Pupil Premium Evaluative Report 2017/18

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| 1. **Review of expenditure** | | | |
| **Previous Academic Year** | | **2017-2018** | |
| 1. **Quality of teaching for all Total Cost - £6,130.00** | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) |
| Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths.  Social, emotional and behavioural needs are identified and actioned to best support outcomes of children.  Attendance of persistent PP absentees rises above 90% with a target of 96% for those without serious ongoing medical conditions.  All HAPs/G&T PP children to make expected or more than expected progress and to develop their self-esteem. | PP children to be a focus for teacher /TA and ‘keep up’ interventions.  Involvement of relevant PSA support.  Whole school Thrive (TIS) approach embedded by our assigned practitioner.  Attendance in newsletter weekly.  Attendance awards issued termly.  PSA to provide support.  Identification of children and daily extension tasks provided.  Pupils access a wide range of enrichment activities. | Data shows that PP children made more progress over the last academic year than non PP. More accelerated progress too.  Specific children with social and emotional needs benefitted from access to Thrive support and school nurturing approach. Children were able to access learning.  Persistent absentees fell by 50% during the course of the year for all children. PP persistent absentees fell by 67% to one child. This child suffered a severe medical condition and was hospitalised on several occasions.  This impacted positively on many HAP children including our PP HAP. One PP child achieved GD in their y6 SATs.  Whole school approach to boost / challenge HAP becoming further embedded. | Good outcomes from having PP children as a clear focus for all. Will continue strategy.  TIS practitioner has left and new member of staff being trained. Whole MAT training in TIS approach and understanding of mental health issues for all stakeholders.  Will continue strategy with higher profile.  Good outcomes for attendance for all pupils.  Will continue strategy.  Positive outcomes for all HAP pupils.  Will continue strategy. |
| 1. **Targeted support Total Cost - £13,439.56** | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) |
| Reduce the attainment gap of pupils deemed to be disadvantaged in Reading, Writing and Maths.  Social, emotional and behavioural needs are identified and actioned to best support outcomes of children.  Attendance of persistent PP absentees rises.  All HAPs/G&T PP children to make expected or more than expected progress and to develop self-esteem.  Relevant intervention and support is provided to support children’s academic, social, emotional and behavioural well-being. | PP children identified for intervention. Provided at least 3 x weekly to tackle underachievement in core areas.  Support from internal/ external agencies.  PSA support. Thrive approach embedded.  PP funds for trips/breakfast/ ASC.  PSA / school support given to help overcome barriers.  Attendance incentives awarded across school.  Provide ‘aspirational’ opportunities for students (eg; master classes)  Maintain links with local secondary schools for opportunities/ transition.  Early Help requested where appropriate.  Referrals made, including MARU  ‘Thrive Approach’ promoted across school | Positive impact seen in data. (see previous section)  Impact for PP and non PP children evidenced.  Involvement of PP children in trips / breakfast / ASC very positive to ensure nourishment/ support with reading and HMK etc. Positive links with external agencies and PSA have led to quality communication to enhance the home - school link.  As mentioned in previous section, persistent absentees reduced across the whole school but specifically for PP children.  Master classes attended by HAP y5 and 6 children. Links with secondary school maintained and other opportunities discussed and planned for next academic year at Heads Cluster meetings. PP Y6 children made more than expected progress and achieved GD in reading.  Good links with EHH and Social Care. Other agencies used and communicated with effectively by relevant staff.  Thrive approach embedded in school with nurture groups becoming very popular with all children. | Children particularly benefitted from the in class support aspect of intervention. Will look to minimise the withdrawal and maximise the in class support next year.  Positive communication is extremely important with families needing support. This has been key to the success of the agencies involved.  Continue strategy.  Once again, positive and sensitive communication is paramount with this contentious issue. Many parents have strong views over rewarding attendance or not. Continue strategy.  Quality and usefulness of ‘master classes’ will continue to be monitored and fed back to secondary school. Other aspirational opportunities will be explored for next academic year.  Whilst the Thrive clubs were very popular in school, it was not necessarily with the target children, many of whom refused to attend as it there were a stigma attached to Thrive. It often became a little overwhelming for the neediest of our children who would have benefitted from a smaller and more intimate group. Thrive / TIS will continue in school in a different format. |
| 1. **Other approaches Total Cost - £1,550.44** | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach)  **Cost** |
| Parents / families in need of extra support are identified and their parenting capacity is strengthened. | PSA direct support for children and families  PSA referrals to parenting workshops. | Increased parental engagement in school.  Positive relationships established and maintained with families.  Parents more confident in supporting children in reading writing and maths at home. | Very successful input from our experienced PSA both for PP and non PP children and families.  Will continue expenditure. |