



GREAT SANKEY PRIMARY SCHOOL

Pupil Premium Impact Review for 2017-2018

Together We Learn and Grow

Amount of Pupil Premium funding received for 2017-2018:

Number of pupils eligible:	36 (12%) (including 1 LAC, 9 Post LAC and 2 Services) check
Total Pupil Premium received:	£ 41,735 (Sept 17)

Identified barriers to educational achievement:

Our school has identified the following barriers for some of the pupils currently in receipt of Pupil Premium:

- Knowledge and understanding of key maths strategies to accelerate learning, focusing on retention of fluency facts
- Knowledge and understanding of reading strategies to accelerate learning, focusing on inference and deduction
- Access to extra-curricular activities such as trips, participation in clubs, enhancement activities
- Parental engagement
- Resilience and approaches to independent learning
- Social and emotional skills and engagement
- Early speech and language
- Post adoption / attachment disorder / separation anxiety
- Low attendance of some pupils (94.9% 2016/17)

A key focus within school the academic year was the importance to develop resilience, independent learning and personal growth. These were all identified as a barrier particularly for some disadvantaged children at GSP. Following analysis, children appear to have little awareness of their own thinking and often control over their own behaviour. This can inhibit their ability to learn deeply, reason and consequently achieve the highest levels. Previous strategies have focused on outcomes and have been heavily intervention based with an over reliance on adult support and intervention.

Planned measuring of the impact of Pupil Premium funding 2017/18:

In addition to the milestones identified within the action plan, the usual cycle of data collection and the monitoring and tracking of cohort's attainment, was used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings of this strategy took place each term and included the HT, SLT and were reported back to the PP team and the Designated Governor. Alongside this, every term, the school reviewed the impact of action taken and planned how funding was specifically allocated over the next phase for maximum impact. The PP provision map and review also informed this to review each individual child in receipt of funding. When selecting pupils for disadvantaged target groups, the school looked carefully at all pupils across the year groups. Pupil Premium funding and the impact of this was monitored closely by the Link Governor and the Standards and Resources Committees

alongside the full governing Body and reported through the Head's report and the termly position review statements. The Link Governor attended a number of meetings throughout the year as well as taking part in Pupil Premium monitoring.

Key Lead: Mrs Victoria Briggs

Deputy Lead: Mrs Lisa Wilding

Lead Governor: Mrs Avril Topping

Lead PP teacher: Mr Tom Gawne

PP Teaching Assistants: Hayley Nicholson (EYFS), Paula Wilks (KS1), Julie Pearson (KS2) and Sarah Leah (Pastoral Lead and Deputy DSL)

