

PPG Provision April 2017 – April 2018

The interventions have been rated according to the impact they have had.

Level 0 = no impact, Level 1 = very little impact, Level 2 =some impact, Level 3= good impact, Level 4= outstanding impact

Use of Pupil Premium	Amount Allocated £	Year Group(s) involved	Nature of support provided	Intended Outcomes of support provided	How the activity will be monitored, frequency, position responsible	How success will be evidenced	Actual Impact of activity. Will activity continue? Are changes required to improve it? What are they? Improvements for next year.
PPG Pen sketches	5000	All	Teachers meet 1:1 with the children to find out more about them, including their family life, strengths and weaknesses and barriers to their learning.	Teachers have a better understanding of the needs of their children and the barriers they face and are able to adjust their teaching and learning accordingly.	How: FW to deliver training and support for new teachers Frequency: September and update throughout the year. Position: FW and class teachers	Detailed and pen sketches and accelerated progress for the PPG children	<b>Impact: Level 4</b> The pen sketches provided the teachers with a good understanding and knowledge of the children in the class. This meant that they understood their needs and how best to help the children learn. In majority of year groups PPG children attaining in line with non PPG and making at least expected progress. PPG attainment in Y6 increased from 2017 with an average scaled score of 102.5 increasing to 103.7 in Reading and Maths. Also the percentage of children who reached the higher standard in Year 6 in Writing, Reading and Maths is 20% compared to non PP which is 11%. Gaps narrowed between PPG and non PPG. <b>Continue?</b> Yes, although ensure it is revisited throughout the year.
PPG SLT support plans-supporting improving	20000	All	SLT identify teachers to support in terms of improving teaching and learning. Set targets for the teachers, with a	PPG children to be a greater focus in class and therefore to receive better quality teaching. PPG children to make	<b>How:</b> Teachers to be identified through learning walks. Short term	Support plans-including evaluations	<b>Impact: Level 4</b> SLT ensured that PPG children were able to make accelerated progress in lessons, through an improvement in afl strategies used by the teachers.

the teaching and learning			specific focus on making sure they accelerate the learning of the PPG children.	accelerated progress and thus narrow the gap between non-PPG children.	support plans set up. SLT to team teach, model and observe. <b>Frequency:</b> Weekly <b>Position:</b> SLT		In majority of year groups PPG children attaining in line with non PPG and making at least expected progress. PPG attainment in Y6 increased on 2017. Gaps narrowed between PPG and non PPG. <b>Continue?</b> Yes as needed and more team teaching.
PPG Target setting	8,000	All	Teachers meet with each of their PPG children- set targets with them each half term and review them. SLT support in setting targets following analysis.	Teachers set smart targets for their children, which the children will meet as a result. Children will make good progress, in line with their peers and narrow the gap with the non-pupil premium children.	<b>How:</b> Analyse the half termly targets being set. <b>Frequency:</b> Half termly <b>Position:</b> Phase leaders	Target setting sheets. Gaps between PPG and non-PPG children to narrow	<b>Impact: Level 3</b> PPG children were made a greater focus in class. Targets were worked towards every half term. SMART targets enabled children to achieve their targets.  In majority of years groups PPG children attaining in line with non PPG and making at least expected progress. PPG attainment in Y6 increased on 2017. Gaps narrowed between PPG and non PPG. <b>Continue?</b> Yes although more monitoring of evidence needs to be made by year leads to find out why targets may not be met.
CPD including NQT and Maths Mastery training	26000	Reception , Years 1, 2, 3 and 4	Teachers to attend training sessions. SJ to team teach as required.	Improved teaching allows PPG children to make greater progress	<b>How:</b> SJ to observe, model and team teach. As well as supporting in planning. SLT to support. <b>Frequency:</b> Weekly <b>Position:</b> SJ	Support plans and observations	<b>Impact: Level 4</b> Teachers deliver better lessons, enabling the PPG children to make greater progress. In majority of years groups PPG children attaining in line with non PPG and making at least expected progress. PPG attainment in Y6 increased on 2017. Gaps narrowed between PPG and non PPG. <b>Continue?</b> Yes, Maths Mastery training to roll out to Year 5 and 6.

