

Pupil Premium Strategy 2016-17

Number of pupils and Pupil Premium Grant (PPG) received:	
Total number of pupils on roll	444
Total number of eligible for PPG	231
Amount of PPG received per pupil	£1,350
Total amount of PPG received	£311,940
Total amount of PPG spent	£313,856
Main barriers faced: <ul style="list-style-type: none"> • Low entry levels of children entering school • Poor speech and language skills of many children, particularly in the Early Years • High incidence of Special Educational Needs 	Key areas of Pupil Premium Grant spending: <ul style="list-style-type: none"> • Delivery of interventions (meeting individual learning needs) • Speech and language support • Parental involvement • Maintaining behaviour and attendance

The impact of this Pupil Premium Strategy will be reviewed by the **end of September 2017**, in order to allow time for assessment information to be collected and analysed.

Intervention	Allocated Spend	Objectives	Actions/Measures	Impact (reviewed July 2017)
Nurture group 1 x teacher 2 x support staff Resources	£72,034	To provide quality provision for vulnerable pupils with Social, Emotional and Mental Health needs, in order to improve the social skills that they need to be able to succeed in the mainstream classroom.	<ul style="list-style-type: none"> • Nurture group running each morning Monday-Friday for a group of children from years 1-6 • Running of Nurture Group regularly monitored by SLT • Regular meetings between Nurture group teacher and Deputy Head to plan and review • Progress of children accessing Nurture group reviewed as part of Pupil Progress meetings 	11 children successfully attended Nurture group throughout the year: <ul style="list-style-type: none"> • 2 children left at the end of Year 6 to go to High school • 1 child left to attend specialist SALT provision • 1 child left to attend to attend specialist SEMH provision • 3 children left to attend different schools (moved house) 2 children are due to re-integrate back into their classes in Autumn 2017. Both are on track to do this successfully. All children show improvements in their social

