



Termly Pupil Premium Review and Evaluation of Impact

Autumn Term 2016 Evaluation and revised Action Plan for Spring and Summer Term 2017



Current No. of Pupils on Roll	543
Total no. of pupils eligible for PPG (Based on January 2016 Census)	58
Amount of PPG received per pupil	£1,320
Total PPG received	£76,560
Other Funding for Looked After Children (two CLA pupils)	£1800
Other Funding for Service Pupils	£300
Total Pupil Premium Grant	£78,660

Current Number of Pupil Premium Pupils (January 2017)

Year Group (Total Pupils)	Number of Pupils	Percentage of Cohort
Nursery (47 pupils)	4	8.5%
Reception (65 pupils)	5	7.7%
Year 1 (82 pupils)	8	9.8%
Year 2 (75 pupils)	11	14.7%
Year 3 (84 pupils)	13	15.5%
Year 4 (61 pupils)	6	9.8%
Year 5 (68 pupils)	15	22.1%
Year 6 (61 pupils)	11	18%
All Pupils (543 pupils)	73	13.4%

A Summary of the Main Barriers to educational achievement faced by some eligible pupils at the school:

<p>Maths:</p> <ul style="list-style-type: none"> Lack of rapid recall of mental arithmetic and fluency. Lack of application of arithmetical knowledge to reasoning. 	<p>Social and Emotional:</p> <ul style="list-style-type: none"> Lack of confidence and low self-esteem. Insecure attachment. Reluctance to take risks and make mistakes. Difficulties resolving problems with peers. Low expectations of themselves. Lack of strategies to resolve social issues.
<p>English:</p> <ul style="list-style-type: none"> Lack of phonics application to spelling and writing. Lack of application of spelling rules. Limited exposure to higher level vocabulary. English as an additional language. 	<p>General:</p> <ul style="list-style-type: none"> Lack of engagement with home learning. Parental ability to support learning. Attendance and punctuality. Less stability, Increased mobility Compromised financial position

Evaluation of Autumn Term 2016

Area	Action	Cost	Impact
Academic Reading, Writing and Maths (see Barriers)	PPG co-ordinator to work alongside Headteacher in co-ordinating and delivering targeted intervention to disadvantaged pupils. This role includes teaching Maths in Year 6 to a groups of lower attaining pupils.	£8,615	HT and PPG co-ordinator have met regularly to a monitor the performance of PPG pupils in comparison to Non-PPG pupils. A rigorous forensic analysis of data has led to the implementation of targeted intervention. The difference in attainment between PPG and Non-PPG is diminishing in Maths. Currently on track for Expected Standard 63.6% v 74% (10.4% difference) KS1 Expected (2A and above) 50% v 70% (20% difference)
	1:1 or 1:2 Tuition in Reading, Writing and Maths for targeted disadvantaged pupils delivered by teachers.	£2,250	9 PPG KS2pupils have been identified for 1:1 or 1:2 tuition and undertaken a 6 week programme of tuition (7 Maths and 2 Writing) This has had high impact, with all children making at least 3 points progress, greater than expected progress. Average progress steps for group 3.1
	Teaching Assistants to deliver targeted interventions to disadvantaged pupils, including success@arithmetic and Project Code X	£3,075	2 PPG Year 6 pupils have accessed success@arithmetic intervention (three afternoons per week) for 10 week block. Although average progress was only 2 steps, Year 6 assessment scores demonstrate improvement and children are more confident with mental recall and arithmetic. Project Code X intervention has had high impact with all children (5 pupils) making at least 3 steps progress in Reading (Average progress steps for group 3.8)
	Annual subscriptions to online tutorial programmes, including Maths Whizz and IDL	£4250	94% of PPG pupils who have Maths Whizz subscriptions have made at least expected progress in Maths. The average progress steps for the group is 2.9 (Y2 3.5, Y3 3.1, Y4 2.8, Y5 2.7 and Y6 2.6) 92% of PPG pupils who have IDL subscriptions have made at least expected progress in Reading. The average progress steps for the group is 3.0 (Y4 2, Y5 2.9 and Y6 3.5) Children who have had increased access at school and at home to online tutorial programmes have had greater success, with some pupils improving their maths/reading age by a year+
	More able disadvantaged pupils to attend Advanced Progression Centre for workshops in Maths and English	£250	4 PPG pupils we identified to attend the APC programme in Maths (three Y6 and one Y5). All of the children have made at least 3 steps progress, with an average progress score of 3.5. Two children are on track to achieve Greater Depth in Maths. Pupil interviews also show an increased self-confidence and motivation due to challenge that programme provided.
	Identified disadvantaged pupils in Year 2, 3 and 4 to attend a writing programme called 'Writeway'.	£800	21 PPG pupils were selected to take part in the 5 morning writing project (11 Y3, 6 Y4 and 6 Y2) 20 out of the 21 pupils have made at least expected progress, with an average progress score of 2.9 for the group (Y2 3, Y3 2.9 and Y4 2.8). Feedback from parents about children's engagement and motivation was positive. Children all completed their own newspaper article, which they showed a great sense of pride in.
Social and Emotional (see Barriers)	Identified disadvantaged pupils to access support from Learning Mentor, through social/emotional intervention, meet and greet, drop-ins etc.	£3,075	Learning Mentor, Mrs Saggerson, works closely with a large proportion of PPG pupils (49/73 = 67%), through social/emotion intervention groups, 1:1, meet and greet, drop-ins, family support, attendance etc. Feedback from pupils shows that they feel happy and safe at school, and are positive about their learning. Attendance has also improved.
	Identified pupils with significant needs to access Play Therapy programme.	£1,650	Parents and pupil interviews show high levels of engagement and progress. Engagement in learning has improved significantly. One pupils has made excellent progress in Reading, Writing and Maths (average steps combined score 3.3), whilst the other has made expected progress in Reading, Writing and Maths (average steps combined score of 2.0)

