

Pupil Premium Impact Review

Academic year 2015/16



At Ashleigh School, our expectation is for all children to succeed through our highly inclusive and supportive learning environment built around the philosophy of 'Growth Mindsets'. We develop children holistically through the following main aims:

- **Achievement** – Academic success across the curriculum.
- **Aspiration** – Creating high aspirations so that every child can reach their potential in life.
- **Enrichment** – Developing the whole child through meaningful and enriching life experiences.

Our priorities at Ashleigh CE Primary School were:

- To narrow the gap for those pupils not on track to achieve the expected standard at the end of KS2.
- To ensure early identification of additional needs and to promote early intervention programmes.
- To ensure that there is extra adult support to facilitate emotional and social development.

This provision included:

- Facilitating pupils' access to education.
- Facilitating pupils' access to the curriculum.
- Provision of extra-curricular learning.

Total Pupil Premium received	£135,420
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Detailed Analysis 2015 – 2016

Item/Project	Cost	Objective	Impact/Outcome	Possible next steps
TA support within class	£35,053	To increase rates of attainment and progress for disadvantaged pupils across the school through small group and class support.	<ul style="list-style-type: none"> ● Behaviour of pupils moved from inadequate (Dec 15) to good in March 2016. ● TA support allowed teachers to utilise flexible provision so that children received the highest quality input to increase rates of progress. ● PP children made the same or better progress than Non-PP in the following areas: Year 1 – Reading, writing and maths Year 2 - Reading, writing and maths Year 3 - Reading and maths Year 6 - Reading ● Although progress was good in most year groups; non-pupil premium pupils out performed in Reading, Writing and Maths attainment in all year groups except EYFS. 	<ul style="list-style-type: none"> ● Disadvantaged pupils in Years 4 and 5 need to be monitored closely in PPMs to ensure they make the expected progress. ● Close the attainment gap in all years groups – <ul style="list-style-type: none"> - Babcock Closing the Gap Literacy project (MD/JC) - Reinstating 'Achievement for All' strategies (structured conversations, child profiling, parental engagement tracking)
0.6 out of class SENDCo	£29,536	To increase rates of progress for disadvantaged pupils with SEND needs across the school	<ul style="list-style-type: none"> ● SENDCo not class based has enabled appropriate and effective support/coaching of staff to be directed towards meeting children's additional needs. ● External agency advice and support sought and implemented to meet children's needs. ● Good relationships established with parents of pupils with SEND. ● Family Thrive sessions in the summer term 	<ul style="list-style-type: none"> ● CF working alongside Chris Wardle and PSP to investigate alternative ways of measuring progress of pupils who do not attain ARE

TA intervention and training	£36,000	To improve reading and writing skills through individualised support and/or small group work. Counselling qualification	<ul style="list-style-type: none"> ● Project Code – intervention has been running since February and is designed to last for up to 26 weeks. Children are currently still midway through the programme to measureable impact is still ongoing. Teachers report children are confident in reading and have better attitudes to learning. ● Pirate Crew – 3 members of staff trained and children identified for the groups, however due to staff shortages the sessions were unable to run as planned ● Counselling qualification – HQT gained a counselling qualification in January and ran well attended ‘Time to Talk’ sessions during lunchtimes → most vulnerable children were personally invited to attend. 	<ul style="list-style-type: none"> ● Progress data from Project Code needs to be analysed by English Leader at regular intervals to ensure it is having an impact. The baseline assessment suggested by the trainers was not suitable for KS2 children and has not provided accurate data. A new baseline is currently being administered. ● TAs who were trained for the Pirate Crew intervention to attend refresher training and lead sessions in for targeted Year 3/4 children ● Time to Talk opportunities to be publicised on social media and newsletters to enable parents to signpost their children.
SENDCo and Behaviour Support TA	£8, 526	To provide additional support for children with a range of emotional and behavioural needs.	<ul style="list-style-type: none"> ● Behaviour of pupils moved from inadequate (Dec 15) to good in March 2016. ● Attitudes to learning have improved for all children and in particular a group of focus children who receive group therapy from RD. ● Exclusion rate dropped from 28% Autumn 2015 to 5% for Spring & Summer combined. ● Family Thrive sessions in summer term 	<ul style="list-style-type: none"> ● RD to attend ELSA (emotional literacy support assistant) training so that most vulnerable children can be identified and supported earlier. ● RD and MD to continue running Family Thrive courses for most vulnerable/hard to reach families
Dyslexia Support Specialist	£5,210	To improve reading and writing skills through individualised support and/or small group work	<ul style="list-style-type: none"> ● Dyslexia screening undertaken for children identified with difficulties. ● Support for pupils in small groups and resources for in class support. 	<ul style="list-style-type: none"> ● KL attending Dyslexia assesement training so that screening can be done more cost effectively ‘ in house.’ ● KL to have a regular weekly screening/support time (referred through PPMs)

