

ST THOMAS' LEESFIELD C.E. PRIMARY SCHOOL

'To Be The Best We Can In The Sight Of God'

EVER SIX PUPIL PREMIUM: September 2017- July 2018

72 pupils identified for Pupil Premium funding. Below is the breakdown of the funding for our PP children.

Over the last three years we have been pleased with the positive impact re our carefully planned spend of this additional money as this funding helps us to break down the barriers for some of our PP children e.g. improve attendance and punctuality , help to build self-confidence, self-esteem, self-belief and to become aspirational. Our children will achieve more of their non-negotiable statements because of the opportunity for small group work and additional workshops and even 1-2-1 support...particularly in the areas of reading, writing and maths. Our bought in counsellor will offer private and confidential strategies to those vulnerable children that need/want further guidance and support. All our PP children will be fully equipped and smart and feel that they belong and will have the same additional/extra opportunities as NPP children for 'awe and wonder'.

The 2017/18 funding has been allocated as per below and the positive impact will be constantly reviewed throughout the academic year ...the measurable outcomes of which will be published on our website in August 2018 thus helping school to decide if our reasoning behind each approach is value for money.

<p style="text-align: center;">ALLOCATION For 2017/18</p>	<p style="text-align: center;">2017/18</p>	<p style="text-align: center;">EVALUATION & POSITIVE IMPACT 2017/2018</p>
<p>Group Tuition Y3,4,5,and 6 Maths, Writing & Building Self Esteem – Retired Ex Deputy Head of the school.</p> <p>PP children ‘more able’ - 6xY6, Y5, Y4 and Y3 pupils in Autumn Term 45 mins x2 additional support weekly.</p> <p>PP children ‘Catch up....Emerging to expected Aim’ 6x Y6, Y5, Y4 ,Y3 Spring Term 45 mins x2 additional support weekly.</p> <p>PP children ‘Further refined Catch up..... Emerging to Expected aim’ 6 x Y6, Y5, Y4, Y3 Summer Term 45 mins x2 additional support weekly.</p>	<p style="text-align: center;">£12,970</p>	<p>Retired Ex Deputy Head of the school taught specifically identified non- negotiable statements (in liaison with the year group class teacher) that the ‘catch up’ children had struggled to fully grasp and the ‘more able’ children quickly attained so that they moved rapidly onto ‘deeper learning’ statements.</p> <p>The ‘Fix it/Catch up’ children’s confidence in their own capabilities dramatically improved under the care, experience, guidance and support from the retired and well respected ex Dep. Head. (Case study file evidence available upon request). It was fantastic to see/hear the children recognising and measuring their individual success and appreciating their efforts and learning from the groups in Y3, 4, 5 and 6.</p> <p>Strategy/Approach - The 45 minutes for a group of 6 children has been developed into a very successful approach...optimum concentration time for each group of identified PP children linked to the non- negotiable statements that each child aimed to achieve. The Y6 children always attended their session at 8:15-9am so the teaching & learning was always additional to other school learning time. Success measured by number of non-negotiable statements achieved beyond the usual classroom lessons. (see PC file for evidence).</p> <p>In-house cohort data (available on request) also illustrates favourable ‘closing the gap or better’ between PP and NPP children in writing and maths for the ‘Expected’ and ‘Exceeding’ %s. The exception is the Year 5 PP children where the gap has not closed as rapidly as we would like. More funding may need to be focused in Year 6 (2018-19) to narrow the gap (see 2018-19 PP Action Plan).</p>
<p>Learning Mentor Supporting Vulnerable Families. Dealing with outside agencies/support when needed, 72 x Ever 6 FSM pupils/families/pastoral care.</p>	<p style="text-align: center;">£13,545</p>	<p>Our extremely experienced Learning Mentor constantly guided/supported our high expectations re attendance and punctuality. She supported vulnerable families in a caring and practical way. Attendance and punctuality was carefully monitored (daily) to ensure that each and every child achieved as much learning time in school as was possible. All year group attendance within the 95.3% and 97.0% in 2017-18. Identified individuals causing concern parents attended panel meetings to agree further positive strategy (case</p>