				<p>skills, using Boxall Profiles, during their time in the Nurture provision.</p> <p>Breakfast is provided to children in the Nurture group everyday. This enables them to learn about how to have a healthy start to the day and to take part in social activities and practice social skills such as eating at the table. Children are also in a better position to start their school day, after having eaten breakfast.</p>																
<p>Learning Mentors 2x full time learning and behaviour mentors 1x full time music/art therapy mentor Resources</p>	£68,174	<p>To provide an inclusive environment to support behaviour.</p> <p>To provide emotional support for vulnerable children.</p>	<ul style="list-style-type: none"> Behaviour mentors available all day, every day to proactively and reactively deal with poor behaviour in school, reducing the amount of lost learning time Regular meetings between behaviour team and DHT to review behaviour cases Mentoring groups and 1:1 sessions to support vulnerable children Music and art therapy 1:1 sessions for selected vulnerable children Half termly monitoring, through Pupil Progress meetings, of children who are accessing support from mentors 	<p>55 children worked regularly with one of our learning/behaviour mentors, either 1:1 or in a small group in 2016/17.</p> <table border="1"> <thead> <tr> <th></th> <th>Rec</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>No. of chn</td> <td>1</td> <td>11</td> <td>10</td> <td>8</td> <td>11</td> <td>9</td> <td>5</td> </tr> </tbody> </table> <p>34/55 children – 62% Pupil Premium</p> <p>Learning/behaviour mentors promoted the school reward system and implemented the behaviour policy, as well as supporting children with social aspects, which affect their school lives. As a result of this, lost learning time through: lack of confidence, falling out between friends, behaviour incidents and etc, was minimised.</p> <p>Ofsted 2012 – <i>‘Pupils’ behaviour is good. They are thoughtful, respectful and have a clear understanding of right and wrong’</i></p>		Rec	Y1	Y2	Y3	Y4	Y5	Y6	No. of chn	1	11	10	8	11	9	5
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<p>Interventions 3x HLTAs – part time</p>	<p>£36,946.50</p>	<p>To provide quality reading, writing and maths interventions across years 1-6, in order to increase the number of children achieving age related expectations.</p> <p>To provide PiXL intervention to selected year 6 pupils, in order to support them to achieve age related expectations in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Reading, writing and maths interventions in place for those children who need them • Half termly review of interventions during Pupil Progress and Inclusion meetings • Termly summary report of the progress of children who have accessed interventions • Regular monitoring of interventions (SLT/SENCO) 	<p>Children whose attainment matches their expected, as defined by his/her Line of Good Progress, are making ‘good progress’ (Chris Quigley, Depth of Learning). Children making ‘good progress’ in Year 2 and Year 6:</p> <table border="1" data-bbox="1489 343 2161 459"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>68%</td> <td>49%</td> <td>61%</td> </tr> <tr> <td>Year 6</td> <td>64%</td> <td>53%</td> <td>61%</td> </tr> </tbody> </table> <p>PiXL interventions ran in Year 6, for children needing a boost to achieve Expected Standard. This was delivered each afternoon by an experienced HLTA. Children achieving ARE (Working at Expected Standard) by the end of year 6:</p> <table border="1" data-bbox="1489 766 2139 1150"> <thead> <tr> <th></th> <th>Read</th> <th>Write</th> <th>GPS</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Working at EXS (PP)</td> <td>57%</td> <td>61%</td> <td>73%</td> <td>62%</td> </tr> <tr> <td>Working at EXS (N-PP)</td> <td>65%</td> <td>75%</td> <td>70%</td> <td>70%</td> </tr> <tr> <td>Working at EXS (all)</td> <td>60%</td> <td>65%</td> <td>72%</td> <td>65%</td> </tr> </tbody> </table>		Reading	Writing	Maths	Year 2	68%	49%	61%	Year 6	64%	53%	61%		Read	Write	GPS	Maths	Working at EXS (PP)	57%	61%	73%	62%	Working at EXS (N-PP)	65%	75%	70%	70%	Working at EXS (all)	60%	65%	72%	65%
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<p>Speech and Language NHS Speech and Language Therapist (1.5 days per week) 2x support staff to deliver speech and language intervention</p>	<p>£35,151</p>	<p>To improve speech and language skills of the children in school, particularly in the Early Years.</p> <p>To provide early speech and language intervention for children with specific needs.</p> <p>To reduce the number of children with speech and language difficulties.</p>	<ul style="list-style-type: none"> • NHS Speech and Language therapist in school for 1.5 days per week • Early assessment/intervention in place for children with speech and language needs • Termly meetings between speech and language therapist and SENCO • Support staff running the WELCOMM speech and language intervention for children in Nursery and Reception not working at age related expectations 	<p>Class teachers, parents, outside agencies such as pediatricians and the school SENCO, made speech and language referrals. After initial assessments, speech and language support was given to children who the SALT deemed necessary, in order to help them develop in all areas of their learning.</p> <p>28 children accessed formal assessments by the Speech and Language therapist following a formal referral. 9 children then accessed regular sessions with the SALT, as a result of their assessment:</p> <p>Support from SALT:</p> <table border="1" data-bbox="1489 691 2060 842"> <thead> <tr> <th></th> <th>Nur</th> <th>Rec</th> <th>Y1</th> <th>Y2</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>No of chn</td> <td>2</td> <td>2</td> <td>3</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>A further 58 children accessed regular Speech & Language support from school members of staff, specially trained by the SALT:</p> <table border="1" data-bbox="1489 1026 2116 1329"> <thead> <tr> <th>No of chn</th> <th>Nur</th> <th>Rec</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>27</td> <td>11</td> <td>8</td> <td>5</td> <td>1</td> <td></td> </tr> <tr> <td>2015-16</td> <td>21</td> <td>6</td> <td>3</td> <td>3</td> <td>3</td> <td></td> </tr> <tr> <td>2016-17</td> <td>27</td> <td>20</td> <td>4</td> <td>3</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>4 children were discharged from the speech and language therapist's caseload, due to latest assessments showing them working at age appropriate levels.</p>		Nur	Rec	Y1	Y2	Y6	No of chn	2	2	3	1	1	No of chn	Nur	Rec	Y1	Y2	Y3	Y4	2014-15	27	11	8	5	1		2015-16	21	6	3	3	3		2016-17	27	20	4	3	2	2
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				<p>The WELCOMM Speech and Language intervention was used in the EYFS, to screen all children, in order to identify those in need of Speech and Language intervention. Intervention was then taught by a member of support staff specifically trained to carry out Speech and Language intervention. This has had a significant impact on the number of children with age appropriate Speech and Language skills:</p> <table border="1" data-bbox="1491 571 2116 949"> <thead> <tr> <th data-bbox="1491 571 1664 834">Class</th> <th data-bbox="1664 571 1872 834">Autumn 2016 (no. of children with age appropriate skills)</th> <th data-bbox="1872 571 2116 834">Summer 2017 (no. of children with age appropriate skills)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1491 834 1664 911">Nursery am</td> <td data-bbox="1664 834 1872 911">38</td> <td data-bbox="1872 834 2116 911">62</td> </tr> <tr> <td data-bbox="1491 911 1664 949">Rec</td> <td data-bbox="1664 911 1872 949">39</td> <td data-bbox="1872 911 2116 949">49</td> </tr> </tbody> </table> <p>After running the WELCOMM intervention for 2 years, we have now noticed that the number of children requiring intervention in Reception has decreased, after the children have accessed support whilst in Nursery.</p>	Class	Autumn 2016 (no. of children with age appropriate skills)	Summer 2017 (no. of children with age appropriate skills)	Nursery am	38	62	Rec	39	49
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<p>Family Engagement 1x Parental Involvement Worker Resources Attendance support</p>	<p>£32,472</p>	<p>To ensure that attendance across school is at least 95%.</p> <p>To reduce the number of persistent absentees.</p> <p>To offer a variety of opportunities for families to become involved in the school community.</p>	<ul style="list-style-type: none"> • Full time Parental Involvement Worker in school • Variety of events organised for parents: stay and play, coffee morning etc • Variety of educational courses offered to parents and carers: SHARE, literacy, numeracy • Early identification of 	<p>A number of sessions are on offer for all of our families to engage with. Many of the sessions are available to walk in on an as-and-when basis, such as Stay and Play, coffee morning and breakfast club. The majority of our sessions for parents are held in our new Family Learning Centre, which gives parents opportunities to have positive experiences in</p>									

