

# Pupil premium Review 2017/18:



1. Review of expenditure (July 2018)				
End of Academic Year				
i. Quality first teaching				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p>	<p>Development of formative, in-class assessment (Balance introduced from Year 1 to Year 6). Gap Analysis Lesson Study Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career.</p>	<p>Children use the Balance wheel to discuss their learning, self-assess and know what they need to do next in order to deepen their understanding.</p> <p>Staff are confident in the use of Balance for planning, assessing and analysing children's performance.</p> <p>Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, forest school, 1:1 specialist support).</p> <p>Lesson study approach to focus on effective verbal feedback and a new marking/feedback policy to be developed through the evaluations. Teachers will have a clear understanding of effective verbal feedback strategies and should understand how to improve pupil attainment through effective verbal feedback.</p>	<p>There have been many reasons to celebrate this year with regards to progress in reading, writing and maths.</p> <p>Balance has brought a revolution to the way we assess and evaluate children's learning. Teachers are using a clear and progressive curriculum to know exactly where to focus their teaching. Learning is captured on our 'learning wheel', either during the lesson or when teachers are reflecting on how well their class have done. Valuable assessment information is then gathered and intuitive and simple analysis shows exactly where children are. Teachers can then plan what to do next to make sure all pupils achieve their potential. Because Balance collates formative assessments and measures pupils' achievements against age related expectations we are able to celebrate the achievements of the pupil premium children and help move them forward in their learning.</p> <p>We have deployed staff effectively, including a high number of HLTA's. They have undertaken a detailed 'Gap Analysis' that has informed intervention and precision teaching. This has been evidenced by in-school data and the pupil progress meetings have ensured rapid progress and have diminished differences. Third Space learning 1 to 1 intervention has been successful in identifying gaps in mathematics and has provided children with a personalised agenda. This programme has raised attainment and accelerated progress, however, cost and ICT issues may restrict future usage</p> <p>We have found the lesson study has been a powerful professional learning experience, whereby we can improve, innovate and transfer practice more effectively.</p>	<p>Balance Class Analysis tool Balance training HLTA T.A. training and staff cover KIND contribution Third Space Isabella Wallace training £40,000</p>
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<p>PP children's reading improves in line with non-pp children</p>	<p>Teachers to model 'best practice' based upon current research which teaches high order critical thinking skills such as inference. Reading recovery teacher to be trained. One to one phonics sessions for those who need it. Books will be celebrated and enjoyed in school via the new library area. Successful Reading Partners Reciprocal Reading</p>	<p>During a short-term instructional intervention, children make faster-than-average (i.e. accelerated) progress that permits them to catch up to their peers and continue to work on their own within an average group setting in the regular program. Results indicate that Reading Recovery meet the challenge of closing the gap early before a cycle of failure begins.</p> <p>Successful Reading Partners are targeted, time-limited, one-to-one interventions, designed to be delivered over a 10 week period. They are designed to improve the way children read, enabling them to be independent problem solvers who read with understanding and enjoyment</p> <p>Year 4, 5 and 6 teachers have been trained to deliver Reciprocal Reading. This is a structured approach to teaching reading comprehension strategies. It involves the repeated use of four key strategies (questioning, clarifying, summarising and predicting) on small sections of text, so that the children develop their understanding and become increasingly confident in the use of the strategies.</p>	<p>We continue to forge strong links within the world of work and enterprise. Successes include 'The Fiver Challenge', Liverpool Compact, Career Carousel, KIND, STEM have all had a telling impact on how children see their futures. Through these initiatives, we fostered a love for learning and an inspiration to achieve, therefore increasing lifelong aspirations.</p> <p>Building on the success of these additional opportunities a number of parents have volunteered their expertise, to further enhance the 'Quality First' teaching, as such this will become an ongoing initiative.</p> <p>Reading Recovery Teacher – making a striking impact on the carefully targeted children. The individual progress of each child is tracked with everyone making rapid progress, therefore closing the attainment gap. Due to the impact on the targeted children, coupled with the deployment of a highly skilled literacy expert, the Successful Reading Partnership will be rolled out. This will aim to train all members of the support team to deliver a carefully tailored literacy programme. We are committed to continuing the yearly CPD of the Reading Recovery programme to enhance this provision.</p> <p>Reciprocal Reading has proven to be a highly effective approach to developing reading and comprehension for the pupil premium children. As an intervention programme it has had a striking impact upon children who can decode but do not fully understand what they read and who lack confidence when reading new or unfamiliar texts. We have found it to be successful for children who have a limited reading repertoire, who read only very undemanding texts, have impaired understanding through limited understanding of vocabulary, read text avidly but never question the meaning of words or what they have just read and find it difficult to cope with specialist texts from different curriculum area.</p>	
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ii. **The Extra Mile**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Children are able to talk about their feelings in a controlled way and develop strategies to always recognise their self-worth</p>	<p>Circles Resilience Programme</p> <p>Carefully selected PP children will attend nurture time to talk circles about their feelings.</p> <p>Circles Consultant – Deborah Zaher - employed 2 afternoons per week to promote pupil voice and a time to talk.</p> <p>Playtherapist – 1-2-1 sessions, working with 3 children</p> <p>Creative Counselling Catalyst</p>	<p>To continue to strengthen the schools ability to support the children’s emotional wellbeing</p> <p>Circles looks at the demands being placed on our children – inside and out of school – and equips them with reusable tools that build resilience to these pressures.</p> <p>This is split into the three main areas of; resilience, wellbeing and growth. These workshops help children to understand their own areas of difficulty and shows them how to find balance, look after themselves, become resilient, take control and get excited about the future.</p> <p>The Creative Counsellor is trained to recognise the challenges each of our most vulnerable PP Children face (with a particular focus on our LAC). She then tailors every creative session to support each individual child. The counsellor works for two afternoons per week with 3 children and provides support for a further 6 children (this group changes every half-term). Together they talk, play and create.</p>	<p>We believe that partnerships, rather than projects or individual short term projects and interventions have had an impact on pupil learning. As a school, we are driving forward the notion of larger team partnerships. We have worked together to design and develop programmes of study and learning opportunities that will further the needs of varying cohorts.</p> <p>A prime example of how these partnerships evolve, would be the developing role of our new ‘Gather in Circle’ facilitator who is employed two afternoons per week. This nurture time ensures that children can now become more engaged in their school work and recognise their own worth. These sessions enrich the learning experience of vulnerable and disadvantaged children and has enabled individual children to thrive, through holistic, creative and expressive approaches. Discrete monitoring of circles and feedback from parents and children has ensured that this is implemented well</p>	<p>Gather in Circles Attendance and Punctuality coordinator Pastoral Support £20,000</p>
<p>The attendance/punctuality of PP children improves</p>	<p>If travel is an issue for families they will be offered ways to help. EWO will be involved with families whose attendance falls below 87%. Awards are given to children who have ‘good’ attendance.</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards (such as football coaching sessions) and will often try harder when an award is being offered.</p>	<p>We recognise that attending school regularly and on time has a positive impact on learning, progress and therefore the best life chances for our pupil premium children. Excellent attendance and punctuality is the key for their success. Therefore, we must ensure that attendance and punctuality are the highest they possibly can be in order to prepare our children for their future adult life. The strategies implemented by the Attendance &amp; Punctuality coordinator and strong pastoral team, such as: EWO advice and support, weekly attendance rewards, termly initiatives, first day response, letters to parents, assemblies and PSHCE lessons have had a very positive impact and have resulted in a yearly improvement.</p>	

