



## Development & Impact of Pupil Premium Funding

**Context:** Pupil premium allocation for the **2016/17** financial year: **£87120**

The financial year allocation is based on 66 children who have been allocated pupil premium based on 'Ever 6' (any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding). This equates to 23% pupils on roll in receipt of pupil premium.

We have therefore taken the percentage of children eligible for pupil premium and we have apportioned the pro-rata cost of each aspect of provision to pupil premium funding. Where we have judged the provision to be beneficial to other children in school (who are very often just as, or more, disadvantaged but where family finances sit just below the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through the school budget.

Savile Park Primary Pupil Premium 2016-17						
Year Group	Item/Project	Cost £	% from PP	Cost from PP £	Expected Outcome	Evidence/Impact Evaluation Spring Term 2016-17 Summer Term 2016-17
<b>Staffing – supporting vulnerability in learning and social / emotional aspects</b>						
Whole School	Tracking of Progress & Provision	12565	100%	12565	Analysis of progress and attainment data for individuals and groups of children. SLT analysis of progress and attainment of individual and groups of children (x3 annually). Meetings with class teachers. Provision evaluated to ensure all needs are met.	Pupil progress meeting were held, for all classes, in October 2016 and February 2017. Class provision RAPs were produced and have been monitored throughout the term. Average TT point score progress across both keystages is reading 6.2, writing 6.4 and maths 6.2 – All slightly above standard. (Standard TT progress is 6pts)
Whole School	<b>SENDco</b> Inclusion provision organised, monitored and tracked for all PP students	12175	100%	12175	Analysis of progress and attainment data for individuals and groups of children. SEND analysis of progress and attainment of individual and groups of children. Meetings with class teachers, parents & external agencies. Provision evaluated to ensure all needs are met.	Edukey training provided for all teaching staff. Edukey established in all year groups and staff using to set educational targets and track pupil progress. All staff reviewed pupil IEP and progress during parental consultations and have set new outcomes. Avg point score for SEN & PP in both keystages is 3 TT pts (standard progress for all pupils)

						<p>Avg TT point score for PP in both keystages is 6.3 reading, 6.2 writing and 5.8 maths</p> <p>Avg TT point score for SEN (including pupils with EHC plans) in both keystages is 5.3 reading, 5.7 writing and 5 maths</p> <p>(standard progress for <b>all</b> pupils is 6pts)</p>
Whole School Whole School	Learning Mentor / Social Inclusion	26478	12%	3187	<p>Learning mentor deployment reduces barriers to learning.</p> <p>There is a particular focus on those underachieving pupils who are in danger of not achieving age related expectations.</p> <p>The social and emotional wellbeing of children is supported effectively. Reduction of behaviour incidents on CPOMs.</p> <ul style="list-style-type: none"> <li>- Working alongside SLT to support and monitor targeted, vulnerable families.</li> <li>-</li> </ul> <p>To improve communication between home and school. Help reduce language barriers within this communication. To improve liaison between 'hard to reach' parents and school. To support families of pupil premium children with a range of issues including attendance, punctuality, housing and behaviour.</p>	<p>Carolyn Cole &amp; Julie Browne effectively deployed to have immediate impact to vulnerable pupils referred to learning mentor by either parents, staff or from pupil worry box with both emotional and/or academic support.</p> <p>Inclusion Team expanded to include Pastoral staff, with increasing effectiveness of monitoring of vulnerable children, SEN and pastoral provision. This has led to improving home-school communication through strengthening the pastoral processes, to share information about problems arising in school/ home issues, particularly in relation to incidents reported on CPOMS and referrals to Early Intervention panel by pastoral team to access support from outside agencies.</p> <p>There has been a 40% increase in the recording of incidents made by staff from this academic year to that of the same period (Sept to Mar) of last year. This is consistently reflected for behaviour (41%), showing in real terms that incidents have remained at the same level.</p> <p>Whilst usage of CPOMs has increased and the overall number of behaviour incidents recorded has increased, the number of pupils to behaviour incidents recorded on the system from last year to this has seen a 'real terms' drop of 5% (49% last year and 44% this year). This suggests that through the use of</p>

