



## Pupil Premium Impact of Expenditure 2018 - 2019

No of pupils and PPG grant received 2018 – 2019			
No of pupils on roll in September	437		
Total no pupils eligible for Pupil Premium Grant (PPG)	108	27.2%	
Amount of PPG received per pupil	£1,360+8		
Total amount of PPG received	£142,560		
Key Priority 1: To support children with multiple vulnerabilities			
End of Year Target	Impact	Lessons learned	Cost
<p>Each class is to be provided with a Venn diagram depicting vulnerable groups.</p> <p>Individual barriers to learning are identified.</p> <p>Produce PP case studies to highlight the individual barriers face by a range of our PP children.</p> <p>Children to begin a 'peer engagement' group aimed to increase levels of self-confidence and self-esteem. All PP children in KS2 will be targeted to begin with and this will create a buddy system between LKS2 and UKS2. The buddies will meet on a fortnightly basis to encourage, complete games and interact with one another. Programme to being in Term 3. This project has been edited to work in conjunction with KSA and their PE team and focussing on Y3 and 4 after Easter.</p> <p>To provide high quality resources to ensure the language gap is bridged</p>	<p>Teachers and support staff are more aware of who their PP children are thanks to the Venn diagrams ensuring that they are more closely monitored in the classroom. 93% of PP children are on track to remain on their flightpath or better. This compares favourably to the 86% of non-PP children who are on the correct flightpath.</p> <p>A better understanding of individual barriers has led to wider knowledge of individual need, therefore leading to a PP progress measure of 93%</p> <p>50% of PP children achieved EXS in the Y6 SATS. This is broadly in line with the 2017/18 national figure of 51% for PP children. The non-PP children attained 53%. Using 51% as the most recent national Barometer, Y1 (100%), 2 (50%), 3 (77%) and 6 (50%) all performed well. Our vulnerable groups remain Year 4 (41%) and 5 (38%).</p> <p>In Early Years, 60% of children have at least 2 in every ELG and GLD.</p> <p>Engagement with KSA enabled readers in Year 4 to work with peers in Year 8. Prior to the reading buddy project, R and K were reluctant to engage in classroom discussion and read, however participating in the project has seen an increase in class participation and in one case R has learnt his letter sounds and phonic sounds.</p>	<p>Progress of PP children in KS1 looks strong. This slows in KS2. We need to target KM PP children in each year group to bridge the gap between PP and non PP. A sharpened focus on this will drive improvement next year.</p> <p>Not enough children are achieving EXS in Year 4 and 5. Targeted intervention required next academic year.</p> <p>The number of PP children achieving GDS is low and in Year 4 and 5 there were no children attaining this standard. Appropriate challenge and precision of teaching need to be refined to tackle this in the next academic year.</p> <p>After consultations with HumanUtopia and Commando Joes, a decision was made to delay an external agency involvement peer engagement strategy. The strategy was reconsidered to support boys in Year 4. Behaviour incidences reduced and there was a positive reaction from boxing coaching.</p>	<p>AP Salary (20%) = £6289.50</p>

