



Summary information						
School		Great Hollands Primary School		Academic Year		2018-2019
Total PP budget	£179,520.00	Total no. of pupils	444	Pupils eligible for PP	No: 143	#: 32

Objective 1														
Aims/Desired Outcome	Actions/Chosen Approach	Outcomes/Success Criteria	Impact Review											
A. Effective teaching for All: progress of DA pupils in line with non N-DA pupils.	1.Embedding Read Write Inc. across the school: •Fresh start for PP pupils in years 5 and 6 (Oct 2018 NY) •RWI Home Packs for PP pupils (Sept 2018 NW) •1 : 1 tuition for Reception, Years 1 and 2 (Sept 2018 NY) •TA planning for 1:1 PP pupils (NW to monitor Oct 2018) •RWI parent meetings (SENTA monitor attendance Nov 2018)	DA pupils make accelerated progress so the gap between the DA and N-DA group is reduced.	EYFS Good Level of Development Analysis % Achieving at the Expected Level											
				Communication & Language %	Personal Social & Emotional %	Literacy	Mathematics	Overall Good Level of Development						
			DA	100	90	80	80	80						
			N-DA	65.7	65.7	60	68.6	60						
Gap	+34.3	+24.3	+20	+11.4	+20									
			<table border="1"> <thead> <tr> <th colspan="2">% of those pupils achieving the expected standard for phonics in year 1</th> </tr> </thead> <tbody> <tr> <td>DA</td> <td>93</td> </tr> <tr> <td>N-DA</td> <td>87</td> </tr> <tr> <td>Gap</td> <td>+6</td> </tr> </tbody> </table>				% of those pupils achieving the expected standard for phonics in year 1		DA	93	N-DA	87	Gap	+6
% of those pupils achieving the expected standard for phonics in year 1														
DA	93													
N-DA	87													
Gap	+6													
			Pupil progress for FSM pupils in reading at the end of KS1 outperforms N-FSM pupils for reading: FSM pupils +3.7 N-FSM pupils- +3.3 (Data taken from fft aspire July 2019)											

2.Barbara Carr (maths specialist) support for Years 6 and 3:

- Barbara Carr to model lessons, co-plan with teachers
(VE Nov 2018)
- Barbara Carr to support with identifying barriers to PP pupils in mathematics and to support with interventions and planning for identified barriers.
(NW Nov 2018)

At the end of the autumn term the school reviewed its maths strategy through data analysis and data trends and opted for a mastery scheme- Inspire Maths.

Pupil progress for FSM pupils at the end of KS1 for progress in maths outperforms N-FSM pupils:

FSM pupils-+ 3.6

N-FSM pupils- +2.9 (Data taken from fft aspire July 2019)

Pupil progress for FSM pupils at the end of KS2 for progress in maths outperforms N-FSM pupils:

FSM pupils-+ 4.1

N-FSM pupils- +4.0 (Data taken from fft aspire July 2019)

% attaining expected level in mathematics at the end of the year (ARE)						
	Y1	Y2	Y3	Y4	Y5	Y6
DA	71	71	70	79	43	69
N-DA	63	78	70	77	81	95
Gap	+8	-7	0	+2	-37	-26

The gap has diminished lower down the school an analyses needs to be undertaken why the DA pupils are not accessing the Inspire Maths in the same way in years 5 and 6 compared to the N-DA pupils in those year groups.

(The new Inspire Maths mastery scheme started across the school in January 2019).

3. High Achieving DA pupils' progress in line with High Achieving N-DA pupils:

- PIXL therapies for higher achieving PP pupils. Therapies taught by a teacher.
(NW monitor Oct 2018)
- Analyse patterns in underachievement across the whole school for HAPS
(NW and NY Sept 2018)

% attaining GD in Year 6			
	Reading	Writing	Maths
DA	19	6	6
N-DA	3	8	43
Gap	+16	-2	-37

% attaining GD in Year 5			
	Reading	Writing	Maths
DA	13	6	12
N-DA	38	16	32
Gap	-25	-10	-20

% attaining GD in Year 4			
	Reading	Writing	Maths
DA	21	16	21
N-DA	35	10	37
Gap	-14	+6	-16

% attaining GD in Year 3			
	Reading	Writing	Maths
DA	35	5	20
N-DA	30	3	21
Gap	+5	+2	-1

