

Pupil Premium 2015/16 Impact Report

What is the pupil premium?

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. From September 2014, the premium will be worth £1,320 and goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM); £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

The school's allocation is £219,603

Intervention/focus for improvement	Link to school priorities/school development plan	Details of the intervention/support	Target group	Cost	Impact
<p>Early Talk Boost Course and accompanying resources</p> <p>Typically children enter EYFS well below National Expectation with Communication and Language being the lowest of the Prime Areas.</p>	Outcomes for children and learners-to increase the % of children who reach GLD by the end of EYFS and narrow the gap between pp/npp children	Delivered 3-4 x weekly small group to 10 children	pp children with delayed communication and language skills (Wellcom Assessment and Early Talk Boost Tracker)	£450	<p>All children increased their score from initial assessments (typically about 6 months progress)</p> <p>Percentage of PP children reaching GLD is improving over time with the gap narrowing from 7% in 2015 to 3% in 2016</p> <p>57% reached GLD by July 2016 (increase from 33%) in 2015</p>
<p>THRIVE/THE PLACE Staffing of The Place Training Ongoing CPD</p>	Personal development, behaviour and welfare-refine and embed the THRIVE approach across school. Reduce the number of fixed	Targeted interventions, based on brain science addressing emotional and social developmental gaps, ensuring children are ready to learn and access their thinking brain	Children identified through whole class screenings (done termly) and action plans done for children at urgent and additional need. Children access The Place	Staffing, Initial training and ongoing CPD £76,105	<p>Fixed Term exclusions reduced from 26 in 2014-15 to 5 in 2015-16 (these represent 2 children.</p> <p>External visits validate Judgements on behaviour (grading 2)</p> <p>All children attending Thrive interventions have made progress with their developmental gaps.</p>

	term exclusions	<p>2 members of staff in The Place full time to deliver interventions</p> <ul style="list-style-type: none"> • 1 trained staff member running The Place (behaviour specialist) • 1 TA currently being trained working under supervision • 3 trained Thrive practitioners in school to support work throughout school with the THRIVE approach including 1xTA to deliver THRIVE in class in KS1 • 	for interventions on a daily/weekly basis depending on need to plug gaps in their emotional development. 82 children on Thrive action plans		Incidents of Time in A's, Time Out B's and C's have reduced. 'The Place' recognised for its impact by the LEA and surrounding schools.
<p>Trips (including residential) and memorable experiences.</p> <p>PP children subsidised for cost of trips. For residential only a voluntary contribution is asked for from PP children</p>	<p>Personal development, behaviour and welfare/Outcomes for children and learners</p> <ul style="list-style-type: none"> • Improve and support the quality of provision in foundation subjects to produce driven learners who are excited, enthusiastic and have a thirst for learning 	<p><u>Trips and memorable experiences linked to topic</u></p> <ul style="list-style-type: none"> • Plessey Woods (Y1) • Blyth Beach (EYFS-KS1) • Great North Museum (Y1) • Whitehouse Farm (EYFS) • Tiddlywinks dance and drama (EYFS) • Multi-skills PE (Y2) • Animal antics (Y3/4) • Planetarium (Y5/6) • Eden Camp (Y5/6) • Rising Sun Country Park (Y2) • Visiting historian (Y3/4) <p><u>Year 3-</u> Forest School Week-Plessey woods (Y3)</p> <p><u>Residential programme</u></p> <p><u>Year 4-</u>Kingswood-3 days</p> <p><u>Year 5-</u>London-3 days</p>	<p>Day visits and guests used at the start of each topic to ensure rich experiences for all children so that they have real life experiences and the associated language to maximise learning in the foundation subjects.</p> <p>Children from Year 4 all have a residential experience to broaden their horizons, challenge their boundaries and build resilience.</p>	<p>Costs to subsidise pp children</p> <p>10,750</p>	<p>Book scrutiny evidencing improved coverage and provision.</p> <p>Pupil Voice-children enthusiastic about their learning following the visits.</p> <p>Residential visits encourage independence, resilience and curiosity, in line with the school's new vision statement.</p>

