



Pupil Premium Grant – Impact Review Audit 16-17

School/Academy				Academic Year 2016/17																																
PPG Strategy (PPG Provision Map – D1.6)	Lead	Cost	Evaluation Tools/ Evidence Base	Impact Review																																
A. To develop learning strategies for children through training staff using recognised/ well found programme of visible learning (18months)	Head of School/ Visible learning coaches.	£15 000 for 18 months. 2STD/WMH6000 Visible Learning training £3200	To raise attainment levels for all PPG children across the school to achieved in line + National attainment standards To accelerate learning progress from Key Stage starting points using government new progress measures as introduced in Sept/ Oct 2016 To increase staff confidence levels by developing CPD in theory and pedagogy in learning to utilise strategies in the classroom that increase effect size	This is an ongoing program that the staff are engaged with. End of year results: <table border="1"> <thead> <tr> <th>class</th> <th>reading</th> <th>writing</th> <th>maths</th> </tr> </thead> <tbody> <tr> <td>YF - GLD</td> <td>(7/7) 100%</td> <td>(6/7)85%</td> <td>(7/7) 100%</td> </tr> <tr> <td>Y1</td> <td>(7/9) 78%</td> <td>(4/9) 45%</td> <td>(7/9) 78%</td> </tr> <tr> <td>Y2</td> <td>(3/4) 75%</td> <td>(4/4) 100%</td> <td>(3/4) 75%</td> </tr> <tr> <td>Y3</td> <td>(6/7) 85%</td> <td>(4/7) 57%</td> <td>(4/7) 57%</td> </tr> <tr> <td>Y4</td> <td>(5/8) 63%</td> <td>(3/8) 38%</td> <td>5/8) 63%</td> </tr> <tr> <td>Y5</td> <td>(4/9) 45%</td> <td>2/9) 23%</td> <td>6/9) 67%</td> </tr> <tr> <td>Y6</td> <td>(4/7) 57%</td> <td>(5/7) 71%</td> <td>(6/7) 85%</td> </tr> </tbody> </table>	class	reading	writing	maths	YF - GLD	(7/7) 100%	(6/7)85%	(7/7) 100%	Y1	(7/9) 78%	(4/9) 45%	(7/9) 78%	Y2	(3/4) 75%	(4/4) 100%	(3/4) 75%	Y3	(6/7) 85%	(4/7) 57%	(4/7) 57%	Y4	(5/8) 63%	(3/8) 38%	5/8) 63%	Y5	(4/9) 45%	2/9) 23%	6/9) 67%	Y6	(4/7) 57%	(5/7) 71%	(6/7) 85%
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				The impact across the school needs to be more consistently seen across all classes																																

<p>B. To continue to develop effective and positive relationships with parents.</p> <p>PSA to work with pupils and families to promote ideas on how to support their children at home.</p> <p>PSA to work with families in need of support.</p>	<p>SENDICO/HoS/PSA</p>	<p>2HLTA/WMH2200 (see overall support staff costs)</p>	<p>The Parent Support Assistant (PSA) was started to try and help and support families and offer advice on how to support their children, and themselves, in times of crisis and difficulty.</p> <p>Parent feedback through questionnaires shows parents are able to access school provision</p> <p>Good Attendance at parent meetings</p> <p>Case studies of children shows increase child attendance/ attainment/ learning progress</p> <p>Positive parental and pupil involvement. PSA to liaise with parents to discuss issues arising.</p>	<p>The PSA worked with several families throughout the year. Support through face to face meetings and offering advice. Parent workshops Access to outside agencies: Family support Dreadoughts Penhalligan Friends Breakfast club support.</p> <p>This has continued to develop and the PSA has worked with a number of families and pupils throughout the year.</p>
<p>C. To ensure children/ staff and families have access to specialist SEN provision and agencies</p>	<p>SENDICO</p>	<p>(see overall teaching staff costs)</p>	<p>SEND lead has worked with all classes throughout the year supporting and advising. Class teachers are knowledgeable about how to support children with SEN</p> <p>Children have access to additional support and provision with the school and wider external agencies, where necessary</p>	<p>ADMAT SENDICO worked with a number of classes throughout the year offering both personal support and ideas to implement within the classroom. Supported a pupil with challenging behaviour and offered strategies for the class teacher to use in the classroom. Supported a pupil with diagnosis of ASD and possible EHCP. Supported a child who was not making progress in class and offered strategies to support both pupil and parents. Worked with outside agencies and made referrals when necessary. Ed Psych made a number of visits to the school and worked with both pupils and SENDICO</p>

				This is an on-going area to continue improving. The SENDICO worked very well with staff and pupils throughout the year.																																