<b>Pupil Progress Meetings</b>	<b>15000</b>	<b>All</b>	PPMs to focus on the progress of the PPG children- SLT to analyse data in depth, question teachers on their progress and put in place actions for the following half term.	PPG children to be a focus for the teachers, ensuring that they make accelerated progress. SLT to have a good understanding of the progress and challenge as required.	<b>How:</b> Teachers to analyse their data, as well as SLT before PPMs- in depth discussion about the progress. <b>Frequency:-</b> Half termly <b>Position:-</b> Teachers and SLT	PPM notes, and levels of attainment and progress.	<b>Impact: Level 3</b> Progress of the PPG children was a focus throughout the meetings, children were looked at in depth. Where children were not making expected progress, actions were put into place, ensuring that by the next meeting the children were catching up with their peers. In majority of years groups PPG children attaining in line with non PPG and making at least expected progress. PPG attainment in Y6 increased on 2017. Gaps narrowed between PPG and non PPG. <b>Continue?</b> Yes continue to focus on PPG children's attainment and progress especially focusing on Years 5 and 6 to ensure the gap narrows.
<b>Phonics Tuition</b>	<b>16000</b>	Whole School	Additional teaching resource to provide focussed Phonics tuition.	Pupils making accelerated progress through phonic groups and able to access reading in all subject areas. This will promote their enjoyment of subjects such as History and Science which often require a lot of reading. Pupils will become better readers and improve in their spelling.	<b>How:</b> Half termly phonic assessments. <b>Frequency:</b> 15 minutes/child every other day for 7 weeks. <b>Position(s):</b> SQ and TAs	Record attainment in PSC.	<b>Impact:- Level 4</b> 94% of PP children passed the phonics test <b>Continue?</b> Yes
<b>Breakfast club</b>	8000	Year 1-6	Provision of a school breakfast club to get pupils into school.	Breakfast club runs every morning with approximately 15 attending daily. Pupils will eat well and have time to adjust to the morning work ethic that is expected of them.	<b>How:</b> Attendance and attainment will be monitored every half term <b>Frequency:</b> Daily	Attendance levels of breakfast club and at school compared to period without	<b>Impact: Level 2</b> Children attending breakfast club were ready to learn and ensured that they were on time for school, however more PP children need to be targeted. <b>Continue?</b> Yes continue to target parents of PPG children, to encourage them to attend breakfast club. Breakfast club

					<b>Position(s):</b> TN/RS/DT	club and pupils not attending clubs.	could also include games related to their targets.
<b>Purchase of ICT programmes (at school and home)</b>	5500	Reception KS1 KS2	Purchase of Mathletics programme – Continued use and monitoring of Mathletics.	Children will be able to practise their mathematics skills, which will have an impact on the mathematics results and parental engagement with pupils at home.	<b>How:</b> Monitor Mathletics scores <b>Frequency:</b> 1/half term <b>Position(s):</b> FW	Record attainment progress of maths	<b>Impact: Level 2</b> Children continue to enjoy the programme and develop their speed, accuracy and understanding. PP children are participating in line with non PP children. However there needs to be a greater emphasis on this. <b>Continue?</b> Yes engage in competition with other schools. Ensure all PP children are regularly using mathletics and times tables rockstars.
<b>Educational packs</b>	1300	Reception Years 1, 2, 3	Resources for the children to use at home to help them with their Maths and phonics, parents shown how to use the packs at parent workshops	Children able to use resources more confidently to support them with their homework Pupils will benefit from a partnership approach to learning and have standardised support, which will raise confidence and the attainment.	<b>How:</b> Maths/Literacy team to monitor the PPG parents attending the workshops, questionnaire to go out to analyse how useful the children are finding the packs at home <b>Frequency:</b> following workshops <b>Position:</b> Maths team	Record of PPG parents attending workshops and using packs	<b>Impact: Level 3</b> Parents stated that they felt more confident in supporting their children at home, through the use of resources given out. Children able to access their homework better as a result of using the same resources at home as they do at school. <b>Continue?</b> Yes continue to encourage parents to collect and use packs.

