

# Sticklepath Community Primary Academy

## Pupil Premium Action Plan 2018-2019 – Impact Report

Summary Information	
Total Number of Pupils	414
Number of PP-eligible Pupils (and %)	101 (24%)
Total PP budget	£133 320
Date of Most Recent PP Review	March 2018
Date of Next Planned External Review	March 2020

Yr 6 Attainment 2019 - % PP meeting the expected standard			
Cohort = 57 pupils PP = 18 pupils	% School	% National other (2017)	Attainment Gap
Combined Reading, Writing and Maths	33	64	-31
Reading	67	77	-10
Writing	56	81	-25
Maths	33	80	-47
Green indicates a closed gap (< 1 pupil); yellow indicates a narrowing gap with previous year; red indicates a widening gap with previous year			
Yr 6 Progress 2018 (where 0 = average progress) (based on last year's PAG scores)			
	School		
Reading Progress	-1.2		
Writing Progress	-2.1		
Maths Progress	-1.7		

Key Barriers to Learning
<p>Pupils enter reception with poor communication and language skills. Children have impoverished exposure to language which makes accessing learning a challenge in all areas but particularly with 'technical' language such as in maths. Children have poor executive functioning so therefore are unable to process and retrieve information – this makes maths particularly challenging. The children come in with very low Thrive strands below the 'thinking' strand required for learning so require additional support to be able to access learning. Many of these children exhibit a fixed mindset attitude therefore find struggle and challenge difficult to manage. Attendance can be an issue and many pupils live in chaotic households.</p> <p>Parents lack the skills to support their child to make progress in their learning.</p>

## Summary of Provision

### Learning



- EYFS Speech and Language Link
- Narrative Therapy
- Pre School Speech and Language Link
- Wave 3 Reading in Yr 1
- Speech and Language support
- Achievement for All - working memory project
- Maths Instant Intervention
- Coaching based on Pupil Premium Strategy
- KS1 Phonics Intervention
- TA training with Educational Psychologist
- Visible Learning and Impact of Feedback linked to tight learning objectives and success criteria
- Effectively targeting pupils' next steps to narrow attainment gaps
- Support for Wave 1 teaching from SenCo

### Wider Outcomes



- Study Club
- Monitoring Closely the Impact of Parent Workshops on pupil outcomes
- Clubs - continue targetted recruitment and specific clubs including Pupil Voice
- Access to Early Help including for attendance

### Social and Emotional



- Thrive based Nurture Class
- 1-1 and small group nurture
- Family Thrive Parent Course - measuring impact
- Whole school Thrive training

## Learning

Aim	Cost	Summary of Provision	Outcome	Evaluation
To improve pupils' communication and language skills in Early Years (Embed EYFS speech and Language Speech and Language Link in Pre School)	£500 £6836	Assessment using <b>Speech and Language Link</b> Target pupils identified TA delivered 1-1 programme  Continued training for Pre School to deliver intervention  Programme of CPD on teaching language led by SenCo	Narrow the gap between disadvantaged and non disadvantaged pupils so that it is broadly in line with the national for similar groups  Increase % pupils working at age appropriate standard for Communication and Language	Within school attainment gap has closed. Progress in CLL was good, with all pupils making better than expected progress so that % pupils meeting their ELG increased from 22% on track on entry to 75%. Dramatic improvement in pupils' percentile rankings for Language for Learning. Early work has been started on assessment in nursery and anecdotal evidence from reception is that more children are school ready. This should be supported by the baseline assessment.
To accelerate progress in reading	£18 773	1 dedicated FT TAS for KS1 to deliver <b>Wave 3 reading</b> intervention across KS1  All TAs trained to deliver Wave 3 Reading  All identified PP pupils across the school accessing additional reading  Focus on children in Autumn Term who have fallen behind over the summer  Project X – reading intervention for Yr 3s  Training for pre school in delivering direct instruction for reading	Gap narrows for disadvantaged pupils in reading across the school  Improved standardised scores  Yr 1 phonics pass rate improves  Children who were supported to achieve the expected standard in Yr 1 maintain good progress  Increased % disadvantaged pupils achieving the expected standard in early years for reading	% pupils working at the expected standard in reading increased from 54% to 65%. Progress was most rapid in reading.  In Year 1, the impact of the Wave 3 reading and joined up reading provision led to rapidly narrowing attainment gap.  The school identified one weak area of provision but actions have been put in place to address this.  In Early Years, progress in reading was dramatic, with pupils working at the expected standard increasing from 13% on entry to 68%.  Standards in Year 2 reading were maintained.
To improve pupils' speech and language	£8501	Dedicated teacher trained TA delivering 1-1 <b>Speech and Language</b> programmes  Speech and Language programmes introduced to	Pupils discharged from speech and language service	All pupils discharged from service.