			<p>persistent absentees</p> <ul style="list-style-type: none"> • Regular meetings between PIW and Education Welfare Officer • Attendance closely monitored each day and weekly prizes given to promote 100% attendance • Early identification and reaction to first say absence – phone calls, home visits • Regular PTA meetings 	<p>the school environment.</p> <p>Coffee morning On a typical day, we have around 10 parents attending our weekly coffee morning. This gives parents opportunities to engage with our Parental Involvement Worker and meet other parents. Some parents, who have come along, have brought other friends along on following visits.</p> <p>PTA meetings We now have 8 regular members on our PTA, which is led by our Parental Involvement Worker. This allows parents to contribute their opinions and ideas. The PTA have organised various events, such as Christmas and Summer Fayres, Christmas wraps and mothers/fathers day stalls.</p> <p>Various course have been offered to parents to encourage them to become involved in school life and introduce them to new skills:</p> <p>Share (parent/nurturing course) – 5 attendees Halloween workshop – 18 attendees Christmas workshop – 17 attendees Easter workshop – 10 attendees</p> <p>Attendance</p> <table border="1"> <thead> <tr> <th></th> <th>2012/ 2013</th> <th>2013/ 2014</th> <th>2014/ 2015</th> <th>2015 2016</th> <th>2016 2017</th> </tr> </thead> <tbody> <tr> <td>Whole school attendance %</td> <td>94.6%</td> <td>95.4%</td> <td>95.6%</td> <td>95%</td> <td>95.3%</td> </tr> </tbody> </table>		2012/ 2013	2013/ 2014	2014/ 2015	2015 2016	2016 2017	Whole school attendance %	94.6%	95.4%	95.6%	95%	95.3%
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1:1 Support	£31,290	To provide 1:1 support for children with SEND awaiting an Education, Health and Care Plan, in order for them to be able to access the curriculum.	<ul style="list-style-type: none"> • 1:1 support in place for children with SEND awaiting and Education, Health and Care Plan. • Progress of children closely monitored through Pupil Progress meetings 	<p>3 children have been supported, whilst the process of Statutory Assessment was completed. This process is on-going.</p> <p>1:1 support being in place has meant that children have been able to access appropriate personalised support, including 1:1 support assistants liaising with external agencies, such as members of the Autism Team and SEMH Team, to provide specific support.</p>
Supporting vulnerable children Transport Educational Psychology Service Uniform vouchers	£17,560	<p>To provide transport for children accessing specialist placements.</p> <p>To provide timely support from the Educational Psychology team for children with Special Educational Needs.</p> <p>To ensure all children are dressed in school uniform</p>	<ul style="list-style-type: none"> • Transport provided for children attending specialist placements • Timely educational psychology assessments and support for children with SEND • Regular review meetings between Educational Psychologist and SENCO • Meetings between Educational Psychologist and parents • Uniform vouchers provided to help towards the cost of each child's school uniform 	<p>Educational Psychology 11 accessed support from the Educational Psychologist. A number of staff sought advice from the Educational Psychologist to support children in their class.</p> <p>Uniform Vouchers Uniform vouchers (£20 each child) were offered to all parents to help towards the cost of school uniforms. 423/480 (88%) of vouchers were collected and used.</p> <p>Breakfast club Breakfast club is available for all families to attend daily 8:00-8:45. Subsidised breakfast items are available for all children and in some cases, breakfasts are given free of charge to our more vulnerable families. This enables children to start their school day without being hungry and they are more ready to start learning at the beginning of school. Punctuality of specific children has improved due to their attendance at breakfast club.</p>
School facilities improvement	£7,134	To provide additional intervention rooms, in order to improve the impact of reading, writing and maths interventions across school.	<ul style="list-style-type: none"> • Building work carried out over Summer 2016 • Intervention rooms are in use from September 2016 	Intervention rooms have enabled our Speech and Language therapist to deliver quality sessions in a quiet environment. KS2 interventions have also been able to take place uninterrupted.

