

Impact of PPG funding 2016 – 17

Desired outcome	Chosen action / approach	Review of implementation.
Children to make expected or better progress in Phonics, Reading and Writing across Reception and KS1.	<ul style="list-style-type: none"> <li>Introduction of <b>Read, Write Inc.</b> programme to support the narrowing of performance gaps between different groups, both within our school and nationally</li> </ul>	<ul style="list-style-type: none"> <li>Good progress has been made in all three classes.</li> <li>100% of Y2 pupils passed the phonics re-check</li> <li>Y1 data shows an improvement for all children against previous data and national averages.</li> <li>Children in receipt of PPG continue to better than all pupils nationally.</li> </ul>
Children to make expected or better progress in Reading, across KS2.	<ul style="list-style-type: none"> <li>Introduction of <b>Accelerated Reader</b>(AR) across KS2 to support engagement, independence and personalised learning.</li> <li>Purchase of high quality reading material to support teaching and learning across KS2 and support the introduction of AR.</li> </ul>	<ul style="list-style-type: none"> <li>Accelerated Reader was only introduced at the beginning of the summer term and so the full impact of an embedded and consistent use of the resource is yet to be seen.</li> <li>83% made expected progress in reading.</li> <li>39% made better than expected progress in reading.</li> <li>Attainment of reading for pupils in receipt of PPG improved in five out of seven classes.</li> </ul>
Children to make better than expected progress in spellings in Y5/6.	<ul style="list-style-type: none"> <li>Introduce Wordblaze Spelling intervention for Years 5 and 6 to narrow the gap.</li> </ul>	<ul style="list-style-type: none"> <li>Staff report an increase in pupils' enthusiasm and enjoyment. Pupils who rarely do things at home were practicing and reviewing their spellings as homework most of the time.</li> <li>9 children took part in the intervention. It ran in the summer term.</li> <li>5/9 added 1 year or more to their spelling age.</li> <li>8/9 had improved on their spelling age by at least 3 months.</li> </ul>
Children to make expected or better progress in maths at KS1.	<ul style="list-style-type: none"> <li>CPD for teachers and classroom assistants to secure effective implementation of KS1 Maths curriculum. E.g. Use of Imagery</li> </ul>	<ul style="list-style-type: none"> <li>100% of pupils in receipt of PPG made expected progress in KS1 classes in maths.</li> <li>50% made better than expected progress.</li> </ul>
Children to make expected or better progress in maths at KS2.	<ul style="list-style-type: none"> <li>CPD for teachers and classroom assistants to secure effective implementation of KS2 Maths interventions. e.g. Counting to Calculating, Mind the Gap.</li> </ul>	<ul style="list-style-type: none"> <li>74% of pupils in receipt of PPG made expected progress in KS2 classes in maths.</li> <li>63% made better than expected progress.</li> </ul>

PP children's maths improves in line with non-pp children at the end of KS2	<ul style="list-style-type: none"> <li>Personalised learning resources for Maths to include:</li> <li>IXL for Y6</li> <li>Star Maths</li> <li>Times Tables Rock Stars</li> <li>TA time to support independent learning.</li> </ul>	<ul style="list-style-type: none"> <li>Both PP children and non-PP children made better than expected progress in Year 6. The PP children's progress across 2016 – 2017 was better than non- PP children.</li> <li>Despite this PP attainment in maths at the end of KS2 is not in line with non-pupil children at the end of KS2, neither is their progress over the key stage comparable with non-PP children in school or nationally.</li> </ul>
Children make expected or better progress in reading, writing and maths	<ul style="list-style-type: none"> <li>Regular progress meetings with class teachers to review impact of teaching and to plan next steps.</li> <li>Group interventions with a qualified teacher.</li> <li>Targeted groups from Y6 class will have intervention aimed to close the gap and maximise their progress.</li> </ul>	<ul style="list-style-type: none"> <li>In Reception, Y1, Y4 and Y6 PP children made expected or better progress in reading, writing and maths.</li> <li>Y2 PP children made expected or better progress in reading and maths.</li> <li>In Y3 and Y5 PP children did not make expected progress in reading, writing and maths.</li> </ul>
<p>Improved screening for specific learning difficulties within reading, writing and processing.</p> <p>Children with identified specific learning difficulties within reading, writing and processing have their needs met as a result of early identification.</p>	<ul style="list-style-type: none"> <li>Training for SENCO in assessing for dyslexia.</li> <li>Purchase resources to support screening and identification.</li> <li>Training for all staff on Dyslexia friendly classrooms to support the progress of all learners.</li> <li>Purchase Nessy to support targeted practice of reading and spelling.</li> <li>Purchase of dyslexia friendly resources for writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>Accurate identification of children's needs is now supporting the identification of appropriate strategies to improve learning.</li> <li>Provision maps are in place and are reviewed periodically but their impact on improved pupil outcomes is an area for continued professional development.</li> <li>Children identified as having specific learning difficulties made better than expected progress in reading and writing (7.25 Rd/9 Wr).</li> <li>The introduction of Nessy for screening, staff training and targeted practice for individual pupils will have a wider impact on progress.</li> </ul>
Staff are confident in making accurate assessments.	<ul style="list-style-type: none"> <li>A new school wide assessment and tracking system to enable all teachers, senior leaders and governors track progress and set targets based on the new curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments are entered half termly in all classes.</li> <li>These assessments form part of data meetings with all staff.</li> <li>Staff are confident in making accurate assessments and we are now building a reliable database of historic data.</li> <li>The analysis and interpretation of data is an area for continuing development.</li> </ul>

