



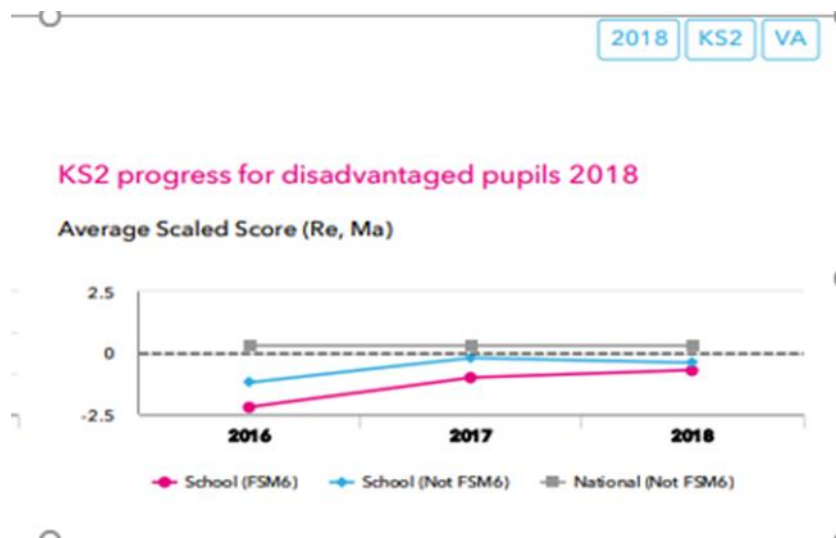
Great Hollands Pupil Premium Impact Report September 2018

Summary Information 2017-2018

School:	Great Hollands Primary School	Date of most recent PP Audit:	June 2017
Academic Year:	2017-2018	Initial total PP budget:	£189,940
Total number of pupils:	460	Number of pupils eligible for PP:	150

End of KS2 Data from fft aspire	Y6 pupils eligible for PP July 2018	Y6 pupils not eligible for PP July 2018	Y6 pupils eligible for PP July 2017	Y6 pupils not eligible for PP July 2017
% achieving expected standard in reading, writing & maths	40%	57%	40%	63%
% achieving expected standard in reading	64%	71%	60%	70%
% achieving expected standard in writing	56%	79%	45%	70%
% achieving expected standard in maths	60%	75%	40%	83%
End of KS1	Y2 pupils eligible for PP July 2018	Y2 pupils not eligible for PP July 2018	Y2 pupils eligible for PP July 2017	Y2 pupils not eligible for PP July 2017
% achieving expected standard in reading	74%	69%	40%	74%
% achieving expected standard in writing	68%	60%	33%	67
% achieving expected standard in maths	74%	69%	47%	74%

DA Trends (Source: fft aspire)



Desired Outcomes 2017-2018

1. Quality Teaching for All

Success Criteria- Accelerated progress in writing, reading and maths for PP pupils by the end of the year. Gap diminishes between groups.

Last year, Great Hollands Primary School was relentlessly focused on making a positive impact to pupils' lives, particularly disadvantaged pupils by providing them with quality first teaching. The school was and still is committed to ensuring every pupil reaches both their academic and social potential.

Pupil Premium at Great Hollands Primary showed the most impact when it focused on raising the standard of the quality of teaching for all pupils across the school: especially when using approaches such as Read, Write Inc. and Behaviour for Learning.

In addition, the school focused on dedicated targeted approaches in Year 6 and Year 2 such as Pixl to ensure the gap diminished between Pupil Premium (PP) pupils and Non-Pupil Premium pupils. Pixl was extended across the school and all year groups utilised DTT (diagnose, therapy, test) with their Pupil Premium Pupils.

Read, Write Inc. training was delivered to all members of staff last year and lessons were introduced across the school (yrs R-5). In addition, Pupil Premium pupils received 1 to 1 support with RWI Inc. in the afternoons.

Impact of RWI on reading outcomes:

EXs- Expected Standard

GDS- Greater Depth

- Year 6: Pupil premium group gap diminished 18% to 4% in reading
- Year 5: Pupil Premium group gap diminished in reading from 23% to 6%
- Year 4: Pupil premium pupils bucked the trend in reading in that cohort and increased outcomes by 7%
- Year 3: 10% increase for GD in reading for Pupil Premium pupils
- Year 2: Pupil premium pupils outperformed non-Pupil Premium pupils in reading and achieved a 100% pass rate for year 2 phonics from 75%.
- Year 1: 10% gap between Pupil premium Pupils and non-Pupil premium Pupils for Year 1 phonics check
- EYFS: Significant gap between PP and non PP Pupils in reading and this is a priority for this year.

The gap diminished between the Pupil Premium and non-Pupil Premium group in reading, writing and maths in year 6:

- Reading gap diminished from 18% to 4% in year
- Writing gap diminished from 23% to 12 % in year
- Maths gap diminished from 18% to 7% in year.

The most striking evidence of impact was seen in Year 2, where Pupil Premium pupils out performed non-Pupil Premium pupils at the expected standard for reading, writing and maths.