<p>Teachers to provide DB with current EAL banding assessment of EAL children.</p> <p>Children assessed as A, B or C are to receive a screening test and further EAL interventions.</p> <p>Assessments nearing completion. Next steps: Young interpreters, Language buddies and a questionnaire for children.</p>			
<p><b>Key Priority 2: To reduce the gap in attainment for KS2 PP children (54%) compared to non-PP children (75%) (Quality First Teaching)</b></p>			
<p>Identify 'Key Marginal' children based on their Y6 starting point early enough to implement targeted interventions to improve EXP and GDP outcomes.</p> <p>Implementation of Same Day Interventions (SDI) Learning Walk required</p> <p>Employment of HLTA for each phase (3) to offer high quality intervention for PP pupils.</p> <p>Additional teacher employed in Year 6 to ensure high level and targeted intervention/teaching is received by all – add information on external feedback</p> <p>Assess how work completed during intervention time is evidenced in books. Is this required? Can editing and improvement work be completed in a different colour pen?</p>	<p>One unqualified teacher in Year 6 has worked with GDS children and EXS KMs to promote standards in year 6 and help to reduce the gap in PP and non-PP attainment. PP children attaining EXS and above in Year 6 was 61%. Non PP children attained 60% ensuring that PP children not only closed the gap but improved on it.</p> <p>Same Day interventions, which were predominantly targeting maths, have helped to improve the PP outcomes in maths:</p>	<p>In order to improve the impact of HLTAs:</p> <ul style="list-style-type: none"> <li>• Further CPD training is required.</li> <li>• Support and development in interventions is required.</li> <li>• Further resources would aid intervention.</li> <li>• A better understanding, from a HLTA perspective about the specific needs of PP children.</li> </ul>	<p>2 x HLTA salary (20%) = £8,318</p> <p>1 x HLTA salary (40%) = £8,417</p> <p>Unqualified teacher salary (40%) = £9,284</p> <p>Teaching Assistant salary Level 2 (10%) = £1,680</p> <p>3 x Teaching Assistant salary (10%) Level 3 = £2,100</p>
<p><b>Key priority 3: To increase the provision of low level SEN support who are also in receipt of PP funding</b></p>			
<p>Children with a high level of need require an accurate IEP or programme which details the range and complexity of support they require. Review of IEPs is</p>	<p>37% of PP children at CPA also experience a form of SEN. Only 38% of this cohort are on the flightpath for EXS. There are 24%</p>	<p>The Venn Diagrams only provide a little information. The next step is to ensure that there is more robust evidence of PP children</p>	<p>SENCo salary (40%) = £9,448</p>

<p>required along with evidence of the impact they're having from the SENCo</p> <p>Some children require an Individual Pupil Risk Assessment which helps manage behaviour and other SEMH issues which can impede the children's academic progress</p> <p>Children with low level SEN needs require one page profiles - to be prepared in the summer term ready for transition</p> <p>SENCo to regularly (1/2 day per week) to visit classrooms and teachers to assess the provision being received, offer advice and practical support. SENCo needs to be more visible in classrooms to assess the impact of SEN provision.</p> <p>All SEN children identified through a SEN register, which details the day-to-day support they receive. This information will be shared on the provision map and be regularly updated by Class Teachers</p>	<p>who are WTS whilst 38% of children are working BEL. This is a significant cohort of vulnerable children but an improvement on the 31% of PP and SEN achieving EXS in 2017/18.</p> <p>Risk assessments and IEPs in place for those children for whom it is required.</p> <p>One page profiles were put in place at the beginning of the year to ensure that informed decisions could be made by the SENCo and teachers to map out the child's classroom and social provision.</p> <p>SENCo has an increasingly visible presence in classrooms for monitoring purposes EP, etc</p>	<p>from an academic and social point of view in order to target their individual needs.</p> <p>67% of children who are children who are PP but not SEN are in line to achieve EXS. Moving into next academic year, we must ensure that we continue to plan for individuals with multiple vulnerabilities to ensure they make are pushing the EXS boundary.</p> <p>SENCo has an increasingly visible presence in classrooms for monitoring purposes but is not meeting the target of ½ a day per week.</p>	<p>Resources for SEN stations and external agency involvement £5,000</p>
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**Key Priority 4:  
To improve attainment for all groups of learners at each Key Stage through strengthening teaching and learning (mastery/challenge/Kagan)  
To increase the percentage of PP making expected progress in maths (-10% when compared to other like for like children)**

