

## PPG Action Plan 2015-2016

### Review

Indicative Budget £69960

Actual budget allocated £59980

Reduction attributed to removal of FSM element from Pupil Premium allocation

Funds adjusted accordingly.

### Year 6 SATS data July 2016

#### Children attaining expected standard or above

	<u>READING</u>	<u>WRITING</u>	<u>MATHS</u>
<b>Year group as a whole</b>	78%	93%	93%
<b>Non PPG</b>	84%	96%	96%
<b>Pupil Premium Funding</b>	54%	73%	82%

The interim assessments highlight that the school is significantly above local and national averages across all subjects. The gap between PPG and non-PPG will continue to be targeted, particularly in reading, however it is vital to stress that the PPG results are still above the national average.

Although not funded directly through PPG, 85% of our PPG children are accessing free school meals on a daily basis (with 100% accessing free school meals on a regular basis). This has meant that the children are exposed to a healthy dinner option which has saved our families over £400 per year for each child. This has been helpful in monitoring healthy life styles for a number of a families linking with support from the school nurse.

The Freshstart intervention has been successful again this year with a huge increase in phonics understanding for all children involved. They are all now able to access more age appropriate texts and will be able to take part more confidently with whole class English sessions. In light of the monitoring that takes place we will continue to use the intervention with year 4 but will also introduce it into year 3 in September; we will also focus more heavily outside of the English session with the Freshstart children to ensure deeper understanding of grammar is achieved.

The gap between those in receipt of PPG and other children is closing and the high level of support that is put in place is having a positive impact. As children progress through the school the gap becomes ever decreasing showing that impact measures from provision are often seen a short while after the intervention has finished and when learning has been embedded.

Children have had opportunities for curriculum enrichment and have taken part in events that have developed their personal, social and moral wellbeing. This has helped to foster a sense of belonging within the school community. The small nurture group has been refined this year and has also been promoting healthy eating; this has been beneficial in creating a sense of belonging, friendship, an opportunity for success beyond the core subjects and also a safe place to discuss concerns. We have continued to use BrQthru play therapy which has proven to be very popular with the children and parents. Children have demonstrated increased resilience and in many cases it has supported their academic successes.

Booster sessions for year 6 have seen continued success and the gap between PPG and non PPG is continuing to close particularly in light of the interim assessments. The school's results for the interim SATs was significantly stronger than other schools both in the area and nationally. The dedication of the staff throughout the school has continued to help all our children develop a sense of pride and determination to succeed which is reflected greatly in the end of key stage data.

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The parent workshops that were run have proven successful as before; this year we have extended the workshops to include smaller groups whereby resources and activities that can be used at home were shared. Free resources were provided to the parents in attendance of the maths workshops. These sessions proved very successful and many children are now playing the games with parents at home. Parents reported that they felt more confident in how to support their children at home with basic number skills in a fun way.

Training in the use of maths manipulatives (apparatus) has proven successful and staff are now more confident in the different approaches that can be used with all children to support the delivery of the new curriculum. This will continue to be worked upon.

We have continued to use the before/after school groups for years 5 and 6 with positive impact seen in confidence and skills in the key areas focused on. We have had high attendance at most of these groups which has maximised learning potential. The maths groups, run for year 5 during the summer term, were small groups, teacher led and focused on bridging gaps in learning. This has set them up well for the transition into year 6.

Changes to our maths support have meant that teachers are able to identify areas of concern and address them swiftly. Groups are fluid which means that a wider range of abilities are supported and children are targeted more effectively. Teachers have greater control over the concepts covered and it links more to class based learning. (This success will be replicated with writing support in the next term.)

We have continued to develop the skills of our support staff with training in a range of areas including: supporting learners with visual aids, ASD training, working with children with communication difficulties, precision teaching, Freshstart training (we have increased the number of staff able to deliver this programme), Lego talk, NARA reading analysis, encouraging learners to be independent. Several staff visited an outstanding specialist provision to gather resources and observe outstanding teaching. Support staff meet more frequently and are sharing good practice. New staff have received training on supporting EAL learners with our EMAG teacher.

The continued role of the INCo (non-class based) has enabled the increased level of support staff training, further access to external professionals, high levels of pastoral support and a significantly higher level of parent support work.

Children have also attended sporting and music events to celebrate their achievements beyond the core subjects. All children in year 3 have been able to access violin or cello lessons which have been enjoyed by all of the children. They performed at the end of the year to very proud parents and staff. We have a high number of children accessing peripatetic lessons which is supported by the early encouragement from the funded year 3 lessons. Our peripatetic teachers always comment on the dedication of our children to learn their chosen instruments which is certainly aided by the early support in year 3.