						<p>CPOMs, the inclusion team has been able to act more swiftly and successfully to intervene and reduce incidents.</p> <p>LA SIP identified attendance issue for PP students in the first visit this academic year. PP attendance has improved each half term since Autumn 1 = 91%, Autumn 2 = 92% &amp; Spring 1 = 94%. School has seen an initial increase in attendance of 3% and has maintained 94% since Spring 1.</p>
Whole School	CPOMS	645	23%	148	Annual subscription to CPOMS website to ensure robust safeguarding procedures relating to recording and monitoring information.	<p>Increased staff usage of CPOM system; 504 incidents for 113 pupils from Sept 16 to Mar 17 compared to the same period last academic year, 312 incidents for 69 pupils. An increase usage of approximately 40%. There has been 778 reported incidents on CPOMs during this academic year involving 141 pupils, many of which are PP. This is has been an increased usage of 51% on last year. This increased usage should be seen as a strength of the school as it demonstrates a coordinated approach to reporting safeguarding issues.</p>
Whole School	Educational Welfare Officer	333	23%	77	To monitor and support attendance of the children, including staff CPD and working with specific families.	<p>Service level agreement with EWO in place. PP Attendance improved (see above) EWO: Attendance interventions together with attendance panel meetings have been carried out with persistent non-attenders in conjunction with school inclusion lead professional. This has seen an improvement in attendance of 87% of those pupils.</p>
Whole School	Making good progress in core subjects through school	134730	23%	30987	<p>Accelerate progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths through:</p> <ul style="list-style-type: none"> <li>• Same day/rapid interventions</li> </ul>	<p>Raising Attainment Plans created implemented, reviewed &amp; revised at progress meetings. Data shows that overall impact has been positive with at least standard progress made and in many cases more than standard. Additionally in many cases progress of</p>

	2 staff members in <b>EYFS</b> 4 staff members <b>KS1</b> 4 staff members <b>KS2</b> ICT technician across school				<ul style="list-style-type: none"> <li>Bespoke feedback and guidance</li> <li>ICT support</li> </ul> <p><i>Focused on:</i></p> <ul style="list-style-type: none"> <li>Reading, writing and maths</li> </ul> <p><i>By:</i></p> <ul style="list-style-type: none"> <li>Small group work</li> <li>Application and practice across all areas of the curriculum</li> </ul> <p><i>Staff training</i></p> <ul style="list-style-type: none"> <li>Phonics</li> <li>Developing independence in pupils (cascaded to all support staff)</li> </ul>	<p>PP students has been greater than that of not PP. See data appendix for detail. This has continued to be the case with whole score avg progress of 6.2pts in reading, 6.4pts in writing and 6.2 pts in maths (6pt expectation for the year).</p> <p>1<sup>st</sup> wave of training delivered by Alison Stewart to both teaching staff and TAs.</p> <p>Adrienne Barlow and Ella successfully completed course run by the Teaching School Alliance. To cascade in Spring 2.</p> <p>81.8% of the year 1 children passed the phonics screening test. This was higher than the national average (81%). By the end of year 2 pupils working at the expected standard was 93.2% which again was higher than the national average of 92%.</p>
<b>Curriculum Provision</b>						
<b>Speech Language &amp; Communication</b>						
FS	Wellcomm	250	7%	18	Speech and language toolkit for screening and intervention in the Early Years.	See data below
FS	Chatter Course	350	7%	25	To promote accelerated language acquisition in EYFS.	79% pupils attained GLD for Speaking. Avg progress 35 months from entry baseline.
<b>Reading &amp; Writing</b>						
Y1-Y2	ECAR	9375	15%	1406	Every Child A Reader, catch-up programme with daily reading and comprehension.	Presently awaiting exit data (due end of March). PP students made an average of 10.5 months reading progress having completed the intervention.
Y2-Y5	Lexia reading intervention	400	17%	68	Purchase of Lexia licences for targeted children to develop phonic recognition.	Purchase made (70 site licences). Progress data available Summer 1. Avg TT points progress for reading in these year groups was 6.4pts. For PP students it was marginally higher at 6.5pts.
Y6	Additional Reading & writing session	8873	53%	4703	Reduce class size and target specific underperforming children to increase the % achieving ARE.	Avg writing TT point score increase for all pupils is 3.1, PP is 3.7 and FSM 3.8. All above standard TT 3pt expectation.

