

Pupil Premium Impact Report with interventions data 2019/20

Categories	
Nursery (EYFS PP)	4
Reception	0
Number in Key Stage 1	7
Number in Key Stage 2	23
Looked After Children	0
Services	0
Total number of children currently eligible for Pupil Premium funding (or who have been on the register during the past 6 years)	30 £39,600
Total Pupil Premium + Early Years PP	34 £841.80
Total funding	£40,441.80

Main Barriers to Educational Achievement

In addition to being financially disadvantaged, many of our children who qualify for Pupil Premium funding have other barriers to learning. Some are on the SEND register at School Support or EHCP Level, which means they have had input from outside agencies to support their learning OR on a 1:1 basis. Some of our Pupil Premium children come from single parent or split families. The relatively newness of this situation does impact on their readiness to learn and generally means that extra academic and pastoral support is required in order for them to access the curriculum at the same level as their peers.

Details of spending plan for 2019-20

Action	Rationale in relation to barriers	Cost	Planned Impact
Disadvantaged families are supported financially by being offered the following discounts - A 50% reduction in the cost of all school trips. - A 50% reduction in the cost of school residential trips. - Use funding to reduce the cost of after school clubs to encourage wider participation from disadvantaged pupils.	Talking to disadvantaged parents has informed us that they find it difficult to contribute towards the cost of trips and visits. Analysis of uptake of extra-curricular activities has shown that fewer disadvantaged children participate in these activities than their non-disadvantaged peers.	£1000	Disadvantaged pupils continue to have improved access to wider enriching experiences, promoting positive attitudes to learning and school in general. The impact of this action will be measured by analysing participation in extra-curricular activities.
END OF YEAR IMPACT: <i>All Pupil Premium (PP) families were offered trips at the discounted rates and families made use of the offer. No family opted out of sending their child on a trip due to affordability. Access to after school clubs for PP children was not made free but discounted across the board so that there was wider all year round choice. The number of PP children that attended at least one club in this academic year was 40%. This is the figure for the autumn term only as clubs were cancelled in the spring and summer term due to the Covid outbreak. Ofsted October 19: 'The school provides pupils with a broad range of rich learning experiences. Pupils talk enthusiastically about the many trips they have been on. They told me there are many after-school clubs they can join. Leaders ensure that pupils with SEND and disadvantaged pupils take part in these activities.'</i>			
Lesson observations, drop ins and coaching	Disadvantaged pupils maintain the rate of good	£5,000	Quality of teaching is at least good in all classes

<p>focus on feedback to improve differentiation. Staff meetings and CPD will be tailored where necessary to meet identified whole school training needs. Monitoring checks via planning and book flicks will validate provision.</p>	<p>progress from their starting points; those who have fallen behind make accelerated progress and 'catch up' or exceed prior attainment standards.</p>		<p>on a daily basis with more teaching moving increasingly to outstanding. Differentiation challenges learning for all children especially those identified as needing to catch up. The gap between the progress of disadvantaged and non-disadvantaged is narrowed.</p>
<p>END OF YEAR IMPACT: <i>Lesson observations, drop ins, book flicks and planning scrutinies all showed that the curriculum was being appropriately differentiated to meet the needs of all learners.</i> Ofsted 2019: <i>'Leaders have ensured that the curriculum is accessible to all. They work effectively with families and external agencies to support pupils with special educational needs and /or disabilities (SEND). Leaders ensure that pupils with SEND, including those with sensory impairments, have their needs well met in mainstream classes. As a result, pupils with SEND are fully involved in the life of the school and achieve well.'</i></p>			
<p>Provision mapping for increased general TA support to run specific focus groups in English and Maths, which support quality first teaching, thorough gap analysis and pre-teaching. Then pm to run focussed interventions.</p>	<p>Experience has shown us that high quality TA support in each class, when deployed effectively, has a positive impact on the progress of disadvantaged pupils as well as other vulnerable groups. Daily focussed interventions close the gaps in key areas of weakness for disadvantaged pupils.</p>	<p>£30000</p>	<p>Through a rigorous programme of adaptive teaching, which includes pre-assessment, gap analysis and pre-teaching, disadvantaged children are able to access the Quality First Teaching in their respective classes and make accelerated progress. Ultimately, this should close the attainment gap over time. Targeted interventions will provide the top up support and consolidation of key skill these children need to progress.</p>
<p>END OF YEAR IMPACT: <i>Unfortunately, due to the disruption to this year as a result of COVID we cannot demonstrate the impact of the work undertaken by TAs with final end of year test results. However, we can show the impact of interventions undertaken in the first term to close the gap in reading. This data is available in school.</i> Ofsted October 19: <i>'Leaders have thought carefully about what pupils should learn in most subjects. They have designed the curriculum so that pupils build on what they already know. This helps pupils to have a secure knowledge and understanding of what they are learning... pupils develop their knowledge, understanding and skills in a logical order.'</i></p>			

