

SARRATT CE PRIMARY SCHOOL: PUPIL PREMIUM 2017 SUMMER TERM IMPACT EVALUATION

Laying the foundations for our children to be confident, respectful and to achieve their full potential.

Our Mission Statement

At Sarratt Church of England School, Christian values are at the heart of everything we do. We deliver our vision through following The Sarratt Way in which we treat others the way we would want to be treated ourselves and strive to do our best to be our best. We enable our children to become resilient and self-assured learners in a nurturing environment where individuals, of all faiths and none, are respected and valued. Our inspiring and broad curriculum engages young minds and promotes enquiry based learning to prepare children for their future in modern Britain.

RATIONALE:

- To close gaps in attainment by accelerating the progress of pupils in receipt of PP funding. Our strategy is to invest in early intervention whenever possible.
- To build on the positive impact of PPG spending last year by further developing and extending provision to meet the identified needs of individual pupils through targeted additional support and intervention.
- To continue to invest in high quality resources and training to further improve 'Quality First' teaching and learning to ensure sustained positive impact for all pupils.
- Focus areas for this group of pupils for our school this year, have been identified as **Speech and Language provision** and **Social skills (PSHE)** in particular.

NB: ARE = Age related expectations.

Objective	Item/Project/Support	Resource/intervention	Success criteria	RAG Impact evaluation January 2017
<p>Improve Speech and Language provision for identified PPG pupil</p>	<ul style="list-style-type: none"> Targeted Speech and Language support through individual Speech and Language programme (as advised by SALT) 	<p>SENCo time allocated to liaise and organise S&L support</p> <p>3x 10 minute sessions with TA to deliver S&L support</p>	<p>Improved speech and language skills through targeted intervention leading to removal from individual programme</p>	<p>S&L support programme completed</p> <p>Individual targets achieved</p> <p>Good progress in reading and writing</p>