	with specialist English teacher. Focus areas from gap analysis data.					<p>Avg writing TT point score increase for all pupils is 7.9, PP is 8.7 and FSM 8.3. All above standard TT 3pt expectation. 61% of Y6 met ARE standard in writing and 64% PP met ARE standard. An increase of 5 % for the cohort.</p> <p>Avg reading TT point score increase for all pupils is 3.3, PP is 2.9 and FSM 3.5. All in-line with or above standard TT 3pt expectation.</p> <p>Avg reading TT point score increase for all pupils is 6.1, PP is 6.3 and FSM 7.2. All in-line with or above standard TT 6pt expectation. 67% of Y6 met ARE standard in reading and 72% of PP met ARE standard. An increase of 19% and respectively.</p>
Y6	More Able reading club				To increase the % of children achieving higher scaled scores.	<p>5 pupils (15%) on track for HNS, 1 PP and 1 FSM.</p> <p>4 pupils (12%) achieved HNS of which 1 was PP.</p>
Y6	Small group work in literacy and maths	2954	33%	975	3 mornings per week extra adult support in Year 6 to accelerate progress for targeted children in English and maths and reduce class size.	<p>See 2 above sections for data impact.</p> <p>See 2 above sections for data impact.</p>
Y6	SATs revision club	660	33	218	After school club – Feb / May to target support for identified children.	<p>66% uptake from Y6 class (of which 36% are PP).</p> <p>Of just PP/FSM students 66% uptake</p> <p>Of the 66% PP uptake</p> <ul style="list-style-type: none"> <li>• 89% achieved ARE &amp; 11% HNS in reading</li> <li>• 78% achieved ARE &amp; 22% HNS in GPS</li> <li>• 78% achieved ARE &amp; 33% HNS in Maths</li> </ul>
Y6	Reading revision SAT pack 100 & 100+	600	33%	200	Purchase additional revision resources for Year 6.	<p>All pupils in Y6 have received targeted SATs pack. Pupils have been supported in the use of the pack both at SATs Club and targeted 1:1 support in the afternoons.</p> <p>See data outcomes listed in Y6 sections of this report for impact.</p>

Whole School	Online subscription to Bug Club	700	23%	161	Children are able to access from home and in School and develop their reading comprehension skills.	Pupils in both KS1 and KS2 are regularly set activities both in school and for homework. The percentage of pupils working at ARE across the school in the academic year 2015-16 was 57.8% and PP was 52.7%. In the academic year 2016-17 this has risen to all pupils at 69.8% and PP at 58.8%.
Whole School	Purchase new library books	2000	23%	460	To provide a wider range of exciting and interesting books in the library at the Heath site.	Audit at both sites and reallocation of books made. Purchase to be made shortly. Books purchased and available to pupils at both sites
Whole School	Purchase new Guided Reading material	1000	23%	230	To provide more exciting and interesting books (fiction and non-fiction) with a focus on appealing to boys.	Books purchased and have been disseminated to appropriate KS teams.
<b>Maths</b>						
Whole School	Online subscription to primary active learn – Abacus (online maths activities)	1116	23%	257	Children are able to access from home and in School.	Pupils in both KS1 and KS2 are regularly set activities both in school and for homework. The percentage of pupils working at maths ARE across the school in the academic year 2015-16 was 52.8% and PP was 40%. In the academic year 2016-17 this has risen, showing all pupils at 65.8% and PP at 47.5%.
Whole School	Online subscription to My Maths (online maths teaching programme)	350	23%	81	Children are able to access from home and in School.	Pupils in both KS1 and KS2 are regularly set activities both in school and for homework. Resource remains regularly used. See data in section above.
Whole School	ECC (Every Child Counts)	6740	30%	2022	Intervention for children who need to catch up with maths – increase the % of children achieving ARE in maths.	The gap between children's mathematical ability and chronological age has narrowed on avg 1 year and 7 months. Combining the children from 1 <sup>st</sup> and 2 <sup>nd</sup> waves of the course the gap between children's mathematical ability and chronological age has narrowed on avg 1 year and 9 months.