<p>Peer observations and TRGs will promote the appropriate use of vocabulary development. Verified by external advisors (NAHT Aspire advisor) noted an increased attitude and expectation of vocabulary in school.</p> <p>Using stem sentences and sentence frames to promote the use of correctly spoken English. Review required in summer term by SLu and DBY</p> <p>Teachers to model using full sentences and have an expectation of children responding to questions using full sentences – with an additional focus on helping the language and grammar development of EAL children – MFe to develop Kagan across school with</p>	<p>There is evidence that the gap between PP and non PP is closing.</p> <p>Year 1 – Gap of 6% Year 2 – Gap of 3% Year 3 – No Gap (0%) Year 4 – Gap of 23% Year 5 – Gap of 32% Year 6 – PP outperform non-PP by 10%</p> <p>TRGs were delivered throughout the year. Qualitative feedback from these sessions was positive. Teachers found the opportunity to visit lessons reassuring and appreciated the developmental role these had to play in their own development.</p>	<p>The gap between EXS attainment in Year 4 and 5 highlights the work that needs to be done moving into 2019/20.</p> <p>TRGs will continue as an active part of the CPD offer by the school. The strategy behind their intended outcome will be driven by pedagogy desired in the classroom (differentiation, challenge, recording strategies, sequencing learning and lessons). They are to remain sharply focused on their objective:</p>	<p>20% of AP salary - £6,289.50</p> <p>15% of VP salary - £6,964.80</p> <p>Rockstar Maths - £2,000</p> <p>Mathletics £2,500 subscription</p>
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<p>a specific target of EAL children receiving short, sharp instructions and regularly reviewing tense work.</p> <p>Introduction of Mathletics to support with home learning and securing the basic skills of Maths.</p>	<p>“A very useful session and a great opportunity discussion and the use of manipulatives in a maths lesson. I now have ideas to try in my own lessons.”</p> <p>Stem sentences are a frequent part of lessons and visible in classrooms. They help to drive the focus on vocabulary the Trust has implemented. It is difficult to pinpoint the impact that stem sentences have had on improvement using data, but observations indicate that this is a fundamental strategy to drive participation by all in lessons. With 42% of PP children working at WTS or under, there will be a significant language gap between their non-PP peers.</p>	<p>JWr will be leading the Trust's drive on vocabulary in 2019/20. This will continue the strategy of pushing vocabulary.</p>	
<p><b>Key priority 5: To make formal language and aspiration vocabulary central to learning and school culture</b></p>			
<p>Staff training on developing language, vocabulary and oracy for children across the school and throughout the curriculum (e.g. Kagan, mastery).</p> <p>Send staff on training visits to schools across the Trust to further embed the use of Kagan. 2 x NQT and 2 x teaching staff visited Peckover. Every member of staff has now received training on Ann Reed sentence structure.</p>	<p>71% of teachers at effective and using Kagan and engagement strategies during lesson observation.</p> <p>During pupil voice, children are able to articulate their learning – quote Ofsted.</p> <p>4x teachers are using Kagan in lessons and children are familiar with the approaches. Feedback and presentation policy has been</p>	<p>JWr will be leading the Trust's drive on vocabulary in 2019/20. This will continue the strategy of pushing vocabulary.</p>	<p>5% of £1,145 NQT/Teacher</p> <p>10% KG salary - £5,838</p>

Implementing an awareness of Tier 2 and Tier 3 vocabulary to encourage a wider range of more aspirational language to be used.

amended to ensure that this is being embedded into lessons.

42% of PP children working at WTS or under, there will be a significant language gap between their non-PP peers.

To increase the reading fluency, comprehension and enjoyment for children.  
Ensure that PP children are in line with their peers to meet the expected standard of 75% (currently 71%)

Introduction of targeted reading groups in KS2 through Accelerated Reader to improve reading outcomes of PP children. Invest in books and decorations for the library to make it a vibrant hub of literature. AR will help to raise the profile and importance of reading in KS2.

- We are in the process of launching a new reading strategy
- Nursery and Reception have introduced phonics
- Y2 have a GD focus on comprehension
- Whole School Big Read
- DEAR
- ? Million words
- Reading Buddy project
- Author Visit
- SMSC calendar
- We love reading on all doors
- Library accessibility
- English model now incorporates high quality texts
- Reading fluency assessments
- Reading has been introduced to assemblies.

Access to Braille library for partly sighted children to support with accessibility.

