

Pupil Premium Plan, Analysis and Evaluation 2015-16

Issue Identified	Action	Intended Outcome	Cost	Evaluation of Impact
<p>Class sizes in Year 6 are above average for the school at 30 per class. 31 pupils draw PP funding. The creation of a third teaching group for Maths, Reading, Writing and GAPS will allow learning to be matched to group priorities.</p>	<p>Mrs Holland to teach a group of up to 15 pupils for each morning in the area outside the Year 6 classrooms. 12 of the pupils taught in these groups draw PP.</p> <p>As a consequence the class size of the two other Year 6 groups are reduced by 7 or 8 pupils to leave 22 pupils. The 10 or so PP pupils within these groups also benefit from being in a smaller teaching group for Maths, Reading, Writing and GAPS.</p>	<p>All pupils benefit from smaller class sizes for Maths, Reading, Writing and GAPS.</p>	<p>To deploy Mrs Holland for 0.5 in this way costs is approximately £18000. 12 pupils x £1300 = £15 600</p>	<p>Based on December assessments: In Reading, PP children in SH's group narrowed the gap between them and all pupils in Year 6. They made 3.6APS compared to 2.5 APS for the year group as a whole. In maths the PP children made 1.6 APS compared to 1.2 for the year group as a whole. This is having an impact. In Class 18 PP children made 2.7 APS compared to 2.4 for the year group but in maths the PP group made only 0.5 compared to 1.5APS. The pattern in Class19 was similar. January to May 2016. Positive impact broadly inline with non PP children see comparative results for Writing, Maths and reading 2015/16</p>
<p>Class sizes in Year 5 are above average for the school at 34 per class. 28 pupils draw PP funding. The creation of a third teaching</p>	<p>Mrs Bennet to teach a group of up to 15 pupils for each morning in the Poulton Suite. (Mon –Wed) Mrs Swann to teach the</p>	<p>All pupils benefit from smaller class sizes for Maths, Reading, Writing and GAPS.</p>	<p>To deploy Mrs Bennet for 0.3 in this way costs is approximately £11 500. To employ Mrs Swann for 0.2 is approximately £7000</p>	<p>Based on December assessments: In Reading, PP children in JB/JS's group slightly narrowed the gap between</p>

<p>group for Maths, Reading, Writing and GAPS will allow learning to be matched to group priorities.</p>	<p>groups on a Thursday and a Friday. 12 of the pupils taught in these groups draw PP.</p> <p>As a consequence the class size of the two other Year 5 groups are reduced by 7 or 8 pupils to leave 27 pupils. The 8 or so PP pupils within these groups also benefit from being in a smaller teaching group for Maths, Reading, Writing and GAPS.</p>		<p>12 pupils x £1300 = £15 600</p>	<p>them and all pupils in Year 5. They made 4.7APS compared to 4.6 APS for the year group as a whole. July 2016 positive impact of Year 5 in line with non PP children, further investigation needs to take place in future years to ensure that this is as a direct consequence of the smaller group work which has taken place.</p> <p>IN maths made 1.0 APS compared to 0.8 for the year group as a whole. This is having an impact. Progress across the whole of Year 5 has been the fastest of all year groups so far. As such the expenditure of the PP element is having a positive impact.</p>
<p>As a result of the building work an additional classroom is available. This allows Year 4 to be split into three smaller classes of 24 rather than two larger ones of 36. From the Year 4 cohort 38 children draw PP.</p>	<p>Employ an additional Full time teacher for the additional class.</p>	<p>The smaller class sizes should allow accelerated progress for all pupils and for PP pupils to narrow the gap between them and the Year group as a whole.</p>	<p>To employ D Johns full time costs approximately £20 000. 38 pupils x £1300 = £49 400.</p>	<p>Based on December assessments: Progress has not yet accelerated sufficiently. The Year group APS is only 0.5 in reading and 1.5 in maths. PP children made slightly more progress in maths (0.6) but only 0.2 in Reading.</p>