B. PP pupils' resilience, confidence and self-belief developed so that learning is not disrupted.

1.Developing pupils Emotional Literacy and resilience:

- Two trained ELSA's delivering 1:1 support to PP pupils and delivering Emotional Literacy to PP groups(Sept 2018 NW-training booked)

Pupils develop resilience when challenged in their learning and effectively manage their distractions

- SDQs for 90% of those pupils attending ELSA sessions improved and pupils increased their resilience or there were reduced behaviour incidents.
- 75% of SDQs improved for pupils having Play Therapy and pupils were able to regulate their emotions in the classroom (observations and teacher feedback)

- Play Therapy for identified PP pupil [SDQs scores improve](#)
(Dec 2018 SENTA to analyse SDQs)
- 2. Mentoring for academic progress and emotional well-being:**
 - Sports coach every lunchtime to work with PP pupils and to mentor identified PP pupils e.g. pupils to be more focused and engaged in their level of play and to develop communication skills and self-esteem
(Sept 2018 JR)
 - ELSA supporting PP pupils at lunchtime
(Nov 2018 NW)
 - Lunchtime club for PP pupils
(Sept 2018)
- 3. Welfare Fund:**
 - All PP pupils provided with a jumper for the autumn term
(Sept 2018 Office)
 - Support given to vulnerable families for items such as school uniform, food vouchers
(Sept 2018 FSA/ NW)

- % of DA pupils who had the sports coach on a Friday who achieved combined 25% and ARE in one subject 100%
- Reduced incidents at lunchtime with lunchtime club and targeted pupils being supported at lunchtime by FSA and ELSAs.
- All pupils were provided with a jumper, coat, shoes, PE kit when requested by parent or teacher.

C. Reducing vocabulary gap and increasing academic reading

1. Oral language development in Reception:

- CPD for all staff in Early Years on oral/ vocabulary development for PP pupils (Nov 2018 NW- training arranged by SALT)
- Designated teacher to work with PP pupils in the afternoon on language / vocabulary development (Sept 2018 PS)
 - PEEP (Nov 2018 PS)
- Reception children screened in September using Speech Link (Sept 2018 SENTA)
- Speech Link programme purchased (Sept 2018 purchased by NW)
- Speech Link programme for PP pupils (Sept 2018 PS and SENTA)

2. Developing Academic Reading:

- Pre-teaching of vocabulary for PP pupils:
 - Oral and orthographic information
 - Providing definitions, direct meanings, context
 (Sept 2018 SENTAs/ TAs)

Vocabulary gap closed in reception.

Academic reading gaps between PP and PP pupils reduced.

EYFS Good Level of Development Analysis		
% Achieving at the Expected Level		
	Communication & Language %	Literacy
DA	100	80
N-DA	65.7	60
Gap	+34.3	+20

The data clearly shows the positive impact RWI and targeted Speech and Language support has made with DA in reception.

Staff received vocabulary training and are now all year groups are explicitly teaching vocabulary through the use of writing mats, visual prompts, and vocabulary on walls (learning walks).

High quality class texts have been bought for year groups, especially for KS2.

	<ul style="list-style-type: none"> • CPD for staff on teaching vocabulary • Developing whole class / guided reading at KS2 • Explicit vocabulary teaching in lessons every day (Select, Explain, Explore, Consolidate) • High quality texts purchased for KS2 • Embedding RWI throughout the school (Sept 2018 NY) <p>3. Developing Cultural Capital:</p> <ul style="list-style-type: none"> • Education Trip Fund (Oct 2018 NW and Office) • Bespoke trips to develop cultural capital for PP pupils e.g. visit to the houses of Parliament, Stonehenge etc. for PP pupils in Year 6. (Sept 2018 NW and Year 6 Teachers Trip booked to the Houses of Parliament for autumn term) 		<p>RWI embedded throughout KS1. Impact of this can be seen with DA pupils outperforming N-DA pupils in reception and Year 1 for phonics and redaing. DA pupils outperformed N-DA pupils in the year 1 phonics' screening.</p> <p>Data analysis show year 5 and Year 5 priority year groups for next academic year for reading due to the gap between DA and N-DA pupils.</p> <p>Year 6 pupils who attended Stonehenge trip produced art work and writing based around their trip and it was exhibited in the school's exhibition at the end of the summer term.</p> <p>House of Parliament trip did not go ahead due to building work.</p>
<p>D. Pupils' gaps in learning identified and targeted.</p>	<p>1. Gaps in learning identified, analysed and targeted:</p> <ul style="list-style-type: none"> • Half term progress meetings with focus on PP pupils' progress (Oct 2018 NW/ NY) • Pixl PLCs completed (Oct 2018 NW to monitor) 	<p>Interventions are put in place in a timely manner and they accelerate progress so the gap diminishes between DA and N-DA pupils.</p>	<ul style="list-style-type: none"> • % of DA pupils in year 6 who had Third Space Learning (1:1 maths tuition) attained ARE or above - 100% • % of those DA pupils taking Pixl maths therapies or boosters in Year 6 that attained ARE or above - 100% • % taking reading therapies that achieved ARE or above - 50% (QLS showed vocabulary being a barrier and reading rate)

