

**Fens Primary School Pupil Premium Strategy 2016-17: Evaluation**

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| **Action(s)** | **Impact of Action(s)** |
| To continue to part fund an additional teacher in Y6 to support the drive to narrow the attainment gap between our disadvantaged and non-disadvantaged children. | The seventeen ‘disadvantaged’ children in the 2017 Y6 cohort outperformed the 2017 national averages for ‘other’ (or ‘non-disadvantaged’) children at the ‘expected’ level in both writing and grammar, punctuation and spelling (GPS). In writing, 82% of the Fens ‘disadvantaged’ children achieved the ‘expected’ level against the national average (NA) of 81% for ‘other’ children. In GSP, 88% reached the ‘expected’ standard, against the NA of 82% for ‘others’. These children were also almost on equal par with the national ‘others’ for reading (76% against 77%) at the ‘expected’ level, and fell just a little short of the NA for others in maths, with 71% achieving ‘expected’ against 80%.The Fens ‘disadvantaged’ children also outperformed the NA for ‘others’ at the ‘Greater Depth’ level (GD) in reading (35% against 29%) and in GPS (41% against 36%), and were not far short in maths (24% against 27%).Any attainment gaps evident in Y3 significantly closed as the year progressed. The reading average point score (APS) for ‘disadvantaged’ children was 18.66 against a ‘non-disadvantaged’ score of 18.85. This resulted in a -0.19 gap, which equates to a difference of only two weeks, and two days. The writing APS for ‘disadvantaged’ children was 18.38 against a ‘non-disadvantaged’ score of 18.48. This resulted in a -0.10 gap, which equates to a difference of only one week, and one day. The maths APS for ‘disadvantaged’ children was 18.44 against a ‘non-disadvantaged’ score of 18.59. This resulted in a -0.15 gap, which equates to a difference of only two weeks. Combined reading, writing and mathematics APS for ‘disadvantaged’ children was 18.49 against a ‘non-disadvantaged’ score of 18.64. This resulted in a -0.15 gap, which again equates to a difference of only two weeks. Attainment gaps evident in Y2 also significantly closed as the year progressed. The reading average point score (APS) for ‘disadvantaged’ children (‘Fens Attainment Outcomes’ assessment system) was 15.60 against a ‘non-disadvantaged’ score of 15.95. This resulted in a -0.35 gap, which equates to a difference of four weeks and three days. The writing APS for ‘disadvantaged’ children was 15.40 against a ‘non-disadvantaged’ score of 15.80. This resulted in a -0.40 gap, which equates to a difference of five weeks and one day. The maths APS for ‘disadvantaged’ children was 15.45 against a ‘non-disadvantaged’ score of 15.83. This resulted in a -0.38 gap, which equates to a difference of five weeks. Combined reading, writing and mathematics APS for ‘disadvantaged’ children was 15.48 against a ‘non-disadvantaged’ score of 15.86. This resulted in a -0.38 gap, which again equates to a difference of just five weeks. |
| To continue to part fund an additional teacher in Y3 to support the drive to narrow the attainment gap between our disadvantaged and non-disadvantaged children. |
| To continue to part fund an additional teacher in Y2 to support the drive to narrow the attainment gap between our disadvantaged and non-disadvantaged children. |
| To continue to part fund the position of Family Support Officer, whose work supports parents (often of disadvantaged pupils) in a number of areas in order to have a positive impact upon the well-being of their children. | * Attendance gap between PP pupils and non PP pupils has reduced significantly (2015-2016 - 3.5%; current gap for 2017-2018 -0.75%).
* Persistent absentees have reduced from 43 in term 1a of 2016-2017 to 33 children in term 1a of 2017-2018.
* Whole school attendance for term 1a of 2016-2017 - 96.2%; term 1a of 2017-2018 - 97.5%.
* One child’s attendance in 2016-2017 was 81.7% - largely because of lates and unauthorised absences. Significant support was given to family and this year current attendance is 98.3% (1 day of authorised absence and no recorded lates).
* 5 referrals made to Early Help Team (EHT). FSO working alongside EHT to support child and family.
* Referral made to outside support services this academic year:
* CAMHS - 3
* Safer Space - 1
* School nurse - 2
* Harbour - 1
* Changing Futures - 2
* Identification of key issues of friendships groups and impact this has had on attendance. Arranged for group of girls (4 of whom are ‘Pupil Premium’) to attend the ‘Safer Space’ Project (attendance will be monitored for impact).
