

Analysis of use and impact of Pupil Premium Funding 2015-16

Aim	Intervention/Activity Funded	Intended Impact	Evaluation and new Action (Data)	Cost £108070
<p>Research undertaken by the NFER has identified seven building blocks that are common in school which are more successful in raising disadvantaged pupils' attainment.</p> <p>https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</p> <p>Tollgate Primary School follows the whole school ethos of attainment for all and therefore many of these actions impact <u>all</u> pupils deliberately.</p>				
<p>1) Teaching and learning is consistently good across the school. All children making progress, with at least 80% of each class meeting the end of year expectation.</p> <p>(SDP Priority 2)</p>	<p>Support from outstanding professionals from exterior settings used throughout the school on a weekly basis. Teaching surgeries available for personalised and targeted support. Team teaching and regular CDP used to raise standards for all.</p>	<p>Accelerated progress for all narrowing the gap between PP & non PP groups.</p> <p>Improved participation in class with children 'learning to learn' within a growth mind-set ethos.</p>	<p>In the Autumn term 2015 quality of teaching showed that 70% of teaching was not good enough. Following concentrated SLT work, in the Summer 2016, monitoring shows that 90% of teaching is good or better. There has been some governor and teacher turnover within this time.</p>	<p>£19000</p>
<p>2) Tollgate ensures that effective behaviour strategies are in place.</p> <p>(SDP Priority 3)</p>	<p>School has recruited an Inclusion Lead and Assistant into their team, alongside a fully resourced Nurture room.</p>	<p>Early help can be identified and offered to children unable pay attention to access their learning. Behaviour incidents will decrease and learning behaviour will improve for all.</p>	<p>In the recent monitoring cycle there were 389 reported incidents between January and May 2016. Just 10 pupils were responsible for 334 of these. It is against this background that we have employed a dedicated behaviour team. Both the Inclusion lead and assistant have been able to complete direct work with the parents on a regular basis.</p>	<p>£24,600</p>
<p>3) To develop a continuous</p>	<p>Using Boxhall and S&D Questionnaires' amongst other</p>	<p>Early help can be identified and offered to children unable pay</p>	<p>Outcomes of Self Esteem interventions</p>	

<p>programme of individual and group interventions for pupils who have been identified as vulnerable</p> <p>(SDP Priority 3)</p>	<p>resources, staff have identified each pupils challenges and interests. Due to this investment in <u>all</u> children, Tollgate seeks the best strategies to help each pupil make the next step in his or her learning. Therefore school (due to increased, upskilled staff) have been able to provide individual support for specific learning needs and group support for children with similar needs.</p>	<p>attention to access their learning.</p> <p>Children who score as vulnerable in the Boxall and S&D Questionnaires will show progress when reassessed during the intervention.</p> <p>Raised self-esteem and emotional support will build learning power inside the classroom.</p>	<p>Pupil Achievement Jan – July 2016 Assessments were made at the beginning, during and at the end of the 10 week period of interventions.</p> <p>97% of the children accessing the interventions showed improvement in self-esteem from their original baseline score. Of the 97% the average increase was 22 points, with most increases in the “Sense of Self” and “Sense of belonging” categories.</p> <p>At the midway assessment scores, 99% achieved an increase in scores, but this fell by an average 5 points at the final assessment, this possibly could be attributed to the end of school year transition period and or environmental circumstances.</p> <p>Teachers report that 95% showed improved availability for learning within the classroom.</p>	
<p>4) To raise pupil attainment in Maths across the Year Two children.</p> <p>(SDP Priority 2)</p>	<p>Classroom support through the use of a fully qualified teacher to run interventions. Bespoke curriculum used for both pre-teaching and post teaching of lessons. Gaps identified in learning and delivered in small groups within the classroom to accelerate learning.</p>	<p>Accelerated progress in targeted groups; narrowing the gap between PP and non-PP groups’ attainment; improved participation in lessons for those children with historic emotional and environmental needs.</p>	<p>Data shows that before the intervention in January 2016 86% of the PP children were below track (BT) in Maths, and 14% where above track (AT). After the intervention which concluded in May 2016 data showed 67% below track, 17% on track (OT) and 17% above track. This equates to one PP child improving on their attainment this would close the gap statically.</p>	<p>£3800</p>
<p>5) To raise pupil attainment in English across the Year Two children.</p>	<p>Classroom support through the use of a fully qualified teacher to run interventions. Bespoke curriculum used for</p>	<p>Accelerated progress in targeted groups; narrowing the gap between PP and non-PP groups’ attainment; improved</p>	<p>Reading The intervention data showed the gap closing between PP children and non PP children. Data shows that one child needed to improve on</p>	<p>£3800</p>