		the Pre School  Whole school focus on effective teaching of vocabulary	Accelerated progress for target pupils  In end of year tests and writing assessments, pupils demonstrate an improved understanding and widened use of vocabulary especially to engage the reader	Early Talk boost as started.  SATS analysis shows good outcomes for pupils' word knowledge in reading.
<b>Achievement for All – working memory project</b>  To improve children's working memory so that they can be successful learners	£10 154	Personalised programme designed by lead teacher and delivered by lead teacher and TA – linked to Wave 1 provision	Improved standardised scores in diagnostic assessment Improved attainment and accelerated progress across the curriculum – pupils using WM strategies to access learning Joined up provision between Wave 1 teaching and Wave 3 intervention monitored and supported in the classroom by the SenCo New 'Deputy SenCo' effectively leading programme School achieves lead Achievement for All school status	School achieved Quality Lead status.  Changes to the diagnostic tool means comparative data is not available. Year 6 reading data can be used to measure impact: 10/18 pupils made accelerated progress with three pupils making accelerated progress to achieve greater depth.
<b>Maths Instant Intervention –</b> to increase the % pupils working at the expected standard	SDP	Additional teaching sessions provided wherever timetabling allows	Disadvantaged pupils being supported to keep up with other pupils and to 'master' age appropriate outcomes as evidenced in elicitation tasks and follow up lessons Increased % working at the expected standard	Instant intervention was not used consistently this year due to resourcing and timetabling challenges.
<b>TA Training with Trust Educational Psychologist</b> To improve TA skill set	£600	Bespoke training programme based on the needs of Trust schools identified by the Educational Psychologist	CPD programme successfully implemented within school and having a demonstrable impact on disadvantaged pupils – focus on independence	Lesson observations show a marked improvement in TAs supporting pupils to be more independent, notably allowing pupils to struggle and them scaffolding effectively.
To improve attainment for disadvantaged pupils through <b>effective target setting</b>	SDP	Literacy leader support for teams in setting next step targets in writing  Pupil progress meetings  CPD on LOs, SC and how to link this back to effective feedback  Outcomes for PP children discussed in daily professional dialogue time	Targets in writing and written feedback having a demonstrable impact on improving standards in writing with pupils knowing targets and explaining the improvements they have made in writing Pupils know what they are learning, how they are doing and next steps	More connected teaching sequences have led to an overall increase in pupils achieving the expected standard in writing with a small number of target children achieving greater depth.  This remains an area for focus for the school.

<p>To improve teachers' understanding of barriers to learning so that the needs of disadvantaged pupils are met in lessons</p>		<p>Continuation of effective pupil progress meetings</p> <p>Inclusion Leader to attend team meetings on a rotation basis to discuss pupil progress</p>	<p>All disadvantaged pupils are making at least good progress with increasingly % working at and above the expected standard</p> <p>Attainment gaps narrowing</p> <p>Teachers can explain next steps for target pupils, which actions they have taken and the impact of these on pupil outcomes</p>	<p>Teachers' understanding of pupils is now at a forensic level. In the best practice this is used to adapt teaching leading to improved attainment. The challenge for the school is to ensure this level of best practice across the school.</p> <p>The attendance of the inclusions leader and deputy SenCo at team meetings has supported teachers, through professional dialogue, to more effectively target pupils to accelerate progress.</p>
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Wider Outcomes				
Aim	Cost	Summary of Provision	Outcome	Evaluation
To improve independent learning skills  <b>Study Club and Nurture Club at lunchtime</b>		Twice weekly homework club for disadvantaged pupils Pupils actively recruited and use time to work on basic skills or social skills in nurture club	Disadvantaged pupils accessing both clubs.  Qualitative evidence that this is having an impact on a range of pupil outcomes	Lunchtime nurture club has had a positive impact on vulnerable pupils' experiences of lunchtimes. Incidents in the lunchtime behaviour book decreased.
To support parents to know how to help their child  <b>Parent Workshops</b>		Programme of parent workshops: Phonics Maths	Evidence of improved support for disadvantaged pupils at home resulting in accelerating progress – case studies	Not currently tracking the impact of this.
To develop wider life experiences  <b>Clubs – targeted recruitment and specific clubs</b>		Pupils get first refusal to all clubs Pupils are targeted Participation in wider activities such as the Disability Games for disadvantaged pupils	All disadvantaged pupils attend a club during the academic year notably from nurture class Pupils can explain how this has helped them to develop a Growth Mindset All pupils groups across the school e.g. school council, are representative	100% pupil premium pupils accessed the Activity club with 55% also accessing other clubs.  Pupils can clearly articulate how their mindset has supported their learning.

Social and Emotional				
Aim	Cost	Summary of Provision	Outcome	Evaluation
To improve attainment for disadvantaged pupils  <b>Thrive based nurture class</b>	£44576	Thrive based nurture class staffed by Thrive trained teacher and two TAs and supported by SenCo Academic learning and therapeutic work	Pupils' Thrive assessments show good progress in moving through the development stages Progress academically is improving so that attainment gaps are narrowing Targeted pupils return to mainstream class	90% children made progress either within or between Thrive bands.  2 children now within the age expected strand.
To address social and emotional barriers to learning  <b>1-1 Thrive based nurture</b>	£12500	1-1 Thrive delivered by Thrive trained TA supported by SenCo	Provision in 1-1 sessions is rigorously planned and based on Thrive assessments. Clear outcomes identified Teachers report improvements in pupils' ability to access learning Outcomes met	Key pupils across the school were able to access Wave 1 increasingly successfully although the school relies on anecdotal evidence for this and does not currently have a quantitative way to record impact.
To support parents to develop effective parenting skills and relationships with their child  <b>Family Thrive</b>		Family Thrive parenting programme delivered by Thrive trained SenCo and TA  Information evenings for parents  Ongoing support for parents	Targeted families have attended a course All nurture class families have attended a course Case studies produced in conjunction with parents and pupils	Parent feedback very positive and Family Thrive always fully attended. One parent reported 'I enjoy spending time with my child and this hasn't happened for a very long time'.