Autumn Term Evaluation	Spring Term Evaluation	Final Evaluation <i>Have the intended outcomes been achieved?</i>
<p>Pupil Outcomes: Analysis of PP outcomes at the end of the Autumn Term show children, particularly in years 3,5 and 6, making good progress against that of non-PP children. The following percentage of PP children in each year group are targeted to achieve combined expected standard in RWM by the end of the year. Year 1 – 50% Year 2 – 62% Year 3 – 100% (With 33% targeted to achieve GDS in reading and maths. Year 4 – 33% Year 5 – 71% (43% targeted to achieve GDS in writing and maths) Year 6 – 67% (33% targeted for GDS in reading and 17% targeted in writing and maths.)</p> <p>Intervention Programmes: Across the school, many successful intervention programmes continue to be in place supporting children for their individual needs. Reading and Writing interventions are in place to ensure children make as much progress as possible from their starting points and towards their targets. EYFS children are having focused intervention in terms of pencil control, reading and play bags to ensure these children are as ready possible to begin more formal writing tasks and social skills are developed. Successful interventions in KS1 and 2, where TA support is being directed and used to target key children for maths, reading and writing – as well as a dedicated TA to deliver Speech and Language.</p> <p>Phil Clark, has delivered 1:1 drumming sessions from children in KS1 right through to LKS2 in the autumn term to help build their self-esteem and communication skills.</p>	<p>Pupil Outcomes: Analysis of PP outcomes at the end of the Spring Term shows that children across the year groups have maintained their level of progress towards end of year targets. Children in years 3, 5 and 6 continue to perform well compared to their peers. One child in Year 4 is being targeted to see if he can achieve GDS by the end of the year in reading based upon KS1 scores; other children continue to perform below compared to their peers.</p> <p>Monitoring: A book scrutiny of PP books from all year groups in school has taken place with PP lead teacher and HT. Evidence from children's books show good evidence of challenge for children, high expectations and good progress. Follow up monitoring of this took place with PP lead governor where case studies were shared and evidence in pupil books was scrutinised.</p> <p>Intervention Programmes: A range of intervention programmes have continued to have positive impact across the school from the Autumn Term. These continued to be reviewed regularly by class teachers and teaching assistants to ensure that they have meeting the needs of the children involved. In addition to academic interventions, SL continues to provide pastoral support to any of our more vulnerable PP children across the school – providing them with the necessary support they need. Drumming has continued on a 1:1 basis for small groups of PP children in UKS2 this term and this has been a real success for some of the children in</p>	<p>Pupil Outcomes: Year 1: Combined RWM 25% 50% ARE in reading, writing and maths alone. Year 2: Combined RWM 75% 88% ARE in Reading Year 3: Combined RWM 100% Year 4: Combined RWM 33% Year 5: Combined RWM 81% Year 6: Combined RWM 50% (6 pupils, Na 70%) End of Key Stage outcomes at KS2 show that targeted support in Year 6 have made impact. 1 child achieved GDS standard in Mathematics with 2 children achieving GDS standard in reading and GPS. Progress measure scores also show good progress from previous years, particularly in reading and maths. Progress scores for reading 4.54 (Na 0.31), writing -0.95 (Na 0.24) and maths 1.65 (0.31). Average scaled score for reading 107 (Na for non-dis 106.1) and in maths 103.7 (Na for non-dis 105.4).</p> <p>Pupil Provision Maps & Case Studies: At the end of the academic year staff have completed the PP provision map for children within their classes to reflect upon the interventions and support over the year and monitor what has and has not had the impact initially desired. Staff have highlighted any children of interest and completed a case study to share any success stories around what has worked well. The impact of this has meant that staff have closely studied the need of each individual child and carefully evaluated the provision provided against the barriers. Case studies have enabled good practice to be shared, celebrated and built upon across the school.</p>