<p>D.</p> <p>To provide children in need with access to breakfast club for a half term</p> <p>To support children's access to learning experiences.</p> <p>Explore grant funding provision to provide wider access to breakfast club.</p>	Breakfast club	£4,473.00	<p>Class teachers report an increase in attainment/ progress levels based on a healthy start to the morning</p> <p>Parents. Staff report improve attendance/ attitude towards school</p> <p>Learning Passports/ Case study evidence to show above.</p>	<p>Pupils who accessed breakfast club:</p> <table border="1"> <thead> <tr> <th>class</th> <th>reading</th> <th>writing</th> <th>maths</th> </tr> </thead> <tbody> <tr> <td>YF - GLD</td> <td>100% (4/4)</td> <td>75% (3/4)</td> <td>100% (4/4)</td> </tr> <tr> <td>Y1</td> <td>50% (1/2)</td> <td>50% (1/2)</td> <td>50% (1/2)</td> </tr> <tr> <td>Y2</td> <td>50% (1/2)</td> <td>100% (2/2)</td> <td>(1/2) 50%</td> </tr> <tr> <td>Y3</td> <td>50% (1/2)</td> <td>50% (1/2)</td> <td>50% (1/2)</td> </tr> <tr> <td>Y4</td> <td>67% (2/3)</td> <td>33% (1/3)</td> <td>67% (2/3)</td> </tr> <tr> <td>Y5</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Y6</td> <td>100% (1/1)</td> <td>100% (1/1)</td> <td>100% (1/1)</td> </tr> </tbody> </table> <p>A number of pupils had access to breakfast club.</p> <p>There was no avenue open for more breakfast funding but it will be a continued avenue to explore this academic year.</p>	class	reading	writing	maths	YF - GLD	100% (4/4)	75% (3/4)	100% (4/4)	Y1	50% (1/2)	50% (1/2)	50% (1/2)	Y2	50% (1/2)	100% (2/2)	(1/2) 50%	Y3	50% (1/2)	50% (1/2)	50% (1/2)	Y4	67% (2/3)	33% (1/3)	67% (2/3)	Y5	n/a	n/a	n/a	Y6	100% (1/1)	100% (1/1)	100% (1/1)
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				<p>This has had a positive impact on the majority of pupils who attended breakfast club.</p> <p>There was no extra funding found to support our breakfast club further but this will be an area to continue exploring in the new term.</p>																
<p>E. To provide children with learning experience and offer aspirational exposure in the form of visitors and visits to places beyond their own community.</p>	<p>Outdoor learning leader/SENDICO</p>	<p>£1000</p>	<p>Attainment and progress levels reflect an increase as a result of aspirational visits/visitors.</p> <p>Children's' engagement and confidence levels increase as a result of exposure to aspirational experiences.</p>	<p>Y5/6 careers event promoted careers and aspiration within the local area and beyond. The RNLI came in to talk to KS2. Yt5 visited Plymouth University (late in the term but will start to make this an annual event.</p> <table border="1"> <tr> <td>Y3</td> <td>(6/7) 85%</td> <td>(4/7) 57%</td> <td>(4/7) 57%</td> </tr> <tr> <td>Y4</td> <td>(5/8) 63%</td> <td>(3/8) 38%</td> <td>(5/8) 63%</td> </tr> <tr> <td>Y5</td> <td>(4/9) 45%</td> <td>(2/9) 23%</td> <td>(6/9) 67%</td> </tr> <tr> <td>Y6</td> <td>(4/7) 57%</td> <td>(5/7) 71%</td> <td>(6/7) 85%</td> </tr> </table> <p>This is an area to further develop. More focus on the aspiration side and highlighting the opportunities that are available for pupils.</p>	Y3	(6/7) 85%	(4/7) 57%	(4/7) 57%	Y4	(5/8) 63%	(3/8) 38%	(5/8) 63%	Y5	(4/9) 45%	(2/9) 23%	(6/9) 67%	Y6	(4/7) 57%	(5/7) 71%	(6/7) 85%