<b>Behaviour support</b>	12500	Years 2,4 and 5	Additional adult to work with children on behaviour plans	Children to show an improvement in behaviour and are thus able to better access the curriculum.	<b>How:</b> Children on support plans receive 1:1 support in class and in support sessions.	Behaviour plans and records	<b>Impact: Level 2</b> Children made good progress, including settling in class, adopting strategies practised to help in class, social situations. <b>Continue?</b> Yes as needed, introduce new behaviour system to support children
<b>Parent workshops</b>	5000	Whole School	Workshops to encourage parental involvement for children from disadvantaged families. Support in:- <ul style="list-style-type: none"> <li>• Phonics/reading</li> <li>• Maths</li> <li>• Story telling</li> <li>• Toilet training</li> </ul>	Parents will know how to best use the resources to support the development of reading skills.	<b>How:</b> Invited parents in to attend workshops <b>Frequency:</b> Phonic Workshop – 1/term <b>Position(s):</b> Phonics team, SAM	Record attainment levels in reading and pass mark in PSC	<b>Impact: Level 4</b> Parents stated that they felt more confident in supporting their children at home. <b>Continue?</b> Yes continue to encourage parents to attend, also add videos onto the school website to support parents following on from the meetings.
<b>Providing memorable learning experiences</b>	6500	Whole School	Deliver school curriculum by providing memorable learning experiences through school visits and creative participation (e.g. science week and Theatre Visit) with the cost being met from the Pupil Premium funding for those children from low income families. Funding provided to allow children to attend trips.	Memorable experiences will give pupils an experience that they can learn about, write about and draw on to evoke their imagination and creativity. This will impact on their joy of reading and writing as well as making the curriculum more relevant and enjoyable to them. It will also make pupils more culturally, socially and internationally aware.	<b>How:</b> Children's feedback, Science results <b>Frequency:</b> 1week/year <b>Position(s):</b> SLT	Record attainment in relevant subject area.	<b>Impact Level 3:</b> The children have enjoyed a range of workshops, including Victorian workshops, the children have thoroughly enjoyed them and they have captured the children's imagination, helping them to engage in their learning. These workshops have given the children an understanding of different topics, bring to life something that they did not know about previously. <b>Continue?</b> Yes continue to plan exciting experiences.
<b>After school booster groups</b>	8500	Year 6	After school booster groups.	Children will make progress in their reading and mathematics	<b>How:</b> Half termly results	Record attainment levels	<b>Impact: Level 3</b> Children attending groups made good progress, however some children did not attend regularly.

					<b>Frequency:</b> 1hour/weekly <b>Position(s):</b> Phase Leaders	across those attending groups vs non attending peers.	Gaps narrowed between PPG and non PPG. In Maths- Gaps narrowed between school PP and school non PP in Maths (-12% in 2017 and -2% in 2018). Gap has widened between school PP and national non PP (-11% in 2017 and -14% in 2018). Attainment has decreased from 70% in 2017 to 67% in 2018. In Reading- Gaps increased between school PP and non PP in Reading (-6% in 2017 and -8% in 2018). Gap has widen between School PP and national non PP (-11% in 2017 and -13% in 2018). However overall percentage for PP has increased from 57% in 2017 to 63% in 2018.  <b>Continue?</b> Yes – chase up those children who do not have a good attendance at these groups
<b>Develop sporting, ICT and healthy lifestyle skills Lunch time and after school clubs</b>	4000	Whole School	Provision of additional support staff (teaching assistants) to develop sporting, ICT and healthy lifestyle skills in lunchtime and after school clubs.	Any costs incurred will be free for FSM children. A baseline will show an improvement in their sporting skills and knowledge about healthy lifestyles.	<b>How:</b> Discussions with children <b>Frequency:</b> 1hour/week <b>Position(s):</b> CTs	Record attainment progress of children who receive assistance against those that do not.	<b>Impact: Level 2</b> Observations have shown that children are improving in their sporting skills and that they have expressed great enjoyment in these clubs. More PP children attended clubs this year (70) but this needs to continue to be a focus. <b>Continue?</b> Yes continue to encourage children to attend
<b>New resources</b>	6000	Whole school	Reading programme and purchase of books aims to ensure that	Pupils reading at home and thus they enjoy reading and master it. Pupils start	<b>How:</b> TAs to monitor the use of this resource	Record attainment	<b>Impact: Level 3</b> Children have a wider variety of books to read.