<p>Across the school, funding towards providing children with Times Table Rock star programmes and children in KS2 with Reading Plus intervention programmes are having great impact with children on improving basic skills. Matt Cann, our PE specialist teacher has delivered lessons to a group of children from KS2 as part of developing character and resilience in some of our less confident children. The programme will work as part of the Commando Joes Programme and will continue through to the Spring term. Staff have all completed a provision map of the PP children within their care to detail thoroughly all support and intervention programmes delivered to children, and the impact that this has had.</p> <p>Case Studies: All staff have completed detailed case studies for a selected PP child in their care, detailing challenges that the children have faced upon entry to their current year, intervention and support that has been put in place and outcomes and impact that have been seen at the end of the autumn term. Particularly good examples show children are overcoming barriers to learning that they had shown at the beginning of the year, and good progress being made against their starting points.</p> <p>Additional Income: Additional income for the year has come from new starters in to the school. One has joined the school in Year 5 and others have started the school in our Nursery. Income TBC</p>	<p>Year 5. These children, after making such an impression, were selected to attend the Thomas Boteler performance of Greece in school and had opportunity to meet with the staff and pupils who took part.</p> <p>Specialist PE teacher, Matt Cann, has continued to work with children in KS2 and we are noticing a real increase with the confidence and resilience from these children taking part. He has begun using the resources supplied from Commando Joe's and plans for this to reach out further into our curriculum are being put into place for next year.</p> <p>Pupil Provision Maps & Case Studies: All staff have completed their provision maps for children in their classes; giving them opportunity to think carefully about the interventions the children have had, the outcomes these interventions have provided and any areas of further development for these children. Staff have been encouraged to think carefully about particular success stories with any of their children this year ready for EOY case studies.</p> <p>CPD: All school staff received CPD from Commando Joes this term to look at how we can begin to incorporate their resources into our everyday curriculum. They have received training on developing the growth mindset of our vulnerable children; looking at various ways and techniques to ensure our PP children make the very best progress they can. PP lead teacher, TG, received coaching from visiting consultant – Barbara Dutton to look at the best ways in which we can evidence the impact and progress our pupil premium children make within school.</p> <p>Additional Income: New children joining our school Nursery have been classified as PP and additional income for these TBC.</p>	<p>Pupil Provision: Many of the provisions put in place this year have had significant impact and worked well for our PP children. Using our DHT as an additional teacher has enabled us to raise standards with some children achieving GDS by the end of the year. Visiting sports coaches and dedicated 1:1 drumming sessions have been held in high esteem and have helped raised pupil confidence when working with their peers and within PE / Sports lessons. A dedicated Speech and Language TA continues to work with identified children within the afternoon and this will continue in aid of supporting children in the next academic year. Purchasing additional consultation support including play therapy, psychologist and Occupational Therapy has also supported individual children.</p> <p>Monitoring: Writing Resilience + Engagement With Texts Monitoring across the year has shown greater resilience in UKS2 classes, particularly with boys and the PP children. Investment in high quality texts has engaged less enthusiastic pupils more in the writing process and given them opportunity to be introduced to higher level vocabulary. Across the year and in particular, the final two terms – pupils have shown greater ability to write at length and include more relevant and interesting detail within their written work. To ensure engagement in reading continues, investment has been made particularly in UKS2 with the '100 recommended reads before you leave Y6' book launch.</p> <p>PSHE Skills Investment in pastoral support and subsidisation of trips / clubs has allowed for greater participation of PP children on residential visits and clubs and assisted in delivering high quality PSHE interventions for more vulnerable children across the year – particularly with groups of Y5 children. Where behavioural incidents with certain groups of children were logged as relatively high, due to high investment in PSHE and pastoral support - these have reduced.</p>
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Attainment Performance 2017-18 for Pupil Premium children

Percentage of disadvantaged children who made expected and more than expected progress to reach ARE+ compared to non-disadvantaged (other) pupils

Year One	4/45 of the cohort = 9%	25% = achieved R, W, M combined 50% ARE+ Reading, 50% ARE+ writing, 50% ARE+ maths
Year Two	8/44 of the cohort = 18%	75% = 6/8 achieved R, W, M combined 88% = 7/8 ARE+ Reading, 75% = 6/8 ARE+ writing, 75% = 6/8 ARE+ maths
Year Three	4/46 of the cohort = 9%	100% = achieved R, W, M combined – sig above non pp children 100% ARE+ Reading - sig above non-pp children, 100% ARE+ writing - sig above non-pp children, 100% ARE+ maths – sig above non-pp children. All sig above non-pp children. 25% = GD in reading, 25% = targeted GD in maths
Year Four	3/45 of the cohort = 7%	33% = 1/3 achieved R, W, M combined – sig below non-pp children 33% ARE+ Reading - sig below non-pp children, 33% ARE+ writing - sig below non-pp children, 66% ARE+ maths – sig below non-pp children. All sig below non-pp children. KS1 results 1/3 achieved GD in reading, only targeted for ARE
Year Five	8/45 of the cohort = 18%	81% = 6/8 achieved R, W, M combined = to non-pp children (sig +) 88% (7/8) ARE+ Reading, 81% ARE+ writing (6/8) sig+, 88% 7/8) ARE+ maths, sig+. 50% = 4/8 achieved GD in reading (sig+ non PP). 38% = 3/8 for GD in writing (above non-pp), 13% for GD in maths (below non-pp) Good performance of pp against non-pp.
Year Six	6/47 of the cohort = 13%	50% (3/6) achieved ARE+ in all three areas. 100% (6/6) ARE+ Reading, 67% (4/6) ARE+ Writing, 67% (4/6) ARE+ maths, 83% (5/6) EGPS. 33% (2/6) for GD in reading, 17% (1/6) in maths and 33% (2/6) in EGPS. Good performance of pp against non-pp

Reception: 67% of Pupil Premium (PP) children reached a Good Level of Development (2 out of 3 children). 33% achieved expected or above in all other than PSED.