				<p>So far this action is not having the desired impact. Re-evaluation to take place in April 2016</p> <p>April 2016 redistribute the classes from September 2016 due to the impact not being as great as other actions.</p>
<p>The admission number into each year group is 75. On paper with a roll of 478 only 16 classes would be needed but this would require vertical grouping throughout.</p>	<p>Two additional classes and therefore two additional teachers are required.</p>	<p>Smaller single-age classes help attainment to be raised for all pupils.</p>	<p>Costs of two additional teachers approximately £50 000.</p>	<p>Curriculum planning is more straightforward as teaching is with a single age. Pupils progress is increased due to smaller class size and additional support from the teacher.</p> <p>From September 2016 increase PAN to 90 to restrict the need for vertical grouping throughout. Over the next three years numbers should increase accordingly to allow for 30 in each class with 90 in each year group. Confirmed Feb 2017 with the Local Authority.</p>
<p>To allow additional support for groups of identified pupils.</p>	<p>To maintain the equivalent of one additional TA per year group and to maintain the additional 4 TAs employed in 2013-2014.</p>	<p>PP Children receiving individual or small group, additional support from Teaching Assistants and /or the teacher make accelerated progress.</p>	<p>On-going employment of four Level 1 TAs costs Approximately £143 000 p.a.</p>	<p>A TLR 3 has been given a research project to evaluate the impact/value for money that Teaching Assistants have on academic standards and accelerated progress. See</p>

				<p>separate paper. Initial conclusions are mixed. The role of TAs is considerably different in Foundation Stage to that in upper KS2. There is insufficient evidence that demonstrate a direct link between expenditure on TAs and the raising of standards. Thus further consideration will be needed moving forward that also evaluates the pastoral impact that TAs have with pupils and the workload/well-being impact that their deployment can have on the teaching workforce.</p> <p>July 2016. Continue in September 2016 with the planned TA support however there is a need to carry out baseline and end assessments with all groups having intervention to demonstrate progress within the group and value of support given. Commence Performance management of Teaching assistants as soon as the above is in place and rolled out.</p>
Many pupils have limited opportunities beyond the	To provide an extensive range of after-school clubs	Pupils' opportunities and aspirations increase. Pupils'	1 hour per week for 28 weeks for each TA to work	Need to check the club registers to identify the

<p>school day to take part in clubs, sports and other interests.</p>	<p>throughout the year that is open to all pupils from Year 1 upwards. Each TA to help to run an extra-curricular activity.</p>	<p>confidence increases. Pupils' motivation to come to school is high and therefore attendance increases. Relationships between pupils and staff are strengthened further.</p>	<p>later to run a club. Estimated cost £6500.</p>	<p>number of pupils accessing extra-curricular clubs who are drawing PP. July 2016, 52% of clubs are PP children according to the lists for clubs in Summer term 2016. Having a positive impact in participation with other children.</p>
<p>Some parents are not engaged with their children's education and have a limited understanding of the curriculum and how they can help.</p>	<p>To run a series of Parental Engagement Workshops covering a range of themes and curriculum areas (parents consulted first by survey). Each workshop run by a teacher or an external provider is supported by a teacher. Parents and children take part together as much as possible.</p>	<p>Parents enjoy the workshops (evaluation forms issued) and have a greater appreciation of school life, the curriculum and how they can support children. Children enjoy parents coming to school and their heightened motivation helps to improve attendance and then attainment.</p>	<p>1..1teacher per week to release teachers to plan and run the workshops. L Pike £3 600 Cost of Fun Food Chef sessions approximately £850 Refreshments for workshops £500</p>	<p>Feedback from evaluations is overwhelmingly positive. Parents and children enjoy the sessions. Difficult to measure direct impact on attainment and attendance – Social Inclusion Manager to analyse attendance patterns for those accessing the workshops and to carry out some case studies. Need to analyse the proportion of PP parents coming to the workshops. Spring 2016 & Summer 2016. Audits from parents continue to reflect positive engagement and appreciation by parents.</p>
<p>Attendance for the year remains at around 95%. There are a number of</p>	<p>Increase the amount of time available from the schools ESWO to work</p>	<p>Cases studies show how this plan has impacted on attendance. Attendance for</p>	<p>30 sessions of ESWO purchased in addition to the service provided through</p>	<p>Case studies will show the proportion of cases that involve pupils who draw PP</p>