	<ul style="list-style-type: none"> • Pixl therapies for PP pupils delivered by teachers while HLTA covers class (Sept 2018 NW to monitor) • Pixl training for staff (Sept 2018 NW/ NY) <p>2. SEN needs identified and correct provision provided:</p> <ul style="list-style-type: none"> • Support for Learning for PP pupils (Sept 2018 NW) • SEN training for staff e.g. ASD, Specific learning Difficulties etc (Oct 2018 NW and SENTA) <p>3. One-to-one tuition for PP pupils in Year 6 and Year 2.</p> <ul style="list-style-type: none"> • Third Space Learning Y6 • Maths therapies years 2 and 6 <p>(Sept NW/ VE/ CS)</p> <p>4. Peer Mentoring for reading and maths (KS2 pupils to peer mentor KS1 pupils)</p>		<p>Peer mentoring did not take place, as the priority was embedding Pixl therapies across the school- to be actioned next academic year.</p> <p>Speech and Language, ASD training and Behaviour training were provided for specific staff and specific year groups. The impact can be seen in reduced behaviour incidents (evidence in behaviour reports) during the year. Also, a number of SEN achieved their SALT targets and were signed off.</p> <p>In reception, DA pupil outperformed N-DA pupils with their communication and language: DA pupils:100% and N-DA pupils:65.7%.</p>
<p>E. Reduced absenteeism for DA</p>	<p>1.Attendance tracked and closely monitored by Attendance officer and PP lead:</p>	<p>Reduce the number of persistent absentees.</p>	<p>FSM attendance increased from 93.33% in Autumn 1 to 94.30 Summer 2 due to targeting families. This I still an area to focus on next academic year.</p>

<p>pupils and improved attendance for DA pupils.</p>	<ul style="list-style-type: none"> • PP pupils with poor attendance tracked, identified and action plans put in place (Sept 2018 NW and SENTA). • EWO service to meet with parents and children regularly. (Nov 2018 NW and EWO service/ Attendance Officer) • FSA and Inclusion Team to support vulnerable PP families. • Attendance for year groups celebrated every week in assembly. Reward for class with the best attendance for that week e.g. extra playtime. <p>2.Rewarding attendance for PP pupils:</p> <ul style="list-style-type: none"> • Every half term those PP pupils achieving 98% attendance receive e.g. book token etc. PP pupils' views will be sought for half term attendance rewards. (Sept 2018 Attendance Officer/ NW/ Office) • 98% Plus Club (special table in dinner hall and first into lunch for that week) (Sept 2018 Attendance Officer/ NW) 	<p>DA pupils attendance to be in line with non DA pupils.</p>	<p>Year 6 was a targeted year group through analysis of their attendance- Year 6 FSM attendance increased from 93.33% Autumn 1(October 2018) to 95.02 % (July 2019).</p> <p>Attendance is still a priority for the school so the school is continuing to buy in the services of a EWO one day a week to work with priority families etc.</p> <p>Pupil comments indicate that children like winning the 10 minute attendance reward, especially in Key stage 2. Attendance award to continue next year.</p> <p>Analysis of attendance data show that higher expectations for attendance need to be the focus for EYFS and Key stage 1 next year.</p>
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<p>F. Increasing parental engagement.</p>	<ol style="list-style-type: none"> 1. FSA and Inclusion Team to support vulnerable families <ul style="list-style-type: none"> • Families eligible for PP will be targeted by FSA and Inclusion Team by being personally invited to events. <p>(Sept 2018 FSA/ SENTAs)</p> 2. Stay and Play sessions to take place each term. Open Learning Centre sessions for parents in school with a focus on maths and literacy. <p>(Oct 2018 NY/VE)</p> 3. RWI parent workshops for Reception- Year 2 <p>(Sept 2018 NY/ CP)</p> 4. Parent workshops and events will have evaluation forms and any feedback will be acted upon straight away. <p>(Oct 2018 NY/ NW)</p> 5. Garden to Table Project for KS2 PP pupils and their family (Hands-on Gardening and Healthy Eating) : <ul style="list-style-type: none"> • Children and their parents grow organic vegetables • Cooking workshops 	<p>Parental engagement increased in Reception and Key Stage 1</p>	<p>Play therapist and the school ran two anxiety workshop programmes for targeted parents for six weeks in the spring and summer term. 95% attendance for both workshops run and parent comments were positive. School to organise anxiety workshops for next academic year.</p> <p>Very high uptake of parents in early years and Key stage 1 (90%) but this declines further up the school, which is a target for next year. Informal observations noted that both pupils and adults were engaged and appeared to be enjoying themselves during a range of different sessions.</p> <p>Parent information sessions for RWI ran in evening sessions as well afternoon sessions to allow for working parents, which resulted in 85% attendance.</p> <p>Analysis of needs of the children and families school decided to invest in dog therapy with the money instead for all year groups.</p> <p>Dog therapy took place in the summer term. Individual, groups and classes had timetabled sessions with Dennis the therapy dog. Pupil comments, targets achieved by the pupils working with Dennis (therapy dog) indicated a positive impact for dog therapy. Also, it provided cultural capital for those pupils who are unable to have a pet.</p>
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Summary of Performance