**Pupil Premium Reading 2018/19**

	BLW	WTS	EXS	GDS
Year 1	0%	0%	100%	0%
Year 2	0%	48%	42%	25%
Year 3	7%	20%	60%	7%
Year 4	23%	35%	30%	6%
Year 5	9%	27%	61%	5%
Year 6	6%	31%	56%	17%

**Non-Pupil Premium Reading 2018/19**

	BLW	WTS	EXS	GDS
Year 1	2%	6%	69%	20%
Year 2	4%	15%	55%	20%
Year 3	11%	20%	45%	15%
Year 4	18%	20%	45%	15%
Year 5	6%	17%	54%	9%
Year 6	4%	33%	40%	20%

PHONICS –  
100% of PP children passed the phonics screening test.  
79% of PP children passed the phonics screening test in Y2.

A range of reading strategies have helped to drive reading in 2018/19. There remains a gap between PP and non-PP attainment, which is particularly evident at GDS.

The combination of the new curriculum along with an increased profile of reading around school and in classrooms will enable targeted PP reading strategies

The phonics lead will continue to push, track and monitor the children who have not yet passed their phonics screening test. 3 children left KS1 without this being secure and these children will be identified in Y3.

JH for library (20%) - £4195

NA

Accelerated reading subscription - £1,700

Spellodrome subscription - £2,100

Accelerate reading budget - £500

Book allocation - £500

Braille library - £200

World Book Day Author and resources - £500

	<p>DEAR workshops ran twice for the specific corridors and ended with a whole school workshop.</p> <p>DEAR analysis –</p> <p>Year 1/2 – numbers rose from 26 attendees to 53</p> <p>Year 3/4 – numbers rose from 33 attendees to 45</p> <p>Year 5/6 – numbers rose from 15 attendees to 22</p> <p>Whole School DEAR was attended by 116 parents during the summer.</p> <p>Braille library purchased but the child who required them has subsequently left.</p>		
<b>Key priority 6: To For barriers to learning of children eligible for PP funding to be accurately identified and addressed</b>			
<p>Each class is to be provided with a Venn diagram depicting vulnerable groups.</p> <p>Produce PP case studies to highlight the individual barriers faced by a range of our PP children.</p> <p>SSRS monitoring of PP children – can these children be targeted over time to improve their scores?</p> <p>Happiness Monitoring of all children as a different form of measure opposed to PP. - ?summer</p>	<p>PP Case studies offer a valuable insight into the level of need a sample of our PP children experience and is useful to provide perspective for the multi-disciplinary team working around those children. They have enabled a range of professionals to understand their lives and their understanding of need.</p> <p>SSRS monitoring was useful to identify individual needs and characteristics of children but this could be developed to be more specific to our own setting.</p>	<p>A wider overview of need for all of our PP children is needed in the next academic year. A record of vulnerabilities document will be used to pinpoint where the greatest needs are and funding will be weighted to ensure the school is catering for these gaps.</p>	n/a
<b>Key priority 7: To fund a range of curriculum enrichment experiences which develop a wider knowledge of the world and raise aspirations</b>			
<p>A range of trips across the year groups planned in for the year. These will form part of the whole school offer that the child will experience with us by the time they reach the end of KS2 and fall in line with the wider school ambition to allow children to access the '50 before 11' challenge as set out by the National Trust: <a href="https://www.nationaltrust.org.uk/50-things-to-do">https://www.nationaltrust.org.uk/50-things-to-do</a></p>	<p>Across the range of additional trips and experiences given to the school outside of trips organised by their classes, 87% of the PP cohort attended an activity.</p> <p>Activities such as Clip 'n' climb and the trip to the Oval were exclusively PP/vulnerable children.</p>	<p>The school will continue to strive to support with trips and extra-curricular activities next year – offering a range of experiences for children.</p> <p>The Welfare Officer will have a budget to ensure that children who are coming to school</p>	<p>% of AP salary</p> <p>Total money spend on trips and experience: £3,000</p>

