEBD</p> <p>Purchase and introduce the online intervention programme so as to impact on low attainers with reading ages 2 years or more below chronological age, including those on the SEN Code at School Action or School Action Plus.</p>	<p>Impact Year 6</p> <p>Progress</p> <table border="1" data-bbox="751 1055 1433 1160"> <thead> <tr> <th>Amount if children in Y6 Lexia Programme</th> <th>Average increase in reading age in 6 months</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>15 months</td> </tr> </tbody> </table> <p>Impact Y2-Y5</p> <p>Progress</p> <table border="1" data-bbox="751 1357 1433 1462"> <thead> <tr> <th>Amount if children in Y2-Y5 on Lexia Programme</th> <th>Average increase in reading age in 6 months</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>8 Months</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The proportion of Pupil Premium pupils at Parish CE Primary achieving the expected level in Y1 phonics is 73% • The proportion of Pupil Premium pupils at Parish CE Primary achieving the expected standard in KS1 Reading is 64% • The proportion of Pupil Premium pupils at Parish CE Primary achieving the expected standard (or greater) in KS2 Reading Test is 66%. 	Amount if children in Y6 Lexia Programme	Average increase in reading age in 6 months	27	15 months	Amount if children in Y2-Y5 on Lexia Programme	Average increase in reading age in 6 months	23	8 Months
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Performance of disadvantaged pupils at end of KS2

In 2016-2017, 56% of children in Year 6 at Parish CE were entitled to the Pupil Premium.

Reading

At Parish CE, 66% of disadvantaged pupils achieved the Expected Standard compared with 70% of the whole cohort and 71% nationally.

Writing

At Parish CE, 86% of disadvantaged pupils achieved the Expected Standard compared with 85% of the whole cohort and 74% nationally.

Maths

At Parish CE 100% of disadvantaged pupils achieved the Expected Standard compared with 96% of the whole cohort and 75% nationally.

SPAG

At Parish CE 86% of disadvantaged pupils achieved the Expected Standard compared with 81% of the whole cohort and 77% nationally.

English (Reading and Writing) and Maths Combined

The proportion of disadvantaged students at Parish CE achieving the expected standard in Reading, Writing (TA) and Maths Combined is 73% compared with 70% of the whole cohort and 61% nationally.

Performance of disadvantaged pupils at end of KS1

Phonics

The proportion of Pupil Premium students at Parish CE achieving the expected level in Year 1 is ?% compared with 79.4% of the whole cohort and ?% nationally.

At Parish CE the percentage of pupils achieving the expected standard in Y2 Phonics is 91.0%.

Reading

The proportion of disadvantaged students at Parish CE working at the expected standard in Reading is 64% compared with 80% of the whole cohort and 72% locally.

The proportion of disadvantaged students at Parish CE working at greater depth within the expected standard in Reading is 9% compared with 23% of the whole cohort and 22% locally.

Writing

The proportion of disadvantaged students at Parish CE working at the expected standard in Writing is 64% compared with 73% of the whole cohort and 64% locally.

The proportion of disadvantaged students at Parish CE working at greater depth within the expected standard in Writing is 0% compared with 13% of the whole cohort and 12% locally.

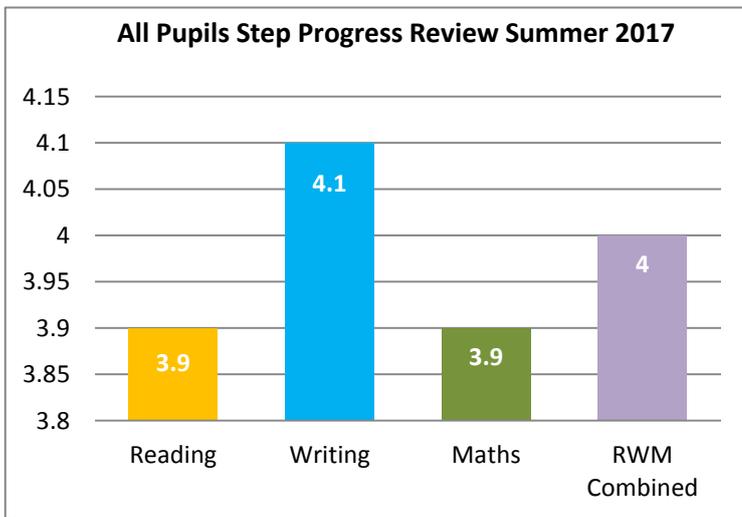
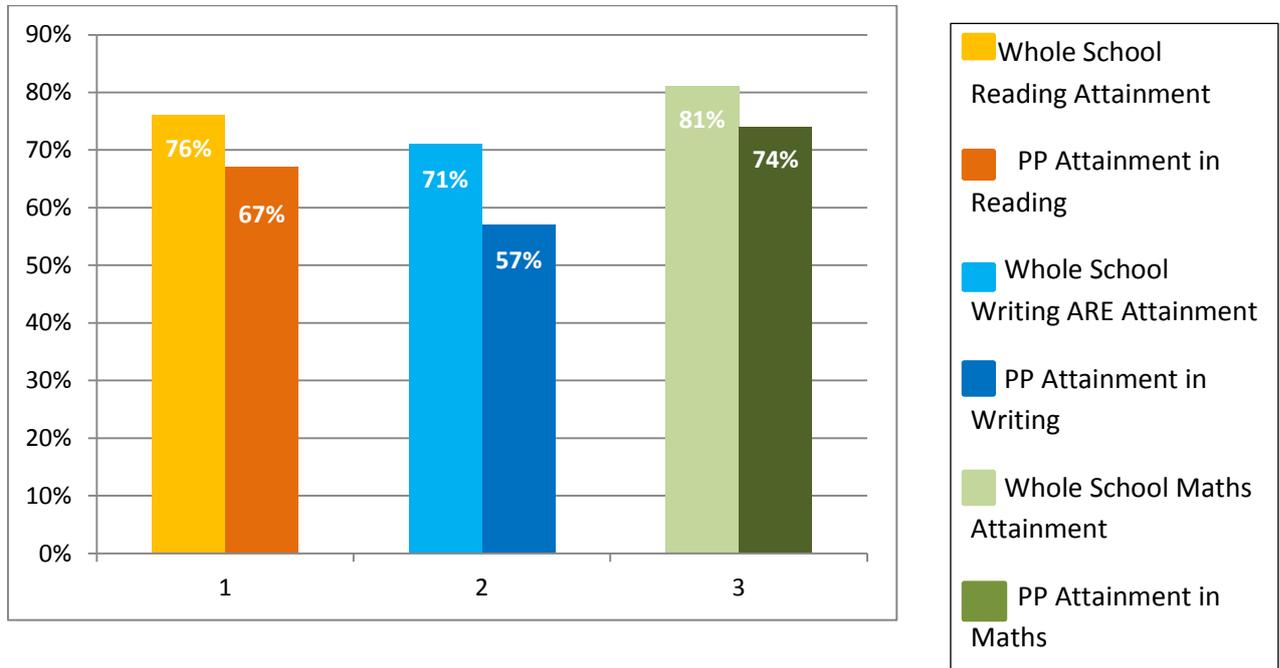
Maths

The proportion of Pupil Premium students at Parish CE achieving the expected standard in Maths is 64% compared with 80% of the whole cohort and 71% locally.

The proportion of disadvantaged students at Parish CE working at greater depth within the expected standard in Maths is 9% compared with 20% of the whole cohort and 16% locally.

Whole School Data Analysis

Attainment of Pupil Premium children compared to whole school averages



Progress of pupils in receipt of PPG is broadly in line with their peers for reading, writing and maths combined.