Year 2 Value Added Progress Performance

Data taken from FFT 2019 Early Results Service (July 2019)

Reading

	Value added progress for pupil groups	Gap between FSM6 pupils and Not FSM6 pupils
FSM6	+3.7	+0.4
Not FSM6	+ 3.3	

Maths

	Value added progress for pupil groups	Gap between FSM6 pupils and Not FSM6 pupils
FSM6	+3.6	+0.7
Not FSM6	+2.9	

Reading and Maths

	Value added progress for pupil groups	Gap between FSM6 pupils and Not FSM6 pupils
FSM6	+3.6	+0.5
Not FSM6	+3.1	

Year 6 Value Added Progress Performance

Data taken from FFT 2019 Early Results Service (July 2019)

Reading

	Value added progress for pupil groups	Gap between FSM6 pupils and Not FSM6 pupils
FSM6	-0.2	-2.1
Not FSM6	+1.9	

Maths

	Value added progress for pupil groups	Gap between FSM6 pupils and Not FSM6 pupils
FSM6	+4.1	+0.1
Not FSM6	+4.0	

Writing

	Value added progress for pupil groups	Gap between FSM6 pupils and Not FSM6 pupils
FSM6	-0.3	+0.9
Not FSM6	-1.2	

Summary of Attendance and Punctuality

Session Attendance summary (03 Sept-22 July 2019)

	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All
DA	97.54	93.34	*92.00	94.45	96.40	95.42	95.57	96.34	95.02
N-DA	96.54	93.49	94.43	96.78	96.32	96.12	96.57	97.34	95.91

*Two pupils in year 1 were on a reduced timetable while waiting for specialist-setting placements

Focus on EYFS to develop higher expectations for attendance and for Key Stage 1 for next year.

Attendance Summary Lates (03 Sept 2018- 22 July 2019)

	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All
DA	0.89	0.73	0.96	0.64	1.12	0.97	0.63	0.23	0.77
N-DA	0.25	0.42	0.90	0.60	1.02	0.31	0.96	0.64	0.68

Attendance Summary Persistent Absence > 10 (03 Sept 2018- 22 July 2019)

	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All
DA	0	2	3	3	1	2	0	1	12
N-DA	3	6	5	2	3	3	2	0	24

Summary of Behaviour and Conduct

Behaviour Incidents	Autumn Term	Spring Term	Summer Term 1	Summer Term 2
DA pupils	48	41	21	19
N-DA pupils	68	65	21	29
Total Behaviour Incidents	116	106	42	48

The data indicates better provision for pupils' needs through reduced behaviour incidents including DA pupils e.g. improved pastoral support, ELSAs, support plans etc. Incidents of disruptive behaviour for DA have reduced over the year notably in class disruption (evidenced in behaviour reports). Evidence from learning walks and observations show DA are more engaged with their learning.