

Pupil Premium Review

July 2018

Main Barriers to Achievement	Strategies Used	Impact on Pupils
<p><i>Attainment of children entitled to pupil premium is more commonly lower than peers, therefore there is an attainment gap which needs to close.</i></p>	<ul style="list-style-type: none"> • High quality teaching staff employed to ensure excellent teaching. • Intervention in reading, maths and writing led by skilled teachers and teaching assistants to enable children to consolidate objectives they are struggling with. • 20 day targets given in writing to ensure targets are SMART and regularly reviewed. • Teachers ensure PP children are engaged in the lesson and are targeted for questioning as a priority. • PP children are a priority for verbal feedback in lessons. 	<ul style="list-style-type: none"> • Lesson observations show many outstanding features across the curriculum. Observations and feedback from staff show that PP children are engaged in their learning ‘at least as well as the rest of the class’. • 20 day targets are in place for writing and 100% of these are being met. • Progress for PP children has been at least good and in some cases rapid. • In maths and writing, 100% of children have made at least good progress. • In reading, 14/15 children have made at least good progress. • In Maths, the number of children making rapid progress across their key stage has increased from 13% to 20%.
<p><i>Some children do not receive support at home to complete their homework or reading</i></p>	<ul style="list-style-type: none"> • Achievement for All (AfA) or SEND reviews to engage parents and ensure they are fully informed of their child’s personal targets. • Homework club is run 4 times a week by an experienced TA to ensure homework is completed at the same rate and expected level as peers. • Accelerated reader (AR) motivates KS2 pupils to read challenging texts and checks their understanding of these. 	<ul style="list-style-type: none"> • Levels of parental engagement are high and 100% of AfA meetings or IEP reviews were attended. • 6/9 children in years 4-6 are making excellent progress with AR and have increased their reading age more rapidly than their chronological age. • 4/5 PP children in year 3 are now also trialling AR and are enjoying the system. Impact on their reading is too early to measure. • PP children complete homework to the same standard as their peers. The 3 who don’t, enjoy going to homework club and are well supported by TA ensuring homework is completed on time and to an acceptable standard.
<p><i>4 children out of 15 are on the SEND register, with their specific learning needs meaning progress, despite support, is more gradual.</i></p>	<ul style="list-style-type: none"> • Further TA support has been given to Y3 to enable SEN/PP children to receive support during maths lessons. • External professionals help to support 	<ul style="list-style-type: none"> • In maths, 2 year 3 children have made rapid progress this year and the other 3 made good progress. • One child with SEND has made rapid progress in maths and has ‘closed the gap’ and is now working at the expected

	<p>the needs of PP children with an EHCP.</p> <ul style="list-style-type: none"> • PP children with SEN are also supported by the school SEN team to ensure excellent provision. 	<p>standard.</p> <ul style="list-style-type: none"> • One child receives a highly personalised timetable. Teacher assessment shows they have made good progress despite working at a level significantly lower than age related expectations.
<p><i>Budget difficulties mean a reduction in TA support and an even greater need for that to be impactful.</i></p>	<ul style="list-style-type: none"> • TA timetables and interventions are regularly reviewed by PP leader with priority given to PP children. 	<ul style="list-style-type: none"> • All children are in specific intervention groups focussed on their personal learning needs. • Many PP interventions are carried out by qualified teachers rather than TAs leading to excellent quality of provision and a greater ability to personalise learning needs. • More able PP children are supported and challenged in intervention groups and are targeted for GD by the end of key stage. • See progress outcomes above.
<p><i>Absence for PP children is 4.3% (which compares to 2.4% for other pupils at Clinton although it is better than the national average for this group – 5.6%)</i></p>	<ul style="list-style-type: none"> • PP leader to review attendance on a half termly basis with admin staff • Attendance to be discussed with parents at AfA or SEN reviews and also shared on February reports. • Ensure all PP children are fully engaged in school life and extracurricular activities so that they want to come to school • Head teacher to communicate directly with any parent requesting holidays during term time. 	<ul style="list-style-type: none"> • All PP children have attended at least 1 club this year. • Year 6 child has set up own club to run for younger children and is thoroughly enjoying this and it is having a positive impact on confidence. • Attendance of 1 child has fallen below the school average due to health issues. Their attendance has improved as the school year has progressed and is being supported by external agencies. • Where attendance is lower this has been investigated. We are confident this is due to genuine illness (Overall attendance was much higher last year).
<p><i>Learning behaviours, and particularly resilience when faced with challenge, created a barrier to children achieving as much as they could.</i></p>	<ul style="list-style-type: none"> • Development of learning behaviours to become a focus of the curriculum through explicit teaching of the personal development strand of our curriculum. • PP children to be targeted for support in any areas that they are finding challenging. 	<ul style="list-style-type: none"> • Learning behaviours of all PP children are at least good. PP dashboards identify any areas that need to be a particular focus for a child. • Year 4 and 5 children received the 'Spark' programme to teach resilience. Impact of this will be measured at the end of the programme. • 100% of Pupil Premium children say that their personal development skills (as described in SIDP 1) have improved this academic year.