

SARRATT CE PRIMARY SCHOOL: PUPIL PREMIUM 2016 SUMMER TERM IMPACT EVALUATION - BY CHILD

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.

Pupil	Objective	Item/Project/Support	Resource/intervention	Success criteria	RAG Impact evaluation July 2016
A	<ul style="list-style-type: none"> • Improve speaking and listening skills • Develop writing skills (Literacy) • Develop Understanding of the World 	<ul style="list-style-type: none"> • Targeted Speech and Language support through small world play/role play and individual Speech and Language programme (as advised by SALT) • 1:1 adult sessions to read and discuss text to extend links between subject areas • Small group Writing support – to secure phonic knowledge • Support with accessing i-Pads and Apps to develop early reading and writing (Clicker 6 etc.) 	<ul style="list-style-type: none"> • £300 small world resources • TA time 3 x per week 10 minutes guided small world play/role play • i-Pad APPs (£200 approximately) 	<ul style="list-style-type: none"> • Rapid improvement and closing of gaps in Literacy and Understanding of the World : from baseline 30-50 months Securing, to age-related 40-60 months Developing by end December 2015 • Confident writer • Secure age-related Phonic knowledge • Confident to talk about her learning 	<ul style="list-style-type: none"> • Good progress in UW to achieve ARE • Expected progress for Literacy – ARE achieved • Much improved attitude to writing. • Much improved social skills and good friendships. • Parent report pupil is happy and enjoying school now.

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B	<ul style="list-style-type: none"> To improve basic language skills and to build vocabulary To further support emotional and social needs 	<ul style="list-style-type: none"> Build on last year's Toy Box therapy with Social Skills group intervention to support friendships, sharing, taking turns etc. Small group reading with adult – Social stories and friendship related stories to help develop wider emotional literacy e.g. empathy. Continue to develop phonics and reading skills through additional small group work 	<ul style="list-style-type: none"> Social stories £200 Socially speaking social skills group x 1 week 1: 1 High frequency reading support 3 x week 	<ul style="list-style-type: none"> Improved social interaction with other children (friendships) Accelerated attainment and progress in order to secure above age-related attainment in RWM. 	<ul style="list-style-type: none"> Pupil counselling and friendship support sessions continued and additional sessions, with sibling. Positive impact reported by pupil and counsellor and teacher. Good progress, this pupil achieved ARE in Reading, Writing and Maths despite ongoing health issues which affect attendance.
C	<ul style="list-style-type: none"> To accelerate learning in phonics, reading, writing and maths To support access to learning through school trips and visits Handwriting (fine motor skills) 	<ul style="list-style-type: none"> Targeted small group support for guided reading and writing Access to high quality role-play to develop speaking and listening skills through 'modelled' talking for learning 1:1 support for handwriting - correct letter formation Small group phonics intervention Maths Pre-teaching session 	<p>2 x weekly small group guided writing groups</p> <p>3 x weekly reading support)</p> <p>4 x 20 minutes per week phonic group intervention)</p> <p>Maths pre-teaching session x 2 week</p> <p>Weekly small group role-play to develop speaking and listening through modelled talk for learning</p>		<ul style="list-style-type: none"> Good progress - this pupil achieved ARE in RWM. Improved confidence and this pupil has good friendships within the class. Parent reports pupil is happy and enjoying school now. Good progress in handwriting which has improved significantly since September Raised self-esteem and pride in school work and achievement.

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D	<ul style="list-style-type: none"> To accelerate learning in phonics, reading and writing 	<ul style="list-style-type: none"> Targeted small group support for Writing and reading Small group phonics intervention (phases 3-5) Access to high quality role-play to develop speaking and listening skills through 'modelled' talking for learning Individualised spelling support programme (gaps in key high frequency words) 	<ul style="list-style-type: none"> Increased confidence Accelerated attainment and progress in RWM in order to achieve age-related expectations in RWM by end of year. Handwriting intervention to achieve age-related expectations 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> This pupil achieved ARE in reading. In writing they were assessed as working towards age related expectations. In maths they exceeded ARE. Pupil achieved the Phonics threshold.
New PP pupil * N	<ul style="list-style-type: none"> Accelerate progress in Maths and Writing. 	<ul style="list-style-type: none"> Handwriting intervention in a small group Small group support for maths 1:1 support for writing – focus on using ambitious vocabulary Access to high quality role-play to develop speaking and listening skills through 'modelled' talking for learning 	<p>Daily handwriting support and additional group support x 2 per week</p> <p>Daily small group support for maths</p> <p>Weekly small group role-play to develop speaking and listening through modelled talk for learning</p>	<ul style="list-style-type: none"> Accelerated attainment and progress in Writing and Maths in order to achieve age-related expectations in RWM by end of year. 	<ul style="list-style-type: none"> This pupil made good progress, achieving ARE in reading, writing and maths .