Y6	Additional teacher during Y6 maths session x2 weekly	2500	33%	575	Reduce class size and target specific underperforming children to increase the % achieving ARE.	Avg TT point score increase for all pupils is 4.1, PP is 4.1 and FSM 4.5. All above standard TT 3pt expectation. Avg TT point score increase for all pupils is 6.5, PP is 6.2 and FSM 6.3. All above standard TT 6pt expectation. 51% of Y6 met ARE standard in Maths and 54% PP met ARE standard.
<b>Provision to support Pupil Wellbeing</b>						
Whole School	Breakfast Club	1500	100%	1500	Children arrive on time and have a good start to the school day with a healthy breakfast, increased readiness to learn.	PP students performed highly in KS2 SATs.
Whole School	Play Therapy sessions for targeted children e.g. to help with self-esteem issues or bereavement.	800 @ 10 children	50% (5 children)	400	Children identified through strengths and difficulties questionnaire to have weekly 1-1 play therapy sessions. To improve self-esteem for individual pupils. Less anxiety and anger to increase engagement in learning.	4 pupils attended so far, 75% of which have been PP students. Academically these pupils have as an average made standard TT progress of 3pts. In certain subject areas this has been 4pts. Two children no longer at 'crisis point' have attendance at 99% and 100% which is an improvement on last year. The other 2 children remain with poor attendance but also remain at a point of crisis. Due to specific pupil need especially around 'crisis point', provision remained focused on the 4 children (75% of whom are PP) rather than the expected 10. Eighty individual sessions of Play Therapy provided since the start of Play Therapy to date. Three have finished, one still to finish at end of term. Aims of Play Therapy have been achieved in all cases, with improved scores on the Strengths and Difficulties Questionnaire (demonstrating measurable change) for each child. Subjective observation by class teachers have reported noticeable improvements in confidence, communication, emotional and social development.

Whole School	Sports coaching	23165	23%	5328	Improve behaviour for learning, self-esteem and resilience of vulnerable pupils within a social context so that lessons flow smoothly and that behaviour outside lessons is of an equally high standard.	Pupils have participated in a range of sports led by Mr Piper and Mr Richardson which have led to improvements in cooperative and collaborative working as a team and greater acceptance and resilience in defeat.
<b>Staff Training and Consultancy</b>						
Whole School	Behaviour Policy Review	1300	23%	300	INSET Day Future Behaviour 27.2.17. To develop a consistent approach to behaviour management and develop learning behaviours.	Staff participated in tier 1 behaviour training and began whole staff input to creating a school behaviour policy. 1 <sup>st</sup> draft created and awaiting SLT editing. Behaviour policy created with whole staff input. Behaviour expectations and new house point procedures launched whole school with positive pupil feedback.
Whole School	To audit the teaching of phonics in KS1	550	20%	110	Alison Stewart to monitor the teaching of phonics and lead whole staff training.	Teacher assessment and recent phonics screening tests show improvement in the number of pupils who should achieve the Y1 and Y2 standard compared to last year. 82% of Y1 pupils have met the Phonics standard (an increase of 7% on last year) Following Y2 phonics retests 93% of the cohort have now reach the expected standard.
Whole School	Teamworks TA course 'Developing Independence in Pupils'	200	100%	200	Teaching Assistants will focus on developing and supporting their knowledge and understanding of: Talk for Learning Effective feedback Building pupil independence Whole class teaching	Adrienne Barlow and Ella successfully completed course run by the Teaching School Alliance. As part of their performance management they will be cascading the training to school TA staff. Evidence of impact can be seen in Inclusion team summer term classroom observations.
<b>Enrichment Activities</b>						
Y6	Year 6 visit to Robinwood 24/5/17 – 26/5/7	2860 11@ 260	100%	2860	Full participation in the residential visit, results in increased confidence, social skills and problem solving.	66% uptake from Y6 class (of which 41% are PP). Of just PP/FSM students 75% uptake (Uptake usually increases in the 2 months prior to going – last 2 years have seen 93%+ uptake & 100% PP)



						32 of 33 pupils attended the residential including 100% of PP/FSM students.
Whole School	Subsidising school visits, visitors, after school clubs, including transport	1650 £25pp	100%	1650	Provide opportunities for first-hand experience for everyone, full participation in all visits and remove the cost barrier. All children attend the trips and their writing skills improve as trips and visits used as writing stimulus.	Since September 2016 pupils have attended 31 visits including; places of worship, sporting events, historical sites and working museums with practical hands on experiences. This has risen to 65 visits with another 4 visits planned before the end of the year!
Heath Site	To develop outdoor learning at the Heath Site	6000	100%	6000	Provide opportunities to learning outside with the development of the garden at the front of the Heath site. To promote the interest and engagement in learning.	Plans drawn. Plans submitted.

Total

**303684**

**88886**

**School exit data at the end of KS2 shows PP students performing well and higher than their Y6 peers in all subjects.**