

## 2017-18 Pupil Premium Spend and Impact Report

Spend	Cost	Impact of Spend
Blue Smile Play Therapy	£3,555	<ul style="list-style-type: none"> <li>Blue Smile is a Cambridgeshire based charity offering arts-based therapy and mentoring in local schools, designed to improve children's emotional wellbeing, relationships and learning in school.</li> <li>Of the pupils that attended sessions with Blue Smile, 100% of teachers said that the pupil was more focused in class time, and that confidence in learning had grown.</li> <li>Parents reported that pupils were much more willing to engage in school and no longer complained of not wanting to be here.</li> <li>Attendance improved by an average of 10% with some individuals improving by nearly 25%.</li> <li>Further sessions will be offered next year for 2 days per week.</li> </ul>
1stClass@Writing Interventions x4hrs p/w	£3,900	<ul style="list-style-type: none"> <li>4x pupils accessed the 1<sup>st</sup>Class@Writing intervention 4x afternoons per week, following a specific programme of study.</li> <li>Writing is harder to analyse but pupils complete a writing sample which is analysed for spellings (including common exception words), handwriting, vocabulary, sentence construction, punctuation, writing for purpose and independence in selecting appropriate features of language.</li> <li>In all instances, pupils have improved, particularly in spellings, increased vocabulary, features of language and independence.</li> <li>Teachers have reported that pupils are able to transfer these skills into the classroom and this will continue to be a focus for next year.</li> </ul>
Success@Arithmetic Training	£795	Success@Arithmetic training was delivered to two members of staff: One class teacher and one LSA who delivers the sessions. These sessions took place approximately 4x per week since October 2017 and progress and impact tracked each half term using Sandwell and teacher assessment tasks.
Success@Arithmetic Interventions x4hrs p/w	£3,900	<ul style="list-style-type: none"> <li>5 pupils accessed the Success@Arithmetic intervention last year. The impact was seen to be excellent, especially in identifying gaps in learning, and will continue into 2018-19.</li> <li>Indication of progress below: Pupil A: Baseline Assessment: 4yr 7months Interim Assessment: 8yr 8months</li> </ul>

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		Pupil B: Baseline Assessment: 5yr 10months Interim Assessment: 8yr 1month
Sandwell SENT Number Baseline Assessment	£319.95	<ul style="list-style-type: none"> <li>• Pupils who accessed Success@Arithmetic have been assessed for baseline and progress using this resource (indication of progress above) alongside teacher assessment.</li> <li>• Due to the information that can be gathered using this assessment, a further 25+ pupils have been assessed using Sandwell. This number will increase as more pupils access interventions and it will continue to be used next academic year.</li> <li>• The resource gives a good baseline and progress measure assessment for other maths interventions, such as Numicon and 1<sup>st</sup>Class@Number.</li> <li>• Sandwell is also a useful tool for determining the curriculum level of pupils working below age related expectations in maths for their chronological age.</li> <li>• LSAs have used the assessments to measure gaps in learning and teach to these gaps during interventions. They have also notified the teachers so that these gaps can be targeted in class.</li> </ul>
Clicker 7 Sessions x3hrs p/w	£2,924	<ul style="list-style-type: none"> <li>• Clicker 7 was purchased to support pupils in English in Years 2-6 who are working below age related expectations.</li> <li>• The programme focuses on literacy skills, mainly use of appropriate vocabulary and sentence structure and can be adapted to support pupils in their topic work e.g. building a word bank for the Vikings, Science work etc.</li> <li>• Some classes making frequent use of the software and for those pupils the writing has increased and they feel supported in their learning.</li> <li>• Due to changes in staff, not all members within phases were confident in using the resource and delivering the programme, and so further training was given to LSAs in Summer to make use of this resource next academic year.</li> </ul>
Teacher Group Tuition RWM	£3,263.25	<ul style="list-style-type: none"> <li>• Sessions began in February to support groups of learners in writing e.g. use of accurate grammar, making sense of sentence structure, accurate punctuation and use of subject specific vocabulary and literary devices such as adjectives and modal verbs to improve a sentence.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Pupils' progress measured through APDR and scale of 1-10 given as entry and exit data for writing specific targets, using same assessment structure as developed during 1<sup>st</sup> Class @ Writing sessions.</li> <li>• All pupils' scores increased in the time they had interventions, particularly in development of vocabulary and verbal to written responses.</li> <li>• Due to success of this group work, planning is already in place for groups to continue (in RWM) from September for LKS2 and these will continue throughout the academic year.</li> </ul>
Milk for PP children (£1.10 pw)	£1,180.08	<ul style="list-style-type: none"> <li>• 31 pupils currently access free milk as per the school's PP Free School Milk scheme.</li> <li>• This is just over 50% of the PP numbers and has risen since the start of the year. The admin team are now aware of those pupils who may be entitled to free milk and letters are sent out to remind parents / carers to sign up in September. This will continue next year.</li> <li>• The budget for milk will be amended to reflect the numbers from September 2018.</li> </ul>
Kids Club and Breakfast Club	£605.50	<ul style="list-style-type: none"> <li>• Breakfast and after school club and provisions have been put in place for the most vulnerable.</li> <li>• Pupils in the most difficult of home circumstances have benefited from a free breakfast and support with personal care.</li> <li>• Attendance, as a result, has remained at a steady 91% average for these pupils. This had previously been as low as 65-70% for some individuals.</li> <li>• An amount will be put aside in the 2018-19 budget to support any further pupils for whom this will be beneficial next academic year.</li> </ul>
School Uniform Subsidy max £54.75 pp	£2,198.47	<ul style="list-style-type: none"> <li>• Eligible families are offered a full set of branded uniform including 2x jumpers, 3x polo shirts and a PE Kit.</li> <li>• In comparison to last year, total numbers of children accessing the uniform allowance has increased from 50% to 86% of Pupil Premium families.</li> <li>• Letters will go out again at the start of the year to remind parents and carers of their entitlement to funding, and EYFS and KS1 families are reminded of the importance of signing up despite their access to UFSM.</li> <li>• If they are not accessing the uniform allowance, parents will be contacted to remind them of their entitlement to the provision.</li> </ul>