* 19 children rewarded for 100% attendance with a special meal on the stage (2016-2017). Children in 2017-18 have expressed their determination not to be absent so they can have the meal on stage this year.
* Two families stepped down from Child Protection to Child in Need.
* FSO supported family of a Looked After Child to ensure smooth transition from previous school to Fens. Attendance 100% and at recent PEP meeting it was reported by carer that the “Progress (the child) has made since attending school has been unbelievable. She has so much more knowledge.”
* LM (Year 5) FSO attended meetings and supported parents (of a child in Y5) to help the child be placed back with family from being looked after.
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| Continue to build upon the progress made in the quality of teachers’ marking and written feedback to children in their workbooks. | SLT carried out book scrutinies on English and Maths books on a weekly basis (therefore fortnightly for each of those subjects), and staff received weekly written feedback identifying any tweaks that could be applied to make the marking even more effective. Subject and area leaders scrutinised books on a termly basis. The quality of written feedback, already at a good level, improved even further over the course of the year, thus providing even stronger support for the children’s learning and progress. |
| Educational Psychologist to deliver Children’s Mental Health and Well-Being training to all teaching staff. | Staff have increased confidence in being able to deal with some of the issues that are being raised by our pupils. Staff also feel that they know when a situation needs to be escalated and more people to become involved. The SEND Leader was able to attend a conference on Mental Health and Well-being in order to further support the school in developing strategies to support our pupils. This training has been able to strengthen the role of the mentor within school.  |
| The School Mentoring System will be continued and extended further, with the remit of supporting Pupil Premium and other disadvantaged and vulnerable children. | The system has continued to help to support children’s well-being and sense of security (particularly the disadvantaged and vulnerable) in school; numerous children have availed themselves of the opportunity to unburden themselves of worries and concerns, or have sought help from their mentor on issues affecting them. They have thus been effectively supported in maintaining the security of their mental and emotional well-being. |
| School to participate in the Hartlepool Education Commission ‘Talk Matters’ Oracy project, in order to improve the chances of educational success of those children from disadvantaged backgrounds who do not begin school with sufficiently developed language skills. | Training has given Teaching Assistants (TAs) the additional skills and confidence to provide all children (including the disadvantaged) with a heightened level of support. As a result of training, TAs are equipped with a deeper knowledge of spoken language development and a range of resources and activities to support oracy and early literacy development. We have also now acquired an assessment tool, which enables practitioners to monitor development and to identify pupils that require more intensive levels of support. The tool supports early identification of pupils working significantly below age related expectations. Those working just below the expected standard receive targeted interventions in class, whilst those working significantly below are referred to Speech and Language for specialist intervention.  |
| Y4 staff and children to participate in NFER research around ‘Catch Up Literacy’, in the ‘active’ (rather than ‘control’) group. | As a result of completing the Catch Up Literacy intervention, all children in the group made at least three points progress throughout Year 4. Progress for the targeted children ranged from three points to four and a half points. All children increased their reading age, meaning six children had a reading age above their chronological age and three children were reading at age related expectations. One child was reading just below age related expectations but had improved their age by 12 months (two children were removed from the programme due to personal reasons). At this time of writing, we have yet to receive assessment feedback from the NFER researchers who completed assessments at the beginning and end of the intervention. This information is due in the Autumn term. Due to the positive impact it had upon the children’s progress and outlook on reading, Catch Up Literacy continues to be used in Year 4 and is aimed to be used across other year groups. Of the four disadvantaged children in the group, one made 3.5 points of progress and achieved a reading age of 11.01 years; another child (on the SEND register) made 17 months’ progress in reading age and another made 3.5 points of progress and ‘caught up’ to age related expectations. The fourth made 4 points of progress across the year and 13 months of progress in reading age, and ‘caught up’ to age related expectations. |
| Continued Reading CPD for staff and TAs to extend even further the successfully embedded Reciprocal Reading methodology, and further improve pupil premium (and otherwise disadvantaged) children’s written responses to the texts they read. | Much improved ‘SAT’ results were attained for Reading in both KS1 (Y2) and KS2 (Y6). * The Y6 children achieved 71% at ‘expected’ which equated to the national average (an improvement of 12% on the 2016 performance), and 29% at ‘greater depth’, which was 4% ahead of the national (and which was an improvement of 16% on the 2016 performance); as detailed in cell one above, the performance of the disadvantaged children was particularly pleasing.