Phonics: 4 children (9% of Y1) were in receipt of PP, 3 of which passed this check (75% of disadvantaged compared with 90% for all). The child who did not pass the check is on the SEN register.

KS1 SATs results 2018 (National in brackets)

Cohort Details	Reading	Writing	Maths	Combined in R, W &M
All (46)	82% (75%)	82% (70%)	89% (76%)	75% (64%)
Pupil Premium (8)	7 = 88%	4 = 75%	6 = 75%	6 = 75%

KS2 SATs Results 2018(National in brackets)

Cohort Details	Reading	Writing	Maths	EGPS	Combined in R, W &M
All (47)	91.5% (75%)	85.1% (78%)	92% (76%)	95.7% (78%)	80.9% (64)
Pupil Premium (6)	100%	67% (4/6)	67% (4/6)	83% (5/6)	50% (3/6)

KS2 Progress Score 2017

Cohort Details	Reading	Writing	Maths
All (47)	3.75 (well above average)	1.63 (average)	3.22 (well above average)
Pupil Premium (6)	4.54	-0.95	1.65
National average for non-disadvantaged	0.31	0.24	0.31

KS2 Scaled Score 2018

Cohort Details	Reading	Maths
All (47)	107.8	106.7
Pupil Premium (6)	107	103.7
National average for non-disadvantaged	106.1	105.4

Attendance:

Disadvantaged children's attendance was at 92.6% (below that for non-disadvantaged at 94.5%)

Review of expenditure:

Area of Spend	Impact and key learning	Total Allocation
<p>Dedicated TAs per phase for focused intervention for pupils at risk and leading on impact of provision <i>(Rationale: Data shows effective diminishing of differences in EYFS following dedicated focused PP TA, therefore focused to whole school to ensure individual staff are deployed most effectively).</i></p> <p>TA support in class for focused interventions for pupils at risk if not meeting at least ARE <i>(Rationale: Data shows this approach to work in meeting the needs of individuals if staff are targeted and deployed effectively as well as regularly reviewed).</i></p> <p>CPD for developing reading strategies, inference skills and focused interventions alongside middle leader developmental focus <i>(Rationale: Data shows the needs of individuals is not always</i></p>	<ul style="list-style-type: none"> Dedicated TAs and whole school commitment by all staff to ensure children are reaching their potential through high quality first teaching, fostering independence and offering a stable and consistent school improvement resulted in raised outcomes and a higher % of PP children attaining age related expectations across the school. A higher % of PP children in KS1 attained phonics and the expected standard for reading, writing, maths with some reaching greater depth expectations. A higher % of PP children achieved all three combined subjects. The focus on core skills for PP children resulted in a greater number reaching combined reading, writing and maths. Talk Boost in EYFS supported children effectively in their language and communication skills resulting in 2 out of 3 children achieving a Good Level of Development. On entry they were significantly behind their peers on baseline assessments. Pupils at KS1 attained better than 'other' pupils in reading, however writing and maths was slightly below all other pupils in school but above national outcomes. Reading attainment and progress across the school increased significantly again, 	<p><i>Specialist teachers and classes:</i> £10,000</p> <p><i>Educational support staff, including subsidising part of Pastoral lead role & additional mid-day supervisor:</i> £24,800</p> <p><i>Learning Resources (Early Talk boost, classroom resources):</i> £3,000</p>