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		<ul style="list-style-type: none"> <li>In a small number of cases, where inappropriate clothing has been provided due to family circumstances, some parents are contacted to offer them additional support. (e.g. shoes / school trousers / swimming kits).</li> </ul>
Trips and Clubs	£1,104.70	<ul style="list-style-type: none"> <li>The school tracks all trips and payments, and will contact individual families on the PP register to make them aware of their entitlement to support.</li> <li>Some parents, who may feel they do not need the support at one time during the year, are paying in full but then may make use of this during the next term.</li> <li>All staff are encouraged to be aware of families who may be late paying / pupils who have said that their families cannot afford certain trips / clubs. These parents are contacted to see if they are eligible and if so then support can quickly be put into effect.</li> </ul>
Senior Inclusion Workers	£23,400	<ul style="list-style-type: none"> <li>Social Skills groups in place weekly for groups of learners who require support with friendships / appropriate behaviours / working with others / playground issues.</li> <li>Individual pupils can access support and they are given time and resources to help them in dealing with difficult family circumstances.</li> <li>Teachers refer pupils through to Inclusion Workers with specific and individualised targets, the impact of which are measured using Scales of Impact. In the majority (87%) of cases, pupils improved their scores across all areas and this information was used to determine whether the child still needed to access the support or if additional provision would need to be accessed.</li> <li>Inclusion Workers also offer a key school link for parents of PP pupils, so that they can feel supported and engage with their child(ren)'s education.</li> <li>Lunchtime club available for pupils who may benefit from a smaller-scale environment to enjoy their independent play time.</li> <li>Attendance at lunchtime club by PP pupils rose from 17 to 31 pupils this year, which is just over 50% of total PP numbers.</li> <li>Attendance by Inclusion workers at family support meetings, CIN and CP meetings, TAF/TACs and other meetings where liaison between family, school and other agencies may be appropriate. Inclusion workers can pinpoint other services to parents and carers which may be required.</li> </ul>
Premier Sport Lunchtime Club	£4,775	<ul style="list-style-type: none"> <li>Premier Sport have been attending WPS at lunchtimes to provide sports based activities to KS2.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Impact was measured based a scoring system of 1-10. Pupils were asked to rate the coach, the activities, whether they would recommend to a friend, how often the club is full, and whether pupils and teachers felt it had a positive impact on behaviour.</li> <li>• At the beginning of the Autumn Term, the majority of scores were high, at around 7-8.</li> <li>• Later in the autumn term during the second impact assessment, scores had increased to between 8-10, with 100% of participants scoring 10 for a positive impact on behaviour.</li> <li>• Next Steps: Games currently taken up by Yrs 3 &amp; 5 and predominantly male orientated groups. Feedback has been given to Premier Sports to ensure games appeal to all year groups and both boys and girls.</li> </ul>
Curiosity Café Family Incentives	£500	<ul style="list-style-type: none"> <li>• EYFS, KS1 and LKS2 held Reading Curiosity Café where parents were invited in to learn about phonics and reading in class, as well as see the sorts of work their children are expected to produce and expectations for the end of KS assessments.</li> <li>• Around 35 families attended for a session lasting just over an hour.</li> <li>• Feedback was excellent, with parents commenting that they now knew better how to support their child.</li> <li>• Reading packs with whiteboards, pens, rubbers were provided for all families who attended the Curiosity Café in November, and we have sufficient to provide these for all other events.</li> <li>• Parents/carers were encouraged to stay and have refreshments and read with their child.</li> <li>• Events will be put in place for 2018-19 to further encourage our parental engagement in supporting their children with their learning outside of school using underspend from 2017-18.</li> </ul>
Leadership Analysis Time	£6000	<ul style="list-style-type: none"> <li>• DHT ensures data for core subjects has been entered half termly, and interventions are tracked appropriately to ensure IMPACT is analysed.</li> <li>• DHT holds staff to account to ensure agreed interventions are taking place and assessment and progress data is accurate and inputted in a timely manner.</li> <li>• Support is in place for new members of staff in knowing how to identify PP Pupils including tracking attainment.</li> <li>• DHT tracks PP pupils and their progress, using Intervention Grids, OTrack, Assessment Data and attendance at Pupils Progress Meetings to ensure pupils are making progress from their starting points and the correct support is in place.</li> </ul>

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		<ul style="list-style-type: none"><li>• DHT works with Phase Leaders to track trends for pupil groups, perform book scrutinies, learning walks, pupil voice and observations with a focus on disadvantaged groups and closing the gap.</li><li>• DHT responsible for reporting on PP IMPACT and progress data to HT, LA and Governors.</li></ul>
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