	Identified disadvantaged pupils to access Counselling provided by Wigan Family Welfare.	£6,120	Feedback from PPG pupils has been positive and case studies demonstrate that children have improved confidence, self-esteem and are more settled in class.
	Payment for disadvantaged pupils to access PGL educational residential visit as part of enrichment.	£2,875	100% of PPG pupils attended the Y5 outdoor adventurous residential educational visit. Feedback from Y5 PPG pupils was extremely positive, with children motivated by their achievements and overcoming personal challenges. Y6 PGL trip is planned for Summer Term 2017.
Total Expenditure for Autumn Term		£32,960	

Action Plan for Spring and Summer Term 2017			
Area	Action	Cost	Success Criteria (Measure of Impact)
Academic Reading, Writing and Maths (see Barriers)	PPG co-ordinator to continue to work alongside Headteacher in co-ordinating and delivering targeted intervention to disadvantaged pupils. This role includes teaching Maths in Year 6 to a groups of lower attaining pupils.	£13,785	<ul style="list-style-type: none"> • Diminish the difference in achievement between PPG pupils and Non-PPG pupils in English and Maths. Discussions with teachers in pupil progress meetings will show that pupils are making improvements in confidence and independence in applying skills. • SLT monitoring will evidence engagement and progress in learning. • Progress will be shown against individual targets and children will have an awareness of the targets they are working on and how they are achieving. • PPG pupils will make at least expected progress, with many making accelerated progress. • Children will show greater confidence in using and applying skills taught in Maths and English. • Intervention impact will be assessed using start data and end data where applicable. • Children will engage with online tutorial programmes in school and at home. • Pupil engagement and pupil interviews will show children have raised expectations of themselves and a greater understanding of the purpose of their learning. The children will be inspired and see the impact of their voice on decisions made in school. • Observation and monitoring will show children in Nursery and foundation stage will improve and develop social communication skills.
	Part Time teacher to provide cover for class teachers to deliver targeted intervention to disadvantaged pupils in their own class or year group.	£13,680	
	Teachers to deliver 1:1 and small group tuition/pre-teaching before/after school and during school holidays.	£5,750	
	Teaching Assistants to deliver targeted interventions to disadvantaged pupils.	£5,310	
	More able disadvantaged pupils to attend Advanced Progression Centre for workshops in Maths and English	£250	
	Author visit: in response to pupil interviews. A number of children requested that they would like to meet an author to motivate and inspire them in their writing.	£1,000	
	Resources to support the development of social and communication skills in the foundation stage to target the development of key skills.	£1,000	
Social and Emotional (see Barriers)	Identified disadvantaged pupils to access support from Learning Mentor, through social/emotional intervention, meet and greet, drop-ins etc. Counselling provided for individual disadvantaged pupils with specific needs.	£4,925	<ul style="list-style-type: none"> • Children will demonstrate improvement in social and emotional skills. This will be demonstrated through Boxhall profiles and pupil and parent questionnaires. • Discussions with parents and class teachers will show a development in confidence and self-esteem; children will have strategies to cope in different situations. Assessed through pupil and parent feedback, attendance, monitoring by learning mentor on playground and in social skills groups.
Planned Expenditure for Spring and Summer Term		£45,700	
Total Expenditure for 2016 – 2017		£78,660	