<p>Support emotional and social needs of identified PPG pupils</p>	<ul style="list-style-type: none"> • Targeted social skills sessions • School counselling sessions to support emotional needs • 1:1 support (flexible depending on needs) • Whole school STEPs training (Nov 2016) • 1:1 supervision during lunch break by TA x 5 weekly • Individualised learning programme – differentiated tasks, flexible timetable etc. • Y6 Resilience programme with Kings Langley schools and families partnership to support transition • Behaviour rewards and additional responsibilities • C Poms 	<p>Inclusion TA to lead social skills sessions with identified pupils to target identified needs (designated afternoons)</p> <p>School counsellor to continue support, where appropriate, with identified PPG pupil (1x 30 minute session per week)</p> <p>Whole school training provided by the Dacorum Behaviour outreach team on de-escalation and behaviour management (STEPS) November 2016</p> <p>Inclusion TA to provide support to identified pupils during break and lunch times (6 hours 15 minutes per week) to ensure positive play during less structures times</p> <p>Individualised timetables for targeted pupils to be set by class teacher and monitored by INCo</p> <p>Autumn term resilience programme planned and delivered in collaboration with the schools and families partnership to support the transition to secondary school. Further transition activities to be set up following January Review.</p> <p>Weekly Gold Book assembly celebrates the success of pupils, promotes expected behaviour and boosts self-esteem.</p> <p>Additional roles of responsibility are given to PPG children, where appropriate, to develop confidence and promote leadership qualities e.g. play leaders and class ambassadors.</p>	<p>Improved social interaction within friendship/ peer groups</p> <p>Emotional needs of pupils fully supported enabling them to cope with emotional and behavioural difficulties and achieve well in school</p> <p>All staff well equipped to deal effectively with behaviour incidents</p> <p>Reduction in number of behavioural incidents in class and at break times</p> <p>Individualised timetables allow for identified pupils to successfully access learning</p> <p>Year 6 pupils fully supported with secondary transition</p> <p>Improved confidence and self-esteem</p>	<ul style="list-style-type: none"> • Improvement in behaviour and decrease in low level disruption in some children. • School counselling service provided to some children a success resulting in increased self-esteem and positive peer relationships • All staff trained in STEPS de-escalation techniques • Resilience programme equipped Y6 pupils with skills and tools to cope with emotions and build resilience <p><u>Next steps</u></p> <ul style="list-style-type: none"> • CPoms in place and used by current teaching staff – September training planned to train all new staff and outline expectations. • Training for all staff on positive behaviour policy and procedures
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		C Poms software to provide robust monitoring of behavioural, welfare and pastoral issues in order to identify trends/ hotspots and implement intervention where necessary.	Systems in place for robust monitoring of issues within school	to take place during January INSET • New appointment of TA targeted at supporting social and emotional needs.
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<p>Ensure PPG pupils achieve, as a minimum requirement, age related expectations (ARE) in accordance with national curriculum standards.</p> <p>Where pupils are identified as working below ARE, support is given to enable them to make accelerated progress in order to close the gap.</p>	<ul style="list-style-type: none"> • Provision maps and class planning identifies PPG pupils and strategies to allow for additional support as required • Targeted intervention through small group and 1:1 to accelerate progress in identified areas • Quality first teaching meets the needs of all pupils allowing for appropriate level of challenge • Quality feedback on strengths and next steps in learning allows for pupils to make good progress 	<p>Class teacher to ensure provision mapping clearly identifies the learning needs of PPG pupils and outlines strategies, where necessary, to ensure pupils meet ARE</p> <p>Medium and short term planning shows how learning is differentiated to meet the need of learners and how teaching time is used effectively to target individuals and groups</p> <p>Targeted intervention, managed by the class teacher and INCo, is used effectively to address individual learning needs including:</p> <ul style="list-style-type: none"> • Small group weekly handwriting sessions • Code x reading intervention sessions in KS2 (small group and 1:1) • Additional phonics/ reading intervention in KS1 (small group and 1:1) • More able maths group in year 6 (2 sessions per week) <p>Quality first teaching is robustly monitored by the SLT through learning walks, observation, book and planning scrutiny and pupil voice to ensure sufficient level of challenge for all pupils. Where teaching is judged less than good, measures are put in place to support and develop.</p> <p>Continue to develop the quality of feedback given to all pupils in order to ensure progress across the curriculum</p>	<p>All PPG pupils make, as a minimum requirement, expected progress from their baselines, allowing them to achieve ARE.</p> <p>Where pupils' baselines show they are working below ARE, strategies ensure they make greater than expected progress to close the gap.</p>	<p>PPG eligible pupils in KS1 all achieved ARE for given year groups and passed the phonics screening check.</p> <p>In Y3 100% of PPG eligible pupils achieved ARE in reading and maths</p> <p>In Y4, the PPG eligible pupils were enabled to make accelerated progress In year 5, progress was limited due to additional needs.</p> <p>In year 6, pupils were enabled to make accelerated progress through targeted intervention.</p>
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<p>Ensure pupils have access to a high quality curriculum which provides opportunities to broaden educational experiences</p>	<ul style="list-style-type: none"> • Cornerstones curriculum • Gardening club • Sports coach • Educational visits • Extra-curricular opportunities/ clubs 	<p>Cornerstones curriculum, introduced in September 2016, allows for increased engagement in curriculum learning projects.</p> <p>Weekly gardening club provides opportunities for pupils to develop skills and understanding when working with plants, applying science knowledge in a meaningful context.</p> <p>High quality sports provision provided through weekly sports coach sessions.</p> <p>Educational visits (funded/ subsidised as necessary) allow for children to extend curriculum learning outside of the classroom.</p> <p>Opportunities to take part in arrange of additional activities are provided (funded/ subsidised as necessary) including sports clubs and music lessons.</p>	<p>Engagement and enjoyment in curriculum learning is improved impacting on attainment and progress.</p> <p>Pupils are enabled to have a broader educational experience, provided opportunities to learn outside of the classroom.</p>	<p>Positive feedback on the introduction of Cornerstones Curriculum – increased engagement with learning at home, opportunities to involve parents in school and a range of additional enrichment opportunities</p> <p>Range of clubs/ opportunities available to all in school – uptake from PPG in football, music, choir and gardening</p> <p>Subsidised trips including Y6 residential</p>
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Total Pupil Premium grant funding: **£16,200:**

Actual costing **£16,388:**