		<p>studies available upon request). Vulnerable groups were also tracked and monitored throughout the academic year. In particular PP children % attendance against NPP children was a concern at end of Year 5 but end of Y6 (2017-18) back up and in-line with NPP (9% increase). Our EAL children in Y4 were also a concern when in Y3 but again their % increase went from 82% (16-17) to 95% (17-18). See LM records for further specific cohorts/groups.</p>
<p>Headteacher Additional Revision support for Y6 PP in Spring Term—MATHS and READING (12 wks x 2hrs)</p> <p>Head in Y6 supporting Y6 teacher colleague with additional strategies with smaller group work. Higher % of PP children to achieve GLD and Exceeding.</p>	<p>£1,630</p>	<p>One part time Head supported a Reading group in Y6 and one part time Head supported a Maths group in Y6. One hour lesson x 12 sessions.</p> <p>Strategy employed was favourable (and manageable over a short focussed period) as children taught in much smaller groups and thus misconceptions and consolidation revision was more pertinent to individual needs and thus effective). Parent’s and children’s feedback was extremely positive and appreciated.</p> <p>Favourable KS2 SATs (81% Reading and 77% Maths) & Teacher Assessment results. PP & NPP gap is up in both. Reading – PP 82%/NPP 80%; Maths – PP 82%/NPP 75%.</p>
<p>Teacher Assistant –Y1/Rec</p> <p>Specific role to ensure PP achievement.</p>	<p>£16,935</p>	<p>See in-house data for success with small identified group of children plus Performance Mangement evidence/data. RC constantly ensuring that the PP children received additional support with specific EY curriculum areas and daily phonics. Careful guided liaison with parents (workshops) re how to continue to support their child’s reading. Rec ELGs and Y1 Phonics results (2018) also support the positive impact from this teaching assistant.</p>
<p>Reading Development – Assistant Headteacher to develop a piece of work around closing the gap for PP/NPP children re reading skills</p> <p>Assistant Head released from Y2 teaching (due to professional development opportunity for TA) to undertake above project...particularly Rec-Y3 PP children. 3hrs per week.</p>	<p>£5,650</p>	<p>Assistant Headteacher (FR) organised staff training as well as workshops for parent to improve and support the learning and attainment of phonics and reading skills. After intensive staff training, TAs and Class Teachers delivered phonics lessons to focussed groups of children at different phases of the Letters & Sounds resource. FR (plus other members of staff) also visited other schools (also a recommendation from our SIP – see SIP reports for impact) to improve practice and gain ideas to implement where necessary in school. Very positive impact in that our test results for phonics in Y1 (for 2018) was 93%. The reading interventions are now embedded throughout school with clear expectations and guidance. This positive initiative will continue with further consolidation into the next academic year (2018-19).</p>

<p>Counselling Service for vulnerable children-Emotional Wellbeing 1 day per week x 38</p>	<p>£6,340</p>	<p>Many of our children have been able to access school learning more regularly and with increased confidence and self-belief because of the tailored strategies taught by our bought in counsellor. Identified children typically access 30 mins weekly session x half term. (Anonymised success data available upon request).</p>
<p>Writing and Maths Skills Development Experienced Teacher to constantly consider and trial strategies to employ alongside NQT teachers so that Y3,Y4 and Y5 PP/NPP gap narrows (particularly writing non-negotiable statement % achieved in Y4 2017/18)</p>	<p>£9,665</p>	<p>Our experienced teacher worked alongside and also mentored our 3 NQT teachers with a focus on writing. There was a positive impact on the end of year results for Y3 (PP 100%/NPP 94%) and Y4 (PP 78%/NPP 73%) although this was not the case in Y5. This will be a focus area in Year 6 (2018-19) for this cohort of PP children with further interventions/strategies planned.</p>
<p>Lunchtime Nurture Groups - 11 TAs – 30 mins per day x 38 weeks £11.85 per hour Helping to develop several areas of learning e.g. social communication, speech and language, gross and fine motor skills, physical fitness, phonics development etc</p>	<p>£12,385</p>	<p>Identified children given daily support through play and thus improvement and development in many areas e.g. fine and gross motor skills, speech and communication support, specific support re reading/dyslexia, fitness, social stories time etc. See SENCo/Learning Mentor for evidence of barriers being broken....evidence of improved confidence, fitness, improved communication and developing aspiration etc! Additional to the above, the Nurture groups also ensure a calm and safe preparation to after lunch and into afternoon learning time.</p>
<p>Y6 Residential - supports the building of confidence and other personal qualities etc.</p>	<p>£2,300</p>	<p>Financial support towards the Y6 residential from which the children further built on their confidence and appreciated learning new skills...just outside their comfort zone! (See Y6 teacher to hear individual and specific evidence). This also gave our PP children the opportunity to experience the Oldham Pledge (Essential Life Skills) for Outdoor Adventure which they may not have had the opportunity without this focused PP funding.</p>
<p>Uniform/P.E. kit/book bags – sense of pride and belonging</p>	<p>£500</p>	<p>Sense of pride and belonging. Occasional financial support for children.</p>
<p>Visits/trips (Rec-Y6) relating to topic work—</p>	<p>£3,150</p>	<p>Day trips subsidised to enable affordability for the ‘Awe and Wonder’ experience that our</p>

<p>contribution from PP money to help ease cost to parents All children to have that opportunity for 'Awe and Wonder'</p>		<p>children deserve. Speak to individual teachers/children to hear about what they learnt away from the classroom. See class Topic Books for photos, write-ups as well as individual class pages on our school website for evidence of enjoyment of real-life, first-hand experiences.</p>
<p>FAB Family Activity Bags – TA x 2 hour per week x 38 weeks (£11.85 per hour)</p>	<p>£900</p>	<p>Family Activity Bags (mainly used in Reception and Y1 classes) taken home for adults/older siblings to 'play' with. Barriers broken down include: Improved imagination, sense of fair play, enjoyment fun and creativity, family members genuinely giving each other time away from computer games/mobile phones and the TV. The children enjoy hearing/seeing the games they have played with their families via feedback in celebration Assembly. See WF (Performance Management target) for evidence of positive impact.</p>

Planned allocation for 2017/18 was: £85,970

Actual Expenditure for 2017/18 was: £85,970