<p><i>being met as some staff lack the knowledge and key skills to accelerate learning. SLT has responded to EOY outcomes with CPD and intervention programmes with excellent records of progression).</i></p> <p>Dedicated pastoral lead support <i>(Rationale: Review shows increasing needs for pastoral and nurturing support in school. Research shows lack of attendance, parental engagement and personal barriers to learning results in the needs of the individual not being met.)</i></p> <p>Funding for extra curricular events, school trips and residential and uniform support <i>(Rationale: The social and emotional needs of the individual will be met as part of our school ethos and commitment in which we strive for a whole child centred approach).</i></p>	<p>including those attracting PP funding.</p> <ul style="list-style-type: none"> • PP children made better progress than ‘all’ children in reading across the school, with both achieving well above average and well above national average. • Maths progress was also above national for disadvantaged. • Writing made progress however was slightly below national. • As a result of quality CPD, lesson monitoring, observations and work scrutiny indicate that provision for more PP pupils is at least good with many outstanding practices. These are shared through pupil performance meetings, pupil premium champion meetings and general staff meetings to ensure good practice is further built upon. • CPD across KS2 on inference, immediate impact in attainment end of KS results and also in year progress. Strategies to continue and be further implemented Sept 2018 with a further review in looking at boys writing for disadvantaged across the Trust. • PP pupils targeted through Reading Plus and additional TA in Y5 and Y6. • A greater percentage of pupils achieved greater depth in reading and EGPS. • External reviews, including dedicated reading and teaching and learning reviews have indicated provision to be consistently good with much outstanding. • Attendance for PP children has been in line, on average, with whole school and close relationships and liaison with parents has proved successful for some families with persistent attendance. Some families continue to take holidays in term time. • A greater percentage of pupils across the year groups have attained the expected standard in reading, writing and maths and there has been a greater focus on those achieving greater depth. • Pastoral support has resulted in vulnerable children remaining in school and accessing regular support, which in turn has impacted on their academic progress. • Social skills have been developed for some pupils with pastoral support resulting in low reported incidents outside and inside the classroom. • All PP children accessed residentials, extra-curricular clubs and educational visits. • All PP pupils at KS2 are accessing additional music lessons. 	<p><i>Uniform subsidy:</i> £400</p> <p><i>Educational Visit Subsidy:</i> £1,000</p> <p><i>Consultancy support & CPD:</i> £7, 200</p>
<p>Key learning and issues arising from this review:</p> <ul style="list-style-type: none"> • Pupil performance meetings were rigorous and thorough and involved class teacher, teaching assistant, SENDco, key stage and assessment leader. This resulted in a whole child approach and key, focused targeting of children to ensure maximum progress. • Development of PP Champions and PP provision mapping led to a clearer understanding of the purpose and objectives identified across the school. • Staff were very committed to high expectations for all pupils and developing their independent learning skills. • This was the second year that we used the developed inference reading skills and Reading Plus and it continued to be very positive, with a continued impact seen on the progress and attainment of reading, diminishing the differences between the attainment and progress of PP and non PP. • High quality CPD, which included one to one bespoke training has had a significant impact in raising standards. • EYFS GLD – focus next year on diminishing the difference between disadvantaged boys and non-disadvantaged children meeting GLD. • Persistent absentees – focus on attendance increase to reduce PA and absence of disadvantaged children. • Strategies tailored towards reasoning in maths, greater depth and EGPs in 2017-18 showed significant impact in raising standards and outcomes at KS2. 		

- The writing at the end of KS2 for PP and non PP children lessened although work still needs to continue in this area for 2018/19
- Continue with external reviews and teaching and learning reviews.
- Seek further initiatives with regards to attendance to ensure that those taking holidays during term time decreases. Two week break in October and June also to continue to support families in taking holidays during these terms.
- Continued further revision of the curriculum in September 2018 which refocuses in key vocabulary (tiered) and knowledge (interleaved) across the foundation subjects alongside with the review of repetition to ensure retention of key areas.
- Trust wide approach to improving writing outcomes (and reading) for all disadvantaged children.

Planned provision for 2018/19:

- Early Talk Boost – training for new TAs into EYFS
- Reading Plus purchase (this year) for all disadvantaged children at KS2
- Additional support UKS2 for ‘catch-up’ in reading, writing and maths
- Pastoral support time
- Commando Joes support
- Speech and Language
- Spelling materials to support, particularly Y6 children
- External psychologist support for identified disadvantaged children
- External consultant support for identified disadvantaged children
- Releasing of subject leads to work with disadvantaged children to establish any cause for gaps in foundation areas
- Funding to support access to educational visits, residentials, music lessons etc.