Teachers new to their year group to attend training on: Read, Write Inc relevant to their key stage; Improving writing outcomes and delivering effective guided reading.	To support children in their ability to read, write and decode words successfully. To reduce the barriers to being a successful reader.	£200	All children to be able to successfully read and write to age related expectations.
<p>END OF YEAR IMPACT: <i>Once again, due to the disruption to this year as a result of COVID we cannot demonstrate the impact of the work undertaken with final end of year test results.</i></p> <p>Ofsted October 19: <i>Teachers do a lot to encourage a love of reading...Leaders plan for all younger pupils to learn to read well. To do this, staff are well trained in how to teach phonics. As early as Nursery, children learn different letter sounds. Leaders make careful checks on how well pupils are learning their phonics. They allow no one to fall behind.'</i></p>			
Provision of a range of staff to remove or alleviate individual social, emotional and health barriers.	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported.	Pastoral support & Senco support £2,900	Families confidentially feedback that they feel well supported during social care issues. Families actively seek support from school to reduce need for social care involvement. PP children make good progress in their end of key stage tests.
<p>END OF YEAR IMPACT:</p> <p>Ofsted October 19: <i>Leaders work closely with parents and carers and involve them in their children's learning.'</i></p> <p>Ofsted Parent Survey Oct 19:</p> <p><i>Q. My child is well looked after at this school? 93% of the responses agreed with this statement.</i></p> <p><i>Q. My child is happy at this school? 98% of the responses agreed with this statement.</i></p>			
The curriculum will incorporate a range of initiatives and resources to extend children's learning experiences. Trips, on site workshops, bespoke resources.	Pupils have a breadth of experiences that enable them to contextualise their learning.	£500	Children are able to confidently verbalise their learning and retain key information over a period of time due to the lessons stimulating their long term memory. Lesson observations show high levels of engagement with learning by PP children which result in embedded learning seen in summative assessments.
<p>END OF YEAR IMPACT:</p> <p>Ofsted October 19: <i>The school provides pupils with a broad range of rich learning experiences. Pupils talk enthusiastically about the many trips they have been on...Leaders ensure that pupils with SEND and disadvantage pupils take part in these activities. Pupils grow in confidence and become more independent as they move through the school.'</i></p> <p><i>Workshops were delivered on WW1 and The Stone Age.</i></p> <p><i>Visits took place to Fiddlers Ferry Power Station, Weaver Hall, Walker Art Gallery, Bury Transport, Nantwich Museum and the Manchester Science Museum.</i></p>			

IMPACT OF INTERVENTIONS (Sept 19 – March 20 COVID 19)

FFTW3 –Sept 19		
Pupil	Start level Book Bands	End level and progress
Child A Y1	Date: Sept 19 Bk band: Red C.Age: 5.9 R. Age: 4.2 Gap in mths: 17mths	Date: Mar 20 Bk band: Yellow Progress in bands: 2 C.Age: 6.3 R. Age: 5.3 Gap in mths: 12 Gap is closing
Child BY1	Date: Sept 19 Bk band: Red C.Age: 5.5 R. Age: 4.2 Gap in mths: 13mths	Date: Mar 20 Bk band: Yellow Progress in bands: 1 C.Age: 5.11 R. Age: 5.1 Gap in mths: 10 Gap is closing
Child CY1	Date: Sept 19 Bk band: Red C.Age: 5.4 R. Age: 4.10 Gap in mths: 6mths	Date: Mar 20 Bk band: Orange Progress in bands: 4 C.Age: 5.10 R. Age: 6.5 Gap in mths: 7+ No gap
Child D Y1	Date: Sept 19 Bk band: Pink C.Age: 5.4 R. Age: 4.0 Gap in mths: 16mths	Date: Mar 20 Bk band: Yellow Progress in bands: 2 C.Age: 5.10 R. Age: 5.0 Gap in mths: 10 Gap is closing

Reading Recovery (More intensive than FFT)

	Starting inform:	Years	Months	Years	Months	Impact
Child E Y1	Age	5	4	5	9	
	Reading Age	4	10	5	10	+ 1 year
	Reading Recovery Level	0		6		+6 levels
	Book Band	Pink		Yellow		+2 bands

Child F Y1	Age	5	8	6	1	
	Reading Age	4	10	5	10	+ 1 year
	Reading Recovery Level	0		10		+10 levels
	Book Band	Pink		Blue		+3 bands

Child G Y1	Age	5	5	5	10	
	Reading Age	4	10	6	4	+ 1 year 6 Months
	Reading Recovery Level	0		13		+13 levels
	Book Band	Pink		Green		+4 bands

Child H Y1	Age	5	6	5	11	
	Reading Age	5	4	6	4	+ 1 year
	Reading Recovery Level	0		12		+12 levels
	Book Band	Pink		Green		+4 bands

		Years	Months	Years	Months	Impact
Child I Y3	Age	7	9	8	0	
	Reading Age	8	3	8	6	+ 3 Mths
	SS Reading Age Score	106		106		
	Comprehension Age	7	7	8	2	+7 mths
	SS Comprehension Age	98		101		

		Years	Months	Years	Months	Impact
Child J Y4	Age	8	4	8	7	
	Reading Age	8	2	9	2	+ 1 year
	SS Reading Age Score	98		107		
	Comprehension Age	7	11	9	1	+7 mths
	SS Comprehension Age	95		105		

		Years	Months	Years	Months	Impact
Child K Y5	Age	9	1	9	4	
	Reading Age	9	8	10	8	+ 1 year
	SS Reading Age Score	111		125		
	Comprehension Age	10	4	10	10	+7 mths
	SS Comprehension Age	114		119		

		Years	Months	Years	Months	Impact
Child L Y5	Age	9	8	10	0	
	Reading Age	8	3	9	8	+ 1 year
	SS Reading Age Score	89		98		
	Comprehension Age	9	4	9	8	+7 mths
	SS Comprehension Age	96		100		

		Years	Months	Years	Months	Impact
Child M Y3 Nov-Mar	Age	7	5	7	9	
	Reading Age	8	0	8	8	+8mths
	SS Reading Age Score	107		111		
	Comprehension Age	8	2	8	9	+7mths
	SS Comprehension Age	107		110		

		Years	Months	Years	Months	Impact
Child N Y3 Nov-Mar	Age	7	5	7	9	
	Reading Age	8	0	8	6	
	SS Reading Age Score	108		114		
	Comprehension Age	8	6	9	4	
	SS Comprehension Age	119		119		