<p>Target groups of PP children for specific extra-curricular activities, which include:</p> <ul style="list-style-type: none"> <li>- cinema trip (12.11.18)</li> <li>- Cake competition (13.11.18)</li> <li>- Cricket at the Oval – 5.6.19 (10 children)</li> <li>- SUP boarding at Wicksteed Park - £15 per head for 12 children – term 5</li> <li>- Rock Climbing at Corby – £12 per head – term 3</li> <li>- Hike around Kettering – free of cost – term 5 or 6</li> <li>- West Farm Lodge Trip – Term 3 – KS1 and Reception focus.</li> <li>- Bowling</li> <li>- Clip 'n' climb - £12.00 per person</li> <li>- Daily Mile</li> </ul> <p>Young Journalists Academy (EEF trial) – selected as control group for 2018</p> <p>To target PP children to become sports captains (3/8).</p> <p>'Girls Active' in Year 3 has targeted PP children. All Y3 PP children who are girls are attending.</p> <p>'Chance to Shine' cricket project to target disadvantaged pupils in Y4 over a period of 4 half terms.</p> <p>Target PP children in KS1 with HSBC's 'Ready, Set, Ride!'</p> <p>Commando Joes weekly intervention delivered by PE specialist  <a href="https://commandojoes.co.uk/packages/school-led/">https://commandojoes.co.uk/packages/school-led/</a> - decided not to move forward with this project after concerns raised about long-term impact.</p> <p>Boxing and martial arts club</p> <p>Debate Team</p>	<p>It is important that we still provide these opportunities</p>	<p>without a breakfast can have something to eat as part of our Early Help provision.</p>	<p>Rocksteady - £300</p> <p>Clip and Climb: £500</p> <p>Bowling - £200</p> <p>SUP boarding – £200</p>
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<p>Green Patch to identify PP children/families to work with to promote healthy eating through growing plants and vegetables. Children cook on site and learn the recipe. Food is then delivered home with recipes for children to cook with their families.</p>			
<p><b>Key priority 8: To Improve attendance and punctuality of PP pupils (reduce % of persistently absentees, increase attendance of 'amber' children (90-95%))</b></p>			
<p>Welfare team (Attendance officer, Family Support Officer, SENCO) employed to support according to identified needs</p> <p>Attendance officer to have a daily overview of attendance and punctuality – register check, early/late gate etc. Early identification of patterns/regular attendance issues + putting actions into place in a timely manner – case study required to assess impact</p> <p>Development of parental understanding RE link between attendance and attainment. (use of 'Family room' to run workshops) %PP</p> <p>PP children and other vulnerable children are allowed access to the Rainbow Room at lunchtimes. %PP</p> <p>Introduce a reward scheme to incentivise and encourage children with positive attendance. (medal assembly)</p> <p>Ring fenced funding allocation for wellbeing provision (e.g. PE kit and jumpers)</p>	<p>Although as a school attendance data improved significantly to 96%, the PP figure (95.4%), FSM (93.7) still need to improve further.</p> <p>There remain 12 Persistently Absent (PA) Pupil Premium children. This figure has reduced from 21 children at the beginning of the year.</p> <p>Almost 60% of children who are accessing the Rainbow Room at lunchtime are PP. This is a vital intervention for children who find social situations difficult. It provides them with boundaries, communication skills and the opportunity to talk to an adult about their day.</p> <p>Parent drop ins are highly successful, with weekly attendance from PP parents and support from the Welfare Officer – we have on average 12 parents attend on a weekly basis.</p> <p>A pupil premium parent information meeting was completed in July with one parent remarking, "I'm so glad I came as I didn't know what pupil premium was before and I now know the range of opportunities she can access."</p>	<p>Targeted work with families, especially those families who are PA and have 2 or 3 children in them. Attendance Officer to provide challenge and support for them in order to improve the PP and FSM attendance figures.</p>	<p>Attendance Officer and Welfare Officer (£41,873.20) 30% of allocation.</p> <p>Welfare Allocation for hardship (food and toiletries) (£1,000)</p>