Parent Liaison support	£3929	To target and support families with low attendance. Family support.	<ul style="list-style-type: none"> • Attendance of PP children has improved throughout the year moving from 94.66% in January to 95.2% in July (compared to 95.9 for all children) 	<ul style="list-style-type: none"> • Although attendance has improved , parental engagement has dipped since 2014/15 academic year – re-introducing Structured Conversations needs to be a priority from September 2016. • Host open days and shared learning experiences to re-ignite parental engagement.
Play Therapy	£3,990	To improve and develop the emotional resilience of our most vulnerable children.	<ul style="list-style-type: none"> • Play therapy supported 3 of our most vulnerable children. SDQ's show improvements for all three children however additional needs/ issues have impacted here. This is ongoing and support is continuing in Autumn 2016. 	<ul style="list-style-type: none"> • Investigate Play Therapy training for and existing staff member which would enable us to target more children for a one-off cost rather than ongoing cost of current therapist.

SEAL	£2,080	To improve and develop the emotional and social resilience of our most vulnerable children.	<ul style="list-style-type: none"> • SP and year groups have met regularly to ensure that PHSE/SEAL are embedded through medium term planning. • All year groups had updated resources e.g. social stories, puppets, calming kits to help facilitate learning • Release time for SP to attend local PSP network meetings to share action research. • Behaviour of pupils moved from inadequate (Dec 15) to good in March 2016. 	
SEN	£2750	To provide specific support for pupils with PP on the SEN register	<ul style="list-style-type: none"> • Intervention resources for supporting PP children with SEMH. • Supported them in periods of crisis – enabled behaviour to be managed effectively and reduce the risk of exclusion. • None of the targeted children were excluded following the introduction of the resources. 	<ul style="list-style-type: none"> • Staff meetings which focus on developing Wave 1 provision to enable sustainability of behaviour strategies and support .
Calming kits	£500	To create calm reflection areas in each classroom and communal school spaces	<ul style="list-style-type: none"> • All classrooms have a calm down/reflection area that the children have been trained to use. • Lesson observation write-ups show a reduction in low level disruptive behaviour 	<ul style="list-style-type: none"> • Consult Behaviour Support Team to advise on communal spaces, both inside and out, can help child children to self-regulate and manage their feelings.

Educational trips & events	£1,500	To enable all pupils to access school trips and after school clubs.	<ul style="list-style-type: none"> • Year 6 children in receipt of PPG received a discount for the residential. • Other pupils were supported for trips 	<ul style="list-style-type: none"> • Investigate the use of quality provision in the locality e.g. Falcons Gymnastic Academy, Tarka Tennis, Dance input, Barnstaple Football Club, Barnstaple Rugby Club etc. • The level of enrichment was minimal in 2015-16 due to other priorities. It is recognised that increasing the level of opportunities for our children is a key priority for the next academic year
Phonics (training, interventions and resources)	£2,000	To increase the % of children who pass the phonics screening in Year 1.	<ul style="list-style-type: none"> • Proportion of children passing the Year 1 Phonics Screening has continued in an upward trend since 2013 and is now at 87% • Year 1 children received an additional daily phonics intervention since January in addition to whole class teaching 	<ul style="list-style-type: none"> • Close the attainment gap between PP and Non PP Previous upward trend is maintained with a target of 100% pass rate • 29% (11 children) of Year 1 children did not achieve the ELG in Reading and/or Writing so will need targeting to ensure accelerated progress.
Music lessons	£663 (£8.50 per hour)	To raise self-esteem and have positive impact on aspirations.	<ul style="list-style-type: none"> • Children have taken part in music concerts and made progress learning instrument. 	<ul style="list-style-type: none"> • Choices were limited to keyboard and drums – investigate more opportunities in the local community.
PASS Survey	£550	To identify and target children who require additional social, emotional and behavioural support	<ul style="list-style-type: none"> • PASS survey was completed by all children from Year 1 to Year 6. • Analysis shared with all staff. • Vulnerable children who had not previously been identified were highlighted, information has been shared with new class teachers. 	
Breakfast club for Y2 and Y6 pupils –SATs week	£250	That all pupils who take SATs tests have a healthy breakfast before SATs.	<ul style="list-style-type: none"> • Breakfast club was well attended by Year 2 and Year 6 pupils. 	<ul style="list-style-type: none"> • For the second year running siblings in other year groups wanted to attend – could this be a daily/twice a week event?
Speech and Language – Language link screening EYFS	£2,700	To identify areas of development in CLL	<ul style="list-style-type: none"> • Enabled targeted support for pupils • Ensured that GLD was 85% for pupil premium compared to 71% for the whole cohort 	<ul style="list-style-type: none"> • Carry over item to next academic year due to positive impact