* The Y2 children achieved 82% at ‘expected’ (an improvement of 12% on 2016), which is 6% ahead of the national average, with 34% at ‘greater depth’, which is 9% ahead of the national (and an improvement of 12% on 2016).
* Internal data indicates that reading performance has improved across the school during 2016-17.
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| Participation of the school in this year’s Primary Mathematics Teaching for Mastery Work Groups (created and led by the NCETM and Maths Hubs). | * Maths Hub Leader has supported our Interim Maths Lead in implementing new mastery maths scheme to whole staff through the White Rose Maths Hub scheme.
* Maths Hub Leader delivered a staff meeting on using visual representations such as concrete, pictorial and abstract images to further embed mastery within lessons and interventions.
* Fens Interim Maths Leader ordered maths resources (place value counters, base 10, numicon) to ensure staff and pupils have the correct concrete materials to deliver the new mastery approach.
* Fens Interim Maths Leader has visited a local primary school to observe the Hub Leader teach Year 1 and Year 5 maths lessons following the mastery approach.
* KS2 staff attended Bar Modelling training at another local primary school.
* Fortnightly planning and book scrutinies are carried out by SLT and Maths Coordinator to ensure children are receiving fluency, reasoning and problem solving activities to embed learning.
* NQTs have received maths mastery training from LA maths adviser.
* PD Day - staff all using new planning format to ensure White Rose maths scheme is being used and adapted for all children.
* Lesson observations carried out to ensure the quality of teaching and learning is continuing to improve and children are given opportunities to participate in challenging investigations.
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| Continue to fund additional support staff to facilitate the delivery of a range of interventions to a range of groups of children, including disadvantaged, vulnerable and low attaining. | Support staff have delivered a range of interventions across the school. There was an increased need for speech and language support in nursery in the year 2016-17 and support staff were able to facilitate this. Children have had targeted 1-1 interventions through the use of 1-1 TAs but also through teachers timetabling TAs to work with specific children within the class. A Numicon intervention has been used across the Y2 classes to offer additional support to the low attaining pupils. We have purchased a dyslexia intervention from Indirect Learning; this intervention has been used across the school as targeted support and has been facilitated by teachers and support staff. 1st Class@Number has been used with Y2 children this year after a teacher and a TA received the relevant training (delivered by the company that developed ‘1st Class@Number’). Three members of staff in Y4 (one teacher and two TAs) received training in ‘Catch-Up Literacy’ and numerous children benefited significantly.Additional lunchtime support staff have been able to facilitate social interaction interventions for vulnerable pupils, ensuring that their social interactions needs are being met. Support staff have also been able to carry out interventions that have been requested by outside agencies; for example, the Occupational Therapy Team will ask our staff to carry out specific exercises with children. This is sometimes because parents are not doing these exercises enough at home and the child is being disadvantaged by this.  |
| *Further examples of successful intervention:*Year 1: Read Write Inc 1:1 with TA 4 x a week for 15 min to support the development of children’s phonics skills. This gave well-focused support to these children (PP and SEN), and there was a palpable narrowing of the gap with ‘other’ children.Year 1: 1:1 TA support for two boys on the SEND register. This included daily reading, phonics intervention, handwriting, social skills etc. Both boys made huge progress and both achieved 1S (secure in school ‘one’) at the end of the year, and both passed the phonics test.Year 1 Phonics: differentiated phonics groups were carried out daily and extra support was given during afternoons by TAs to support Pupil Premium children. Of these eleven disadvantaged children, eight achieved the score necessary to pass the phonics test.SAT scores in Key Stage Two were hugely improved for all children, and especially for disadvantaged children, and across the school. Whilst there are some variations in the sizes of gaps between disadvantaged and ‘other’ children between year groups, these can be measured in weeks rather than months. |
| Outdoor Learning across the school will be an area of development for the school during the current school year. | * The Outdoor Learning Leader completed her ‘Forest School’ qualification.
* Training delivered to Early Years and KS1 staff by the Outdoor Learning Leader.
* The Summer Term Arts Week had as this year’s theme ‘The Great Outdoors’.
* The Reception Year Group’s major ‘outdoor learning’ development was completed to a high standard, and thus the curriculum for the year group has been much enhanced and enriched.
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