Funded Trips	£5,600	To facilitate greater access to trips and visits, including residential trips.	<ul style="list-style-type: none"> All year groups allocated a budget to subsidise the cost of school trips Support given to some families to cover the cost of residential visits 	<p>Each year group has received a budget to subsidise the cost of school trips, making visits more affordable for our families, therefore meaning that all children are able to participate.</p> <p>Examples of some of the trips that children went on this year include: Eden Camp, Filey, Whitby, The Theatre, Forbidden Corner and the farm. These visits provided first hand experiences for pupils, which contributed to their language development and enabled them to apply this in their writing. 3 children had the cost of their Year 6 residential to Robinwood paid, in order to enable them to take part. This provided disadvantaged children with the opportunities for access to adventurous outdoor learning. Transport was subsidised for all children visiting Robinwood, therefore making the residential affordable for families.</p>																
After school and Booster clubs 3x support assistants (combined 14 hours per week) Subscription to Futures Learning Partnership holiday clubs	£4,213	To enable children to access a variety of extra-curricular activities. To provide after school maths and English boosters, in order to support children to achieve age related expectations.	<ul style="list-style-type: none"> Range of extra-curricular activity clubs on offer Termly review of the clubs on offer Termly monitoring of the children who are accessing after school and booster clubs Progress of children attending maths and English booster clubs reviewed termly, through intervention monitoring 	<p>A range of after school clubs have been offered to all children, at different points in the year, in order to broaden their educational experiences, encourage extra curricular interests and develop confidence.</p> <p>Summer Term (an example of the spread of children accessing clubs):</p> <table border="1" data-bbox="1514 1145 2083 1487"> <thead> <tr> <th>After School Club Take-up</th> <th>Number of Chn Pupil premium</th> </tr> </thead> <tbody> <tr> <td>Art club</td> <td>20/38 - 53%</td> </tr> <tr> <td>Choir</td> <td>17/35 - 49%</td> </tr> <tr> <td>Cookery</td> <td>4/4 - 100%</td> </tr> <tr> <td>Chess</td> <td>2/7 - 29%</td> </tr> <tr> <td>Crochet</td> <td>1/5 - 20%</td> </tr> <tr> <td>Drumming</td> <td>9/17 - 53%</td> </tr> <tr> <td>Football</td> <td>6/13 - 46%</td> </tr> </tbody> </table>	After School Club Take-up	Number of Chn Pupil premium	Art club	20/38 - 53%	Choir	17/35 - 49%	Cookery	4/4 - 100%	Chess	2/7 - 29%	Crochet	1/5 - 20%	Drumming	9/17 - 53%	Football	6/13 - 46%
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Year 6 Easter School 20 hours, 40 minutes of extra literacy and numeracy lessons for selected year 6 children 3x teachers 2x support staff Resources	£3,282	To increase the number of children achieving age related expectations in reading, writing and maths.	<ul style="list-style-type: none"> Extra literacy and numeracy lessons for selected year 6 children during Easter holidays Small group interventions to support children to achieve age related expectations 	Year 6 after school boosters (x2 groups) carried out by 2 HLTAs and Easter holiday clubs for selected year 6 children taught by year 6 class teacher, Head Teacher and Y6 Cover Supervisor: <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Literacy group</th> <th>Maths group</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>GPS</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>18/22 82%</td> <td>18/22 82%</td> <td>22/22 100%</td> <td>20/22 91%</td> </tr> </tbody> </table>		Literacy group			Maths group	Reading	Writing	GPS	Maths	EXS	18/22 82%	18/22 82%	22/22 100%	20/22 91%
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How will we measure the impact of Pupil Premium Grant spending?

- Performance information for reading, writing and maths:
 - Half-termly information gathered and discussed at Pupil Progress meetings
 - End of year performance information, including year 2 and year 6 SATs results
 - performance information of children who have accessed interventions or clubs/boosters (termly)
- Information collected during inclusion meetings
- Attendance information
- WELCOMM results for children who have accessed the speech and language intervention
- Behaviour records from learning and behaviour mentors
- Records of parents and carers accessing support or training offered by the Parental Involvement Worker