		Year 6-Hawse End-3 days			
Focused programme of maths CPD	<p>Outcomes for children</p> <ul style="list-style-type: none"> To ensure the % of children who reach ARE in RWM are at least in line with national Raise attainment in maths so that the percentage of children who reach ARE is in line with national <p>Quality of Teaching and Learning</p> <ul style="list-style-type: none"> 100% of teaching to be good with an increasing amount of outstanding teaching 	<p>Targeted maths CPD (both out sourced and in house) delivered to staff. Staff attending courses do so with another staff member and disseminate in staff meetings in order to maximise impact. CPD to focus on ensuring practical approach to maths, using the mastery approach and maximising the use of resources such as Numicon. Maths a focus for staff meetings at least once a month.</p>	<p>All staff (resource training included TA's) Maths coordinator Deputy Head Teacher</p>	£2250	<p>Maths outcomes in key stage 2 are broadly in line with national for all. Outcomes for disadvantaged children are above the same group nationally at the end of KS2 (maths) and gap with others nationally are diminishing over time. Maths in Key Stage 1 remains a priority with an in-school gap of 19%. Good/Outstanding teaching . % of good teaching increased to 93% by Summer 2 (observations focused on maths development) Evidence of the maths input and CPD.</p>
Attendance rewards and tracking	<p>Personal development, behaviour and welfare- ATTENDANCE-To improve attendance to be in line with national</p>	<p>PP lead tracking ch in 2 attendance bands every week. Children with outstanding attendance (100%) are awarded every term Children with 100% attendance are taken on a trip at the end of the year. New 'Asda' vouchers termly rewards for children above 95% and most improved attendance</p>	<p>Children targeted in 2 groups: 85%-90% Below 85% (continually revised half termly)</p>	<p>Awards Total £1600</p>	<p>Of the 38 children originally tracked 30 children have increased their attendance Of those 12 are above 90% and 2 above 95% 7 children have decreased and 1 child has left the school. On the old 85% trigger attendance has improved from the previous year and PP children compare well with national. However on the new trigger of 90% PP attendance is still too low with too many children below 90%-priority for next year New vouchers incentives needs time to embed.</p>
Staff member responsible for PP/Maths	<p>Outcomes for children and Learners</p> <ul style="list-style-type: none"> Narrow the attainment and progress gap 	<ul style="list-style-type: none"> PP staff member initially targeting PP maths in Y2/3 small group intervention 2 x per week 	<p>Children who were at risk of not reaching expected standard in by the end of KS2</p>	<p>Post from September to Financial year end (April)</p>	<p>Maths Impact- Evidence in books indicates improved maths provision with focus on practical approach and developing mastery. End of Key Stage Maths Outcomes</p>

	<p>between pp and non- pp children across all areas of school and subjects</p> <ul style="list-style-type: none"> • Raise attainment in maths so that the percentage of children who reach ARE is in line with national 	<ul style="list-style-type: none"> • PP staff member (maths lead) in Year 6 from Autumn 2 to teach children who may not reach ARE by the end of KS2-targeted teaching including interventions in the afternoon. • SATs booster groups from Spring 2 (reading, SPAG and maths) • From Summer 2 maths lead/PP lead to target children working at 5B to get to 5W in maths • Alongside DHT deliver an intense programme of maths CPD to improve the quality of maths teaching and outcomes for children 		<p>30,000</p> <p>Maths Teaching Resources including mymaths</p> <p>£2000</p>	<p>Year 2 All Pupils-67.9% at expected standard. (-3.8% on National. Gap to National in 2015 was -6% so improvement of 2.2%) Pupil Premium 58% at expected standard. – diminishing the gap with others nationally at KS1 remains focus. For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects from all EYFS development groups was close to national figures for other pupils (see inspection dashboard) Maths Outcomes Year 6 – All Pupils-68% at expected standard (-2% gap to National all. Gap to National in 2015 was -16% This represents a significant improvement from previous year. Pupil Premium-62% at expected standard. LA PP is 51% representing +11% on LA PP National pp 57% (+5) All/PP Gap (national) -8% whereas in 2015 the gap was -28% representing a significant improvement) Gap between school disadvantaged and others nationally is 13% which is narrower than the national pp / npp gap. Evidence of differences diminishing over time from KS1.</p>
<p>Increased management capacity to provide additional interventions, support, coaching and allowing for small classes</p>	<p>Outcomes for children</p> <ul style="list-style-type: none"> • Ensuring the outcome of children at KS1 are in line with National • Narrow the attainment and progress gap between pp and non- pp children across all areas of 	<ul style="list-style-type: none"> • Non class based SENCO to deliver specific interventions (68% of SEND children are also PP) 3 days of intervention delivery • Assistant Head Teacher/HOS delivering maths to Year 6 (small group) every morning • Deputy head teacher delivering daily phonics 	<p>PP/Send children Year 1 phonics focus children Year 6 maths intervention groups All Year 6 children taught in small groups</p>	<p>Total staffing costs 66,670</p>	<p>Outcomes for children SEND focus 59.1% of SEND children passed the phonics which is above the LA By the end of Key Stage 1 Outcomes for SEND are above LA in writing, below in maths and not significantly different in reading In Key stage 2 the % of SEND children is significantly below the LA in reading (-15%) slightly below in writing (-2.8%) and above in maths (+4.8%)-Future priority (SEND reading and writing)</p>