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F	<ul style="list-style-type: none"> To support emotional and social needs Writing: to secure age-related writing skills 	<ul style="list-style-type: none"> Play therapy (weekly, specialised one to one session from Counsellor to address significant emotional needs) Small group Social skills support x 2 week Small group writing support (focus spelling applying phonic knowledge) 	<p>£2,500 KLP funding (pro rata, 3 x children per week per term, 3 terms total cost: individual cost worked out as approximately £350)</p> <p>2 x weekly guided writing support group (40 mins)</p> <p>2 x weekly social skills group (40 mins) Socially speaking resources £50</p>	<ul style="list-style-type: none"> Increased self-esteem, through specialist support to help her address her emotional needs Improved peer relationships as a result of successful social skills group work Progress in writing is accelerated, in order to secure age-related attainment by the end of the year 	<ul style="list-style-type: none"> Good impact of counselling – positive feedback from pupil, counsellor and teacher. Pupil has friends and feels more secure in school. Fewer friendship issues reported by staff. Pupil made good progress, achieving ARE in reading, writing and maths.
G	To accelerate learning in phonics, reading writing and maths (no formal schooling until Year 2)	<ul style="list-style-type: none"> 1:2 phonic intervention (phase 3-5) and individual spelling programme (gaps in high frequency words) 1:1 support in letter formation and handwriting (MSL Handwriting scheme) Referral to SALT and targeted Eklan SALT programme upon advice High frequency reader x 2 week Guided reading support (transition phase KS1 to KS2) Fund enrichment activities and trips to ensure full participation 	<p>2 x weekly extra phonic sessions (40 mins)</p> <p>Guided writing group resources and additional group time (30 mins)</p> <p>SALT therapy programme (30 mins per week, 3 x 10 mins)</p> <p>Handwriting intervention group (20 mins)</p> <p>L.H. 'Lift Off' Phonic intervention scheme and resources £15.00 + training cost £200</p>	<ul style="list-style-type: none"> Progress is accelerated and attainment gap with peers is significantly narrowed: Targeted for A4 Reading, A3 Writing and A6 Maths). Handwriting is age-related by the end of the year 	<ul style="list-style-type: none"> Pupil is working broadly within ARE in Maths. In Reading and Writing this pupil has made above expected progress, surpassing targets set at the beginning of the year and closing the gap between current and ARE attainment Handwriting – good progress is now broadly ARE (previously incorrect letter formation has been addressed successfully).

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H	<ul style="list-style-type: none"> Review Behavioural needs to enable Pupil H to develop secure relationships and regulate behaviour Ensure that staff have a greater understanding and knowledge of this pupil's needs Provide additional supervision during non-formal times and other times as necessary To improve progress in Reading 	<ul style="list-style-type: none"> 1:1 support (flexible depending on needs) Training course for TAs to focus on understanding this pupil's needs Training for all staff on Protective Behaviours (January 2016) 1:1 supervision during lunch break by TA x 5 weekly Meet and greet by TA every morning to support transition from home to school Individualised learning programme – differentiated tasks, flexible timetable etc. E.P. consultation and assessment Multi-disciplinary professional meetings to review and coordinate support as necessary 1:1 and small group additional reading support to develop inference and deduction skills 	<p>£3,120</p> <p>Cost of course and TA release time tbc, budgeted £500</p>	<ul style="list-style-type: none"> Reduction in Behavioural incidents to reduce risk of exclusion Improved self-esteem and self-belief as relationships with staff and peers improve Progress in learning is evident from baseline Reading attainment is accelerated to achieve age-related expectations 	<ul style="list-style-type: none"> Some improvement in behaviour and decrease in disruptive incidents. Positive relationships with some staff now established. 1 to 1 reading is working well as pupil H is engaging with this activity. Attainment remains below ARE in Reading, Writing and Maths. Limited progress evident due to difficulty this pupil has in focused working. Therapeutic intervention is having a positive effect. Behaviour support assistant now in place <p><u>Next Steps</u> Utilise targeted support to ensure that pupil can increase time spent in class to access full curriculum time</p>
I	<ul style="list-style-type: none"> To increase attainment and progress in maths To improve letter formation and Handwriting To improve Listening skills 	<ul style="list-style-type: none"> Small group support in Maths and English 1:1 support in letter formation and handwriting (MSL Handwriting scheme) Fund enrichment activities and trips to ensure full participation (Gifted and Talented Footballer) Listening skills group work x 1 week Pre-teaching maths sessions 	<p>Handwriting intervention group (20 mins)</p> <p>Maths pre-teaching session x 1- 2 week (20 mins)</p> <p>Listening skills intervention group x 20 mins per week</p>	<ul style="list-style-type: none"> Increased confidence Accelerated attainment and progress in maths in order to secure age-related expectations by the end of the year Handwriting is age-related by the end of the year 	<ul style="list-style-type: none"> Significantly improved confidence. Pupil made expected progress and is securely ARE in Reading and Maths. Pupil is working broadly within ARE in writing Some improvement in handwriting but this can still be inconsistent a times. <u>Next step:</u> -Continue handwriting intervention.