**lii. Enrichment**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> KIND Contribution to residential visits
<p>PP children are afforded the same enrichment opportunities that their peers are exposed to (cultural visits, holidays, clubs/hobbies)</p>	<p>Subsidised/funded enrichment opportunities including residential, holiday clubs and educational visits</p>	<p>Hands-on learning activities outside the classroom lead to better achievement, standards, motivation, personal development and behaviour. ( <u>OFSTED: Learning outside the classroom How far should you go?</u> ). Learning outside the classroom is rewarding for both teachers and pupils alike. Discovering new places such as places of worship, museums, galleries and exhibits undoubtedly adds extra depth to pupils' and students' learning and experience. Additionally, all children deserve the opportunity to experience new things and enjoy the company of their friends. We are exceptionally proud of the wide and varied programme of residential and non-residential visits we undertake. Utilisation of the pupil premium ensures ALL children are afforded such opportunities.</p>	<p>Carefully planned enrichment opportunities represented an opportunity to help our PP children grow and acquire important social, emotional, cognitive, and physical interests. Through the delivery of a diverse range of targeted activities, we were able to support the academic challenges facing the children each day in school, thus creating a thirst for learning and the opportunity for them to explore a range of hidden talents. These additional opportunities, provided both in school and within our local area, included a plethora of museums, galleries and resources. This has ensured a broad and balanced curriculum and the enhancement of many subject areas including: Art, PE, History, Music and ICT. We have made substantial contributions towards the cost of residential visits to Barnstandale, Manor Scotland and Serre Chevalier. The varied and high quality school trips on offer mean teachers can create experiences that enhance pupils' classroom learning, adding opportunities pupils may not otherwise have, particularly in the case of St Vincent de Paul where children have limited access to natural outdoor environments in their day to day learning.</p>	