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<p>F. To provide opportunities to raise maths progress</p>	<p>Lead Adult: Maths Leader: English/maths</p>	<p>2HLTA/WMH2200 (see overall support staff costs)</p>	<p>Children working at GDS in Maths. Children able to apply their maths in context.</p> <p>Children engagement and confidence levels</p>	<p>Y2: 75% (3/4) expected – 25% (1/4) greater depth. Y6: 86% (6/7) expected – 14% (1/7) greater depth.</p>																

towards GDS standard for pupils in Y2 and Y6.	leaders/Y6, Y2 teachers		increase. SATs score (Y6) to be above ARE expectations 110 or above. End of year TA data to be at the greater depth (GDS)	Percentage of pupils reaching the expected standard has increased this year. However, there is still a need to increase the percentage of GDS pupils.																																
G. To ensure attainment levels are maintained from Foundation into Year One Year One Attainment and progress. HLTA to raise attainment and expected progress of PPG children. To be in-line with age related expectations or at GDS at the end of July 17	Lead: KS1 leader	2HLTA/WMH2200 (see overall support staff costs)	Planning highlights PP and HLTA Link for provision. Pupil Conferencing reflects Improved attitude to learning. Progress reflects children are closer to age related expectations and most gaps closed. Pupils working at GLD are identified as potential GDS pupils.	Y1 phonics – 81% pass rate – national ave 2016 – 81%. <table border="1"><thead><tr><th></th><th>reading</th><th>writing</th><th>maths</th></tr></thead><tbody><tr><td>Y1</td><td>(7/9) 78%</td><td>(4/9) 45%</td><td>(7/9) 78%</td></tr></tbody></table> Reading and maths were good overall but writing is an area that needs improving. Long term sickness in the class impacted on the pupils and the written work was mostly affected.		reading	writing	maths	Y1	(7/9) 78%	(4/9) 45%	(7/9) 78%																								
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H. To raise progress and attainment for pupils across KS 1 and 2 in order reach end of year ARE and potential GDS.	Lead: AB/NO Tutor: JCD. Focus based on tracking.	2HLTA/WMH2200 (see overall support staff costs)		PPG pupils reaching the expected standard are as follows: <table border="1"><thead><tr><th>class</th><th>reading</th><th>writing</th><th>maths</th></tr></thead><tbody><tr><td>YF - GLD</td><td>(7/7) 100%</td><td>(6/7)85%</td><td>(7/7) 100%</td></tr><tr><td>Y1</td><td>(7/9) 78%</td><td>(4/9) 45%</td><td>(7/9) 78%</td></tr><tr><td>Y2</td><td>(3/4) 75%</td><td>(4/4) 100%</td><td>(3/4) 75%</td></tr><tr><td>Y3</td><td>(6/7) 85%</td><td>(4/7) 57%</td><td>(4/7) 57%</td></tr><tr><td>Y4</td><td>(5/8) 63%</td><td>(3/8) 38%</td><td>5/8) 63%</td></tr><tr><td>Y5</td><td>(4/9) 45%</td><td>2/9) 23%</td><td>6/9) 67%</td></tr><tr><td>Y6</td><td>(4/7) 57%</td><td>(5/7) 71%</td><td>(6/7) 85%</td></tr></tbody></table>	class	reading	writing	maths	YF - GLD	(7/7) 100%	(6/7)85%	(7/7) 100%	Y1	(7/9) 78%	(4/9) 45%	(7/9) 78%	Y2	(3/4) 75%	(4/4) 100%	(3/4) 75%	Y3	(6/7) 85%	(4/7) 57%	(4/7) 57%	Y4	(5/8) 63%	(3/8) 38%	5/8) 63%	Y5	(4/9) 45%	2/9) 23%	6/9) 67%	Y6	(4/7) 57%	(5/7) 71%	(6/7) 85%