<p>(SDP Priority 2)</p>	<p>both pre-teaching and post teaching of lessons. Gaps identified in learning and delivered in small groups within the classroom to accelerate learning.</p>	<p>participation in lessons for those children with historic emotional and environmental needs.</p>	<p>their attainment to close gap the gap between their peers.</p> <p>Writing Autumn data showed 5 children needed to improve to close the gap. After the intervention this decreased to 3 children.</p>																													
<p>6) To respond quickly to poor attendance and provide strong social and emotional support including through working with parents.</p> <p>(SDP Priority 3)</p>	<p>School have recruited a Pastoral Support Officer to develop good relationships and communication with parents/carers of children at the school and encourage parental involvement in the school and its activities; with particular focus on Pupil Premium children</p> <p>Drop in sessions and support frameworks available for parents within the school. Signposting to external agencies complete to support the needs of families.</p>	<p>Increased numbers of parents participating in various events – track against previous numbers from engagement sheets.</p> <p>Families receive the support required social and emotional needs. Vulnerable children are therefore more likely to be able to pay attention and access their learning.</p> <p>Attendance is monitored closely. Where children’s attendance begins to decrease the Family Support Coordinator makes contact with the families to offer support.</p>	<p>Whole school attendance has been below national expectations (96%) for the latter part of the year. It has sat between 94%-95%.</p> <p>Our family support co-ordinator has worked with the families affected by low attendance. Attendance has improved in vulnerable groups due to the initiatives available.</p> <table border="1" data-bbox="1294 707 1863 1126"> <thead> <tr> <th></th> <th>Total Number of Pupils</th> <th>Number of Pupils with improved attendance Across terms</th> <th>% of Yr Group</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>53</td> <td>39</td> <td>74%</td> </tr> <tr> <td>Year 1</td> <td>43</td> <td>25</td> <td>58%</td> </tr> <tr> <td>Year 2</td> <td>43</td> <td>24</td> <td>56%</td> </tr> <tr> <td>Year 3</td> <td>44</td> <td>21</td> <td>48%</td> </tr> <tr> <td>Year 4</td> <td>51</td> <td>30</td> <td>59%</td> </tr> <tr> <td>Whole School</td> <td>234</td> <td>139</td> <td>59%</td> </tr> </tbody> </table> <p>In terms of supporting children with slipping attendance, currently we have:</p> <ul style="list-style-type: none"> - monitoring attendance levels of children at or below 90% (not children on dual placement or reduced timetables) - attendance letters sent to parents of children 		Total Number of Pupils	Number of Pupils with improved attendance Across terms	% of Yr Group	Reception	53	39	74%	Year 1	43	25	58%	Year 2	43	24	56%	Year 3	44	21	48%	Year 4	51	30	59%	Whole School	234	139	59%	<p>£5300</p>
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			<p>- attendance meetings in person or via phone with parents of children with attendance at 85% to discuss key issues / reasons for absences, actions needed & how to improve (i.e. supplying medical evidence / appointment bookings), support that can be offered by school / help parents may request.</p> <p>- meeting with pupils if appropriate after discussion with parent (identifying any worries they have about school, reasons they don't want to come to school, what children feel could help them. Penalty notices will be used, when appropriate, in line with the attendance policy.</p>	
<p>7) Teaching Assistants are well trained in supporting pupils' learning as well as in specific learning interventions, so TA's can provide effective support to individual pupils or small groups.</p> <p>(SDP Priority 1)</p>	<p>Increased staffing of TA's across the school to provide specialised provision where required.</p> <p>TA training completed by Inclusion Lead, BSS and Integrated Delivery Team</p>	<p>Tollgate identifies the strengths of each member of staff and finds the best ways to use them, promoting 'grow their own staff'. They devolve as much responsibility as possible to frontline staff and deploy their best teachers to work with pupils who need the most support, such as those in the lower sets. They ensure that TAs are well trained in supporting pupils' learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups. They also ensure strong teamwork between teachers and support staff</p>	<p>There is a high number of TA's working within Tollgate Primary School, offering a wide variety of skill sets. The demographic of the school requires TA's to be fluid and flexible in their approach which in turn continually develops their professional capacity. Roles can include, key working, small group work, leading larger groups, extending able children, working with SEN children and supporting emotional needs.</p> <p>Children with a high level of social and emotional difficulties receive additional support in terms of an identified key worker. They implement and support the child in achieving the small steps planned which scaffold the pupil in developing skills towards seeing themselves as a learner.</p> <p>Data from the end of the KS1 shows the comparative results between disadvantaged children and their</p>	£51570

peers. In reading the gap has been closed, with 10% more of the PP children exceeding their expected level over the other children. Maths will remain a whole school focus moving into Autumn 2016.

		Disadvantaged Pupils (8 chn)	Compared to cohort
Expected Level	Reading	75%	5%
	Writing	63%	-2%
	Maths	50%	-15%
Exceeding expected level	Reading	25%	=
	Writing	25%	10
	Maths	13%	-2%

Research shows that vulnerable children's outcomes improve when they are kept within the classroom and provided with first quality teaching and provision from the teacher. 'Interventions' can be seen at work within the classroom unit and take many different forms. This could be pre teaching, discrete lesson or extra resources for example.