



Pupil Premium Impact 2018-2019

Barriers to learning	
In-school barriers to learning (issues to be addressed in school, such as poor oral language skills)	
A	Significantly below national average attainment on entry to the Foundation Stage in the key areas. Speech and language skills in the Foundation Stage are lower for pupils eligible for PP than for other pupils. Children also score low in their PSED scores and their listening and attention This has an impact reading and writing progress in subsequent years.
B	Mental health and wellbeing issues which impact on the pupils (and the parents) ability to engage with learning.
C	Higher ability children unable to progress further to the higher attainment group, especially in KS2, in the different subject areas.
External barriers (issues which also require action outside school, such as low attendance rates)	
D	Parental knowledge and engagement in learning and school.

Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Speech and language skills for pupils eligible for PP in Foundation Stage.	Pupil eligible for PP in FS2 make rapid progress by the end of the year so that more pupils eligible for PP meet age-related expectations.
B	Counselling support for children (and in some cases, parents) eligible for PP across the school. Suitable enrichment for pupils to increase engagement in learning.	Children in receipt of counselling support make good progress throughout the school. All PP pupils are fully engaged in learning through opportunities provided.
C	Support for higher/lower ability children across school eligible for PP.	Higher/lower ability children make good progress across the school and more PP children achieve expected/greater depth at the end of KS2.
D	Parents are supported in order to engage with the school more effectively.	Parents of PP children engage well with the school (engagement levels increase) and are able to support their children with their learning across the school.

Planned expenditure	
Academic year 2018 – 2019	

The three headings below enable us to demonstrate how we are using the Pupil Premium to improve pedagogy, provide targeted support, and support whole-school strategies.

1. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review the implementation?
<p>A Improved speech and language skills in EYFS.</p>	<p>Language lead NP. NP accessing training which she will disseminate before to other TAs on a half termly basis</p>	<p>All TAs will receive the training. This is a high profile area for all children in EYFS.</p>	<p>Observations in FS. Regularly by DHT and SENCo and Chair of govts.</p>	<p>HF</p>	<p>Spring 1 2019 Interventions have been put into place. Speech and language groups are occurring at least weekly in the foundation stage and daily if needed. NP has attended 1 network in autumn and has 2 more to go to this year. She is accessing resources from these networks and putting them in place in the foundation stage. Signs and symbols are more prominent through the school but some classes are still using their own version. More observations need to be done in this area and monitor the impact – before</p>

					<p>and after speech intervention</p> <p>Spring 2</p> <p>Speech therapist has come into FS1 to train TAs in interventions, they will be disseminated to the rest of the key stage in Summer 1.</p> <p>Speech and language groups are set and have been observed by SENDco and SLT.</p>
<p>C support for higher/lower ability children across school who are eligible for PP.</p>	<p>Staff training on support and challenge. PP are supported in class through TA provision. E.g. Year 5 and 6 TA. PP HA children are challenged and LA are supported through interventions.</p>	<p>PP children are not progressing in-line with their peers through school and we want to diminish the difference.</p>	<p>Maths and writing book scrutiny to analyse impact</p> <p>Listening to readers to check they are on the correct level.</p> <p>Learning walks and lesson observations.</p>	JF/HF	<p>Spring 1 2019</p> <p>Monitoring shows that PP children are still not reading enough in school or at home. Reading levels have been checked and most children are not on the correct book band, however this is in line with the rest of the school. Year 5 and 6 have booster sessions in place. This takes place both in the school day and after. The evidence shows that there is a gap in pp children in writing in Y6 but in</p>

					<p>other areas they are in line. This will continue to be monitored.</p> <p>Spring 2 PP children have 1-1 reads with an adult at least twice a week in some classes 3 times</p> <p>Reading lesson walks have been conducted and show that PP children are accessing the curriculum. TAs are boosting PP children during sessions.</p> <p>Year 6 have reading writing and maths booster sessions in school so that they can all access the booster / after school was not engaging all the PP children.</p>
<p>D Parents are supported to engage with the school more effectively.</p>	<p>Reading, phonics and maths leads provide curriculum support for parents. Workshops in phonics, maths, reading and writing. Timetables opportunities for the parents to work with their children in class.</p>	<p>Parents need support so that they can access the curriculum and provide some support with learning. Parental involvement is proven to have</p>	<p>Monitoring of parents' attendance at events, particularly the PP parents.</p>	<p>JF/HF</p>	<p>Autumn 2 2019 No workshops have taken place.</p> <p>Spring 2 2019, Phonics workshop has taken place only 5 parents attended only 1 was PP – we need to address this and repeat this issue</p>