Children will become more resilient, secure, confident and ready to learn.	<ul style="list-style-type: none"> <li>• Sunshine Club</li> <li>• (Breakfast – Meet and Greet Club)</li> </ul>	<ul style="list-style-type: none"> <li>• The positive contact with a key adult, helping children to be settled and ready to learn in the mornings, has had a noticeable impact on children being ready to learn and consequently in the progress children have made.</li> <li>• This provision has been successful and we are seeing better behaviour for learning from targeted pupils.</li> </ul>
Enable the 'fast tracking' of children with concerns through additional Educational Psychologist sessions thereby identifying appropriate strategies for support	<ul style="list-style-type: none"> <li>• Additional Education Psychologist hours to support ECHP reviews and transfers.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with complex needs and/ or emotional needs are much better provided for and in a better place to make progress.</li> <li>• % of children identified with SEND making expected or better progress in 2016/17 - Rd 77%, Wr 81%, Ma 77%</li> </ul>
<p>Children are able to participate in school visits.</p> <p>Children are motivated and engaged in the wider life of the school and their own personal development.</p>	<ul style="list-style-type: none"> <li>• School visits</li> <li>• 50% of the cost of the day/residential trips will be subsidised for those in receipt of PPG.</li> <li>• 50% subsidy towards:</li> <li>• Fee paying clubs</li> <li>• Sports £20 term</li> <li>• Science £28 term</li> <li>• Instrumental lessons within school.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Big Conversations' with pupils showed this to be an important aspect of learning for all PP children.</li> <li>• All children wanted more school visits to complement their learning in class.</li> <li>• Attendance data for PP children shows an improvement over 2016/17 from 9.6% sessions missed to 7%. This is a 2% improvement from FSM data for 2015/16.</li> </ul>
Implementation of THRIVE individual and whole class actions will support children to become more resilient, secure and confident	<ul style="list-style-type: none"> <li>• Thrive Intervention</li> <li>• Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable providing a foundation for academic attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• PP children with Thrive action plans and regular reviews have made an average of 31% progress in their development strands.</li> </ul>

Children to become more resilient, secure and confident by engaging in challenging tasks through Forest Schools provision.	<ul style="list-style-type: none"> <li>Designing a stimulating experience for whole classes with the aim of ensuring that our children can make good progress academically as a result of them having a strong self-esteem and inner confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Staff reported the importance within classroom learning of the dispositions and attitudes being developed through Forest Schools provision.</li> <li>Evaluation from children from children's End of School reports showed this area of provision to be a highlight of the year.</li> </ul>
Children make expected or better progress in reading, writing and maths by raising aspirations and achievement.	<ul style="list-style-type: none"> <li>Essential study skills workshop for Years 5 and 6 to develop and embed learn to learn strategies such as: <ul style="list-style-type: none"> <li>memory techniques.</li> <li>developing a growth mindset.</li> <li>effective revision skills.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Y6 PP children made expected or better progress in reading, writing and maths.</li> <li>Feedback from staff and children was only positive.</li> </ul> <p><i>"How to revise, and you don't have to study 24-7. It was great, I would like to do it again. It has really helped me"</i></p>