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<p>I. To provide opportunities to raise writing attainment towards GDS standard in Y6.</p> <p>Extend writing GDS to national expectations</p>	<p>Lead: English Leader/JY</p>	<p>2HLTA/WMH2200 (see overall support staff costs)</p>	<p>Children working at GDS in writing. Children engagement and confidence levels increase.</p> <p>End of year TA data to be at the greater depth (GDL)</p>	<p>Y6 end of year writing is 28% at GDS - 2016 nat ave – 15% GDS PPG pupils – 29% - 2016 nat ave PPG GDS – 15%</p> <p>Overall a positive impact for this area. 2016 Y6 GDS was 0% and this year it is 28% which is above national ave. 29% PPG GDS is also above national average achievement.</p>												
<p>J. To raise attainment for pupils in Y6 to reach end of year expectations. 1:1/small group tuition for pupils who are working below ARE at the start of Y6.</p>	<p>Lead: JY/LM/AT/KC</p>	<p>2HLTA/WMH2200 (see overall support staff costs)</p>	<p>SATs score to be above ARE expectations 100 or above.</p> <p>End of year TA data to be at the expected standard (EXS).</p>	<p>Y6 end of year data, July 17, show that: 76% achieved EXP in reading, 79% achieved EXP in writing 76% achieved EXP in maths.</p> <p>Y6 PPG EXP end of year data, July 17 shows: 57% achieved EXP in reading 71% achieved EXP in writing 85% achieved EXP in maths</p> <p>Overall a positive impact in reaching the expected level. Reading was lower than writing and maths so this is an area to unpick.</p>												

<p>K. Phonics and handwriting interventions to develop English skills therefore improve attainment.</p>		<p>2HLTA/WMH2200 (see overall support staff costs)</p>	<p>Develop confidence in a range of reading skills in order motivate pupils and raise their literacy standards.</p>	<p>KS1 phonics – 81% of class passed the phonics screening check. Y1 PPG – 78% passed the phonics screening check.</p>								
				<p>The data shows the school to be broadly in line with national average.</p>								
<p>L. Targeted interventions in Y4 and Y5 for PPG pupils to ensure they achieve expected progress throughout the year in writing.</p>	<p>Lead: JCD/JW/CC/AB</p>	<p>2HLTA/WMH2200 (see overall support staff costs)</p>	<p>All pupils, by the end of July 17, to have made expected or better progress.</p>	<p>Results for Y4 and Y5 PPG:</p> <table border="1" data-bbox="1547 472 2045 539"> <tr> <td>Y4</td> <td>(5/8) 63%</td> <td>(3/8) 38%</td> <td>5/8) 63%</td> </tr> <tr> <td>Y5</td> <td>(4/9) 45%</td> <td>2/9) 23%</td> <td>6/9) 67%</td> </tr> </table> <p>This was a disappointing area overall. There were a number of factors that impacted negatively on this area and they have been addressed for the 18-18 year.</p>	Y4	(5/8) 63%	(3/8) 38%	5/8) 63%	Y5	(4/9) 45%	2/9) 23%	6/9) 67%
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