	<p>Also parent forum with a focus on PP and SPAN parent forum. Parent liaison officer to help engagement.</p>	<p>impact on pupil progress.</p>			<p>and change the time to see if more PP can attend. Parent reading times are now timetabled for every class and teachers and targeting individually asking the PP children's parents. 50% of the EHAFs that the parents liaison officer is working on are PP children Spring 2 A craft workshop was set up where all parents were invited, the school liaison officer approached PP parents and personally invited them, reasoning for this is so that parents find school a less intimidating place and builds relationships between staff and parents. Summer Summer workshop Vintage crafts this was cancelled due to the organisers</p>
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					circumstances but is rearranged for September. Reading with parents was a success in KS1 and FS but did not have the impact that we wanted in KS2, we will review and move forward with another strategy of how to engage PP parents in reading.
2. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review the implementation?
A Improved oral language skills in FS2	Trained language lead in EYFS. She will lead SALT sessions with EYFS.	We will use PP funding so that children will be supported effectively with speech and language across EYFS and into KS1.	Monitor impacts of interventions on a termly basis. Case study to be completed before the end of the academic year. Data at end of each term. Formative assessments.	NP, JF, HF	Summer 2 2019 Language interventions Children are more confident at FS1 work on speaking in sentences FS2 work on hearing and saying the correct sounds

<p>B Counselling support for children (and, in some cases, parents) eligible for PP across the school</p>	<p>Trained counsellors within school to tackle mental health. Interventions include bereavement, play therapy, art therapy, Lego therapy. Parents are also supported when appropriate and necessary.</p>	<p>There is an increasing number of children (and parents) with mental health and wellbeing issues. We have seen that counselling support has enabled some to engage in learning.</p>	<p>Impact of therapy interventions to be moderated after each session is completed.</p> <p>Wmc/LW to complete a case study of their Elsa (mental health) intervention</p>	<p>LL, JF, HF</p>	<p>Summer 2 2019 The sessions have increased children's confidence and helped children build up friendships. Strategies have been put into place for helping children self-calm and thinking of strategies when they are worried.</p>
<p>D Parents are supported to engage with the school more effectively</p>	<p>Parent liaison officer leads on parent support. Support includes attendance (supported by DH), parenting, behaviour, routines, signposting to other services including EHAF, speech and language and identification of vulnerable families.</p>	<p>Funding to support this work of parental support and early intervention is proven to have an impact on pupil progress. See EEF PP toolkit; "What Works Best?" We encourage engagement of parents from the outset. Parents to have access to courses E.G. 123 magic</p>	<p>Case study to be undertaken on PP with attendance issues Case study to undertaken with a PP involved in EHAF</p> <p>Register to be taken of parents who attend courses, how many PP are attending?</p>	<p>LL, JF, HF</p>	<p>Summer 2 2019 Parent liaison officer and attendance officer make regular home visits to PP children and hold meetings to discuss attendance. Persistent attendance is 8.97% which is broadly in line with national.</p>

3. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review the implementation?
<p>B Suitable enrichment for pupils to increase engagement in learning</p>	<p>We subsidise school educational visits and visitors to the school. The residential trips are subsidised in Years 5 and year 6. The pantomime visits are subsidised We target PP children for after-school clubs including sport and recorder and gardening.</p>	<p>We want to provide disadvantaged children with opportunities in life that they would not normally have. We believe these opportunities impact on the engagement of our pupils and on their progress and attainment.</p>	<p>All children will have had at least two residential by the time they leave Intake Farm. All children to have a Christmas enrichment activity. All children will have visits and visitors to bring learning to life. Usually this is one per term. Visits and visitors will be monitored and an evaluation written to say how this has enriched the PP children.</p>	<p>JF/HF</p>	<p>Autumn 2 2019 Panto and pantomime Trip to Hathersage Y5 The sports clubs have targeted PP children and will continue into spring. Spring 2019 EYFS fairy tale walk Year 1 and 2 outdoor learning Science week Year 5 60s day Summer Y6 residential to Walsby Y2 attendance celebration visit Whole school 100% attendance trip</p>

					Summer 2 2019
Total budgeted cost:					£96,360