2. SEND disadvantaged pupils make comparable progress to other SEND pupils, considering their individual needs.

Success Criteria- SEND PP pupils make expected progress

SEND disadvantaged and other SEND pupils made comparable progress but they are not making adequate progress compared to non-SEND pupils. This will be a priority for this year (SEND Action Plan).

Support for Learning came into school and assessed PP SEND pupils, as a priority to ensure earlier identification of barriers to learning and to ensure correct provision. They also taught PP SEND pupil in year 6 and Year 3 last year. In addition, to the teaching, they trained staff who were supporting the pupils in class.

All staff received ASD training by Trudy Cleary, Autism Support Team, to ensure all staff had a clear understanding of barriers and had a toolkit of strategies to support the children in class e.g. visuals, ASD action plan.

Behaviour Support Team also worked with identified cohorts to develop Behaviour plans and to train and support staff to reduce low level disruption in the classroom and to remove barriers to learning.

3. Behaviour for Learning is evident throughout the school.

Success Criteria- Improved attitude towards learning and behaviour observed in lessons, seen in books and pupil voice.

Many of our pupils in Great Hollands Primary School have social and emotional needs that impact on their ability to work with others, to deal with disappointment and to persevere with challenging tasks. To ensure all pupils' needs were met and resilience was developed Behaviour for Learning was introduced to the whole school and all staff were trained.

Throughout the year, pupils started to understand the purpose and value of making mistakes and began to develop a 'Growth Mindset'. This resulted in reduced low-level disruption (evidenced in behaviour forms and behaviour system) in classrooms and most pupils developing resilience.

A behaviour system was created to log behaviours inside and outside the classroom. The system allowed the school to monitor vulnerable groups/ pupils and to provide bespoke provision for them e.g. Play Therapy, Key Adult, indoor club at lunchtimes.

The year 5 and 6 cohort were identified as having vulnerable pupils, who would benefit from a Key Adult. A Behaviour TA was employed to support these year groups and to help pupils regulate their emotions. The impact of this, was that those PP pupils identified for a Key Adult in Year 6 made the expected amount of progress in year compared to previous years. Also, behaviour incidents reduced.

ELSA support groups were also delivered after school to help develop pupils' self-esteem and to provide tools for pupils to self-regulate. The impact of this was improved SDQs and progress made in their learning, especially with the year 6 Pupil Premium pupils.

The school bought in the services of a Play Therapist to support Pupil Premium pupils who had experienced trauma and had difficulty self-regulating. The impact of this was the improvement of SDQs (Strength, Difficulties, Questionnaires) and reduced behaviour incidents in the classroom (pupils self-regulating).

Behaviour logging showed a 75% decrease in incidents involving PP children in year.

4. High achieving PP pupils' progress in line with high achieving non-PP pupils.

Success Criteria- PP pupils identified as high ability make as much progress as non-PP pupils identified as high ability.

Last year, planning was a focus to ensure challenge was taking place. Gap analysis was undertaken by year groups and underachievement of HAPS were identified in PPMs and relevant interventions were identified e.g. Pixl therapy, Read, Write Inc. etc.

In year 2 there was a 3% GD (Greater Depth) gap in reading between Pupil Premium pupils and non-Pupil Premium pupils and in maths there was no gap between the two groups for GD.

In year 3 there was a 10% increase for GD in reading for Pupil Premium pupils.

The GD gap between the two groups is diminishing but not quick enough so this is a priority for this year too.

5. No gap between attendance rates between PP and non-PP pupils.

Success Criteria- Reduce the number of persistent absentees. PP attendance to not drop below (90%) and to be in line with non PP pupils.

Attendance

<u>Attendance</u>	2016-2017 Attendance%	2017-2018 Attendance%
PP Pupils	92.85	93.54
Non PP Pupils	94.94	95.54
<u>Gap</u>	<u>-2.09</u>	<u>-1.73</u>

Absence

Absence	2016-2017 Absence%	2017-2018 Absence%
PP Pupils	7.1	6.5

- Attendance of PP pupils has gone up from 2016-2017 to 2017-2018. Also, the gap between PP pupils and non PP pupils has narrowed.
- PP pupils' absence has reduced and the school is closing the gap with the national.

6. Families in difficulty receive additional support which impacts positively on PP pupil achievement.

Success criteria: No gap between PP and non-PP parents attending learning events. No gap between PP and non-PP pupils in participation in core home learning activities e.g. reading at home, spellings and times tables.

Last year, the FSA (Family Support Advisor) and Inclusion Team supported vulnerable families by sign posting them to help, meeting with families, helping families complete forms for agencies, supporting them with attending workshops etc.

RWI support was offered to parents in the form of workshops. In addition, there were parent workshops for maths etc. delivered by the Open Learning Centre. Events were evaluated and any feedback was acted upon straight away e.g. times of events.

Parent workshops were well attended by PP parents and there were no gaps between attendance of PP pupil parents and non-PP parents in the Foundation ad KS1.

Support with core home learning activities is still a barrier evidenced in home learning books and pupil voice (this is an action on the School Development Plan).