<p>families at risk of persistent absence and another proportion where attendance is stubbornly low.</p>	<p>with the Social Inclusion Manager to support and challenge families where attendance is too low. This</p> <p>will include encouragement and where all strategies have failed, prosecution.</p>	<p>the school raises further.</p>	<p>the LA as a statutory requirement.</p> <p>£145 x 30 =£4350</p>	<p>and whether the interaction with ESWO and Social Inclusion Manager has been effective.</p> <p>Further evaluative work needs to be carried out on the impact that persistent absentee children have on the overall absence rates.</p>
<p>SEND reforms and the additional needs identified for some pupils require further psychological advice and assessment. Time provided as a statutory service from the LA is limited as SENCo advises that there is a list of pupils for whom she would welcome a consultation from Educational Psychologist.</p>	<p>Purchase additional Educational Psychology time through an SLA. This should provide early intervention and support for pupils, teachers and families of children who may have additional needs.</p>	<p>Pupils needs are better addressed as they can be provided with tailored support. As a result their progress is accelerated. This could be measured in attainment but also in attendance and motivation i.e, pupils are happier in school.</p>	<p>£6000 through an SL with Wirral through EQ.</p> <p>66% of £6000 =£3960</p>	<p>Need to monitor which pupils Gill Mulligan and Fran Games have been involved with and if they draw PP funding.</p> <p>66% draw PP</p>
<p>A large proportion of children enter school with poor language and communication skills.</p>	<p>Employ, through an SLA a speech therapist to work on assessing pupils, carrying out therapy and</p> <p>training Teaching</p>	<p>Individual pupils improve their communication, speech and language skills,</p>	<p>£4 500 through an SLA with NHS.</p> <p>PP pupils £2 250</p>	<p>SENCo to advise on numbers of pupils supported and the effect it has. 50% of pupils supported draw PP funding.</p> <p>Impact has been limited since Dec 2015 to July 2016 due to illness of NHS. Letter of complaint sent to NHS in relation to lack of replacement</p>

	Assistants.			in accordance with the SLA.
Many pupils, particularly those disadvantaged have few opportunities outside school to visit other places to learn and appreciate about the world.	Each curriculum theme to include an impact visit or visitor that will motivate and stimulate the interest of the pupils in the forthcoming learning. Funding used to keep any voluntary contribution from parents / carers to a minimum.	There is an impressive and extensive list of visits that have taken place for all pupils. Disadvantaged families are not excluded as all costs are subsidised heavily be the Governing Body. Disadvantaged families are able to make contributions within their means.	PP supplements the Field Study budget line that pays for transport to all venues and subsidises any admission costs by around 50%. Approximately £18 000 PP is used to subsidise trips. This equates to around £75 per pupil. This does also benefit other non PP families however they are able to make a higher voluntary contribution towards costs.	Pupils are engaged in learning through the range of exciting visits. They are motivated to find out more in school and as a result they make progress across the wider curriculum. Difficult to measure but higher motivation also affects attendance. Governors agree to continue the funding visits for Summer 2016 due to the impact this has on the delivery of theme work for groups of children. Further investment needs to be considered in future years to ensure Year 6 children can Participate fully in residential visits.
Not all pupils have support for reading at home on a 1:1 basis. Some have a deficit of adult time due to family circumstances.	Employ 1:1 reading volunteers through Beanstalk who can read with identified prioritised pupils to raise their reading skills and to help boost their self-esteem.	9 Identified pupils make faster progress in reading as a result of spending two 30 minute sessions with qualified volunteer readers each week.	Each volunteer costs £540 per year. 3 x £540 = £1620 The 9 pupils draw £11 700 PP funding.	Progress in reading is tracked in line with school systems. Data is updated on the Beanstalk website. This support from the Beanstalk website analysis tool has proved effective over the previous three years in raising

				attainment but also impacting on pupil self-esteem.
A large proportion of families are disadvantaged and need support. Many are known to social care for a variety of reasons.	Maintain the employment of a Social Inclusion Manager to support families with a range of issues and to work closely with other services.	Safeguarding responsibilities are met. Families have someone at school to support them. School is always represented at TAF, CIN,CP meetings with social care. Strong links are made with other agencies e.g. health, CAMHS, Gilbrook, ESWO, Educational Psychology, Speech Therapy.	Many of the cases are with families who draw PP. Costs of maintaining employment of Social Inclusion Manager are approximately £20 000 p.a.	Case studies show the impact that the support has had on family – well-being, pupil attendance and behaviour.