

Pupil Premium Strategy 2016/2017 - Evaluation

Main spending during 2016/2017:

- Home School Link Worker to focus on attendance and parental engagement of disadvantaged pupils
- Learning Mentor to focus on social and emotional support for vulnerable disadvantaged pupils
- After school tuition for identified pupils, to close gaps in learning in English and Maths in Y2 and Y6
- Additional interventions specifically in maths and reading, designed to close gaps between disadvantaged pupils and 'others'
- Additional TA in cohorts with a high proportion of disadvantaged pupils
- Better Reading Programme (BRP), to develop reading skills and comprehension in Year 2 to Year 6
- Funding to access music lessons on a wide range of instruments
- Funding for residential trips, school trips, clubs and school uniform

Impact of spending evidence:

- **Home School Link Worker (HSLW) –**

HSLW involved to support an increasing number of families across the school. Support this financial year has resulted in improved attendance and parental engagement with families involved across the school. The 6-week block of weekly SEAL mornings have been repeated, following their success last year. They were attended by 12 families of Early Years pupils and feedback has been excellent, with two families even emailing the Headteacher to express their thanks. During the Spring term the HSLW's role was extended further to run the first of two cycles of a new Family Links Programme, lasting 10 weeks (one at Crescent and one at Priory), the programme being designed to support positive parenting.

- **Learning Mentor (LM) –**

The LM has supported many pupils this term, this includes many pupils who are new to Priory, providing initial support in order for them to settle successfully and to pupils, and in some cases the families of pupils, who are in crisis. Support has been vital in allowing vulnerable pupils to find strategies to cope with their emotions and reactions in certain situations. Parents have reported to teachers and senior leaders the impact that this is having on their children: explaining that pupils are using the language of social interventions and discussing strategies that the LM has explored with them. Most recently, the LM has had a huge impact on the pupils that she has been involved with – most notably in a vulnerable year group, where 'friendship' problems were significantly impacting, both on general concentration and the pupils' ability to learn. She has a close bond with several very vulnerable pupils across the school and offers them nurture, support and most crucially, coping strategies, whenever they need it.

- **After school Tutoring –**

Year 2 – English and Maths tutoring after school for 1 hour each week – all of the 9 pupils attended at least of the 10 sessions offered. As previously, the sessions focused on basic skills in Maths and English, with a focus on closing gaps to achieve expected Y2 attainment.

Pupils made an average progress of 2.6 in reading and 2.3 points in writing and maths, this is more progress than the pupils who did not attend tutoring. The group average attainment is 2B+, which means that as a group they are now on track, with a term left to achieve Year 2 expectations. The additional tutoring is closing the gap between this group of pupils and their peers.

Year 6 – Group 1 – focus on the development of basic skills (place value and arithmetic) – over the 10-week Maths tutoring programme, the group (of 4) have shown an **increase of 35% when tested specifically on place value and an increase of 20% when tested on mixed arithmetic questions.**

Group 2 – focus on the development and application of a range of skills, aiming to move pupils closer to the scaled score of 100, (expected Y6 attainment) on a Maths SATs test – over the 10-week Maths tutoring programme, **the**

group (of 9) have shown an increase of 7.3 as a scaled score, this is significant. All pupils are now within a scaled score of 7 away from 100, with 5 pupils within 5 when measured in April.

- **Additional TA in cohorts with a high proportion of disadvantaged pupils –**

Year 2 disadvantaged pupils making more progress than ‘others’ in all areas, therefore **gaps are closing in reading, writing and maths**. Year 3 disadvantaged pupils making more progress than ‘others’ in writing and maths and the same in writing, therefore **gaps are closing in writing and maths**. Year 4 disadvantaged pupils are making more progress than ‘others’ in all subjects and therefore **gaps are closing in reading, writing and maths**.

- **Better Reading Programme (BRP) –**

Autumn programme: The BRP programme was extremely successful, **all pupils involved made accelerated progress**. BRP pupils for made an **average of 12 months’ progress during the 10-week programme**. The programme was more effective, in terms of reading age progression, with younger pupils. Year 2 pupils made an average of 16 months’ progress during the 10-week programme. The highest progress was 26 months, the lowest was 3 months. Year 6 pupils made an average of 7 months’ progress during the 10-week programme, but 4 pupils reached the end of the testable reading age, limiting factor to results. The highest progress was 15 months and the lowest was 4 months, but this was one of the four pupils who reached the end of testable age.

Spring programme: The BRP programme, again, was extremely successful, **all pupils involved made accelerated progress**. BRP pupils, during the Spring term, made an **average of 15 months’ progress during the 10-week programme**. As previously seen, the programme was more slightly effective, in terms of reading age progression, with younger pupils, in this case Year 3 and Year 4. Year 3 pupils made an average of 15 months’ progress during the 10-week programme. The highest progress was 26 months, the lowest was 3 months.

Year 4 pupils made an average of 13 months’ progress during the 10-week programme. The highest progress was 28 months, the lowest was 4 months.

- **Year 6 reading boosters -**

The reading group focused on both reading development, in terms of phonics where needed and also development of comprehension, specifically around comprehension, where year 6 have significant gaps.

The group of 12 **Year 6 pupils who were targeted, made an average of 17.8 or 18 months’ progress**, during the 10-week programme. The highest progress was 31 months, the lowest was 8 months. This is the highest reading progress Year 6 learners have ever shown during a reading intervention, demonstrating high impact and excellent value for money.

Planned spending for 2017/2018:

- Home School Link Worker to focus on attendance, parental engagement and positive parenting for disadvantaged pupils
- Learning Mentor to focus on social and emotional support for vulnerable disadvantaged pupils
- Senior Inclusion Assistant and Inclusion assistants to lead interventions where needed designed to close gaps between disadvantaged pupils and ‘others’
- After school tuition for identified pupils, to close gaps in learning in English and Maths
- Better Reading Programme (BRP), to develop reading skills and comprehension
- 50% funding subsidy for access to music lessons, on a wide range of instruments
- Funding for residential trips, school trips, clubs and school uniform