			those who do not have books in the home or are not encouraged to read at home are reading a book .	to read for pleasure, take an interest in their reading and choice to read. This will expand their knowledge and experiences of good writers, which in turn have an impact on their own written style	every half term and update children's access accordingly. <b>Frequency:</b> 1/ half term <b>Position(s):</b> CD	progress of reading	PPG children performing in line with non PPG on Accelerated Reader. <b>Continue?</b> Yes – find out from the children which books they would like
<b>Speech and Language therapy support</b>	6000	Whole School	Employment of and Speech and Language therapist to provide tailored Intervention, training and workshops for pupils, staff and parents and support school in early identification of Pre School children. Sessions delivered by HLTA	Children learn strategies to enable them to speak clearly and coherently. This has a positive impact on their Reading and Writing as well as everyday life. Children are supported at home by parents.	<b>How:</b> Improvement in the Speech therapists assessments <b>Frequency:</b> half an hour per child, two times a week <b>Position(s):</b> FA/ Speech and Language therapist	Record attainment progress of reading and writing	<b>Impact: Level 3</b> Children are much more confident in class, teachers have commented that the children are more willing to initiate conversations and volunteer answers in class than they were previously. <b>Continue?</b> Yes,
<b>Intervention</b>	26000	KS1 KS2	Wave 2, Writing, Reading and Maths Intervention to fill gaps in knowledge of children to enable them to make good progress.	Children are meeting their targets and therefore closing the gap between PP and non PP.	<b>How:</b> Half termly data <b>Frequency:</b> 25 minute sessions twice a week. <b>Position(s):</b> CT/TA	Record attainment progress of writing, reading and maths	<b>Impact: Level 3</b> In majority of years groups PPG children attaining in line with non PPG and making at least expected progress. PPG attainment in Y6 increased on 2017. Gaps narrowed between PPG and non PPG. <b>Continue?</b> Yes as needed, to ensure more effective impact the interventions will be closely monitored to ensure the children are making progress.
<b>Small group maths</b>	3500	Year 6	MA/Underachievers children taught in a separate group, where the ratio is 15:1	MA children make accelerated progress/ stretched further.	<b>How:</b> Half termly assessments	Record attainment and progress	<b>Impact Level 4</b> Gaps narrowed between school PP and school non PP in Maths (-12% in 2017 and -2% in 2018).

			(child/teacher). Carried out by SLT member.	Underachieving children catch up with their peers.	<b>Frequency:</b> 5 hours/week <b>Position(s):</b> Member of SLT		Gap has widened between school PP and national non PP (-11% in 2017 and -14% in 2018). <b>Continue?</b> Yes as needed
<b>Extra PPG Meeting</b>	1200	Whole School	Extra parent meeting arranged to discuss with parents the progress the children are making and any areas of support needed.	Children to make accelerated progress as the children and their parents know where they are and what they need to do to achieve their targets.	<b>How:</b> Teachers to arrange meetings <b>Frequency:</b> Once <b>Position(s):</b> Teacher, monitored by SLT	Record of parents attending. Progress of children	<b>Impact Level 3</b> Parents attended extra meeting and had a good understanding of the attainment and progress of their children. Some parents needed to be followed up on a lot- need to stress the importance <b>Continue?</b> Yes,
<b>EYFS intervention groups</b>	20000	EYFS	Daily sessions carried out by Key Workers. <ul style="list-style-type: none"> <li>• Nurture</li> <li>• Motor skills</li> <li>• Phonics</li> <li>• Language</li> <li>• Other areas</li> </ul>	Children feel more confident at school and are thus more able to access the curriculum. Children's fine motor control skills improve. Children's language skills improve, enabling them to participate fully in the curriculum.	<b>How:</b> Through half termly assessments <b>Frequency:</b> 30 minutes/daily <b>Position(s):</b> TA	EYFS profile	<b>Impact: Level 3</b> PPG attained higher than non PPG in Reading, 1% lower in Maths and 4% lower in Writing. <b>Continue?</b> Yes
<b>Attendance</b>	1000	Whole School	Children with high levels of attendance rewarded in termly assemblies. Classes with the highest attendance rewarded weekly.	An improvement in attendance will lead to an improvement in all areas of the curriculum.	<b>How:</b> Half termly attendance levels <b>Frequency:</b> Termly/weekly <b>Position(s):</b> HT/AH/EWO	Record attendance levels	<b>Impact: Level 2</b> The number of persistent absences reduced from 63 to 48 PP pupils. The average percentage of PP children has risen from 93% in 2017 to 94% in 2018. <b>Continue?</b> Yes carefully monitor the attendance of PPG children and compare to previous year to see who is improving. Each teacher to be given a 'focus 3' children to push their attendance each half term.

<b>Total budget:</b> £210,000	Total Spend: <b>£210,158</b>	
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