	<p>school and subjects</p> <ul style="list-style-type: none"> To ensure the % of children who reach ARE in RWM are at least in line with national 	<p>interventions and targeted interventions in Year 6 prior to SATS (1 hour per day) 1,</p>			<p>PHONICS focus 82% of Year 1 children passed the phonics test (pp children 81%)_showing a 4 year improving trend and impact of RWI and daily interventions and overlearning.</p> <p>KS1 Outcomes Maths-68% (school PP 58%- nat other 77%) Reading 71.% (school PP 62%- nat other 78%) Writing-66% (school pp 54.% nat other 70) The Non PP/PP in school gap is the smallest in maths although the gap to national PP is most significant. This reflects a very cohort specific issue with an PP/SEND overlap-these children will be targeted next year with specific maths intervention) Outcomes for PP children at KS1 are broadly in line with national for the same group. KS1 PP attainment of at least expected standard in all subjects for EYFS development groups was close to or above national figures for other pupils (Inspection dashboard)</p> <p>Outcomes for KS2- Maths-68% (school PP 62% nat other 75%) Reading 58% (school PP 52% nat other 71%) Writing-78.% (school PP 71% nat other 79%) SPaG- 76% (PP-73%) The differences are smallest in maths and SPaG. This represents a significant improvement from previous year (in maths) and shows ++ impact of focused teaching in smaller classes and targeted interventions. Differences are also diminishing over time from KS1. The attainments for disadvantaged children are in line with the same group nationally in reading and above in writing and maths. The disadvantage gap to others nationally is biggest in reading and will be a targeted priority for the 2016-17</p>
Staff member-family liaison officer	Personal development, behaviour and welfare	<ul style="list-style-type: none"> Liaising with parents in terms of attendance 	<ul style="list-style-type: none"> Parents and children when 	26,600	++ improvement in parent/school relationships. Introduction of parent forums

	<ul style="list-style-type: none"> Support transition from phase to phase Reduce the number of fixed term exclusions Ensure effective communication with parents 	and referrals to EWO, family support, referrals to the Blyth HUB, safeguarding, EHA lead professional, supporting children with social and emotional difficulties in conjunction with The Place.	needed.		Key safeguarding and attendance tracking used effectively
Breakfast Club Places	Personal development, behaviour and welfare <ul style="list-style-type: none"> Support children and families in school to ensure they are ready to learn 	<ul style="list-style-type: none"> Breakfast club places subsidised for PP children in order to positively impact on attitudes to learning and attendance 	Any children who need the service with a particular focus on PP children	£500	Attendance has improved when compared to previous trigger of 85% but impact on PP children has not been enough and will remain a target for next year
Music Development Across the School	Improving the quality of foundation subjects.	<ul style="list-style-type: none"> Ensure access to free music tuition through weekly steel pans tuition provided by the music service 	All Year 5 children (70% PP)	£2700	Children have a chance to perform and share their skills to parents. Those with a particular interest have a chance to develop it in the following year through a lunchtime club.

TOTAL ALLOCATION	219,603
TOTAL SPEND	219,625
DIFFERENCE	£24 (overspend)