Pupil	Objective	Item/Project/Support	Resource/intervention	Success criteria	RAG Impact evaluation July 2016
J	<ul style="list-style-type: none"> • To support progress in reading and writing • To improve self-confidence and self esteem • To support behaviour management strategies during times outside the classroom 	<ul style="list-style-type: none"> • Small group support in reading and speaking and listening • Small group guided writing sessions • Behaviour management support to address aggressive actions at playtime • Social skills group support re friendships 	<ul style="list-style-type: none"> • TA small group support in reading and speaking and listening x 2 per week (30 mins) • Small group guided writing session x 2 per week with TA (40 mins) • TA support at playtimes and lunchtimes to review playtimes (daily) (60 mins) • Circle of Friends 20 mins x 1 week with TA 	<ul style="list-style-type: none"> • Improved playtime behaviour • Accelerated attainment in reading and writing • Improved self-confidence and attitude to learning 	<ul style="list-style-type: none"> • 2 reported behavioural incidents in autumn term and 2 incidents in spring term but of a less serious nature. • Good progress in Reading and is broadly within ARE • This pupil has made expected progress in Maths and is broadly ARE • Limited progress in writing. • <u>Next steps:</u> -Counselling to address emotional needs. -Further intervention in writing to accelerate progress.
K	<ul style="list-style-type: none"> • To accelerate progress in writing, reading and maths • Improve Speaking and Listening skills and confidence and address SAL needs • Behaviour management strategies to improve social skills 	<ul style="list-style-type: none"> • Small group support in maths and English • Intervention: Spelling and dictionary skills x 5 per week 1:1 • Referral to SALT and individual programme to address SAL needs • Social skills group support re friendships 	<ul style="list-style-type: none"> • Intervention: Maths Pre-learning 10 mins x 5 per week (50 mins) • TA to provide 1 to 1 SALT programme to address SAL needs x 2 week, 20 minutes • Small group guided writing session x 2 per week with TA (40 mins) • Circle of Friends 20 mins x 1 week with TA 	<ul style="list-style-type: none"> • Increased confidence • Accelerated attainment and progress in maths and English • Improved speech and language 	<ul style="list-style-type: none"> • Confidence has increased. • EP assessment to address barriers to learning and advice given is being followed. • Some progress in Reading. Limited progress in maths. • Improvement in stamina when writing. • Review impact of speech and language programme • Next steps: -1 to 1 Project X Reading intervention -Daily maths intervention to focus on core mental maths skills -regular review of progress

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L	<ul style="list-style-type: none"> Behaviour support for pupil L to focus on developing empathy in order to understand impact of behaviour choices on others 	<ul style="list-style-type: none"> Daily 1 to 1 Teaching Assistant support to discuss issues as they arise (relationships/playtime) in order to review the impact of decisions and reflect on alternative behaviour choices Responsibility as a positive role model for others to aspire to – setting the right example in regulating behaviour and making the ‘right’ choices. PSHE programme (class) to focus on emotional literacy and relationships 	<ul style="list-style-type: none"> Teaching Assistant support/SLT support lunchtimes and playtimes, competitive sports events (60 mins) Year 6 Ambassador role PSHE lessons to focus on relationships, emotional literacy and empathy (centrally funded) 	<ul style="list-style-type: none"> Pupil L is able to reflect on choices and has an increased understanding of the feelings of others. Pupil L is a positive role model for other children and this increases self-esteem 	<ul style="list-style-type: none"> Significantly improved attitude to learning Positive leadership skills demonstrated in roles of responsibility and group work. Transition support given to support move to secondary
M	<ul style="list-style-type: none"> Pupil M is currently working above ARE in RWM. This pupil is a more-able mathematician: PP funding will be directed to providing Maths enrichment - using and applying to further develop the application of mathematical skills 	<ul style="list-style-type: none"> More able maths enrichment group Maths enrichment workshops and events Access to ‘booster’ sessions for more-able – Spring term 	<ul style="list-style-type: none"> Maths enrichment workshops and events (SCD year 7 teaching after half-term) Costs to be confirmed after half-term. 	<ul style="list-style-type: none"> Achieves well above national age-related expectations in Maths Increased engagement and enjoyment in maths lessons 	<ul style="list-style-type: none"> Pupil M is above ARE in Maths. Pupil M reported enjoyment of more-able maths workshops. Teacher reported improved engagement in class Transition support given to support move to secondary

Total Pupil Premium grant funding: **£16,500**: 11 x PP funded children £1,300 = £14,300, 1 x EY PP funded child = £300, 1 x Post-adoption PP funded child £1,900.

Projected estimated costing £17,455: Calculated as qualified Early Year’s Practitioner cost (instead of TA) KS1 £5000. Additional TA hours for interventions across school costed at £6220 (14.5 hours in total @ £11 per hour, 39 weeks per year). Cost of 1:1 support £3120. Total cost of individual itemised additional learning resources and training is projected to be £2365. Costs for subsidised trips and activities estimated at £750. Maths enrichment costs have not yet been included.

SPRING TERM EVALUATION: 13 PP pupils: 11/13 (85%) PPG pupils have made at least expected progress by the end of March and are on track to achieve their success criterion. 5/13 (38%) have made good progress and have already achieved it and new targets have been set. 2 pupils are not making sufficient progress and these pupils are prioritised for intensive support.