

Autumn Review

School:	Pupil Premium Lead:
Great Sankey Primary School	Vicky Briggs / Tom Gawne

Number of pupils and PPG received	
Total number of pupils on roll:	349 (Inc Nursery)
Total number of pupils eligible for PPG:	36 (including 8 post LAC and 3 services)
Total amount of PPG received:	£46,400

Performance of disadvantaged pupils (PRIMARY)			
	2016/17	2017/18	2018/19
<i>% of pupils meeting the expected standard in reading/ writing/ maths at the end of KS2</i>		50%	71%
<i>Average progress scores in reading, writing and maths at the end of KS2</i>		Progress in Reading: 4.5 Progress in Writing: -1 Progress in Maths: 1.6 Average Scaled Reading: 107 Average Scaled Maths: 104	TBC

Identified priorities:
Diminishing the difference between disadvantaged children and those who do not attract pupil premium funding <ul style="list-style-type: none"> - Achievement in reading and writing - Children's attitudes and resilience towards reasoning and problem solving - Parental engagement and support - Pastoral programmes and support

Identified barriers:
<ul style="list-style-type: none"> - Grasp of writing (purpose and enjoyment) particularly in boys - Resilience and approaches to independent learning - Early speech and language - Post adoption / separation anxiety / attachment disorder

- Knowledge and understanding of key maths strategies to accelerate learning – focusing on retention of fluency facts
- Knowledge and understanding of reading strategies to accelerate learning – focus on inference and deductive skills
- Access to extra-curricular activities
- Parental engagement
- Social and emotional skills / engagement
- Low attendance of some pupils

Key actions taken during the Autumn term

- Intervention programmes in place and being monitored by staff across school to carefully target identified and key pupils in relation to their targets and end of year expectations
- All pupils in USK2 set up and registered on the reading programme 'Reading Plus to target and reinforce key reading skills of vocabulary checks, inference and deductive skills
- Maths training undertaken by staff through the use of the Maths Mastery Hub to focus on teaching of reasoning and problem solving
- Key worker for speech and language established and working with identified children in school
- 'Stay and Read' sessions held for parents in school to engage key parents with home school links and supporting children's learning.
- All teaching staff have monitored intervention programmes and completed provision maps for children in their care – including completion of a case study to share good practice
- Dedicated PP meetings to discuss identified children and share needed actions
- DH out of class to deliver teaching to identified children in Y6. Allows children to be taught in smaller than class size groups and identify / support key learning needs.

Quantitative outcomes

Analysis of PP outcomes at the end of the Autumn Term 2018 show that children in Years 1,3 and 4 are making particularly good progress – with some of these working significantly above non pp children. In Year 6, broadly speaking PP children are working above their non PP peers in the areas of reading and writing, however slightly below in mathematics. In Year groups where PP progress is not as expected, staff have completed case studies and provision maps to share impact of provisions so far and to reflect upon areas that have worked well. The following percentages of children are expected to achieve combined expected standard in RWM based upon the end of the year targets in pupil progress discussions:

Year 1:

7% = 3/45 pupils are PP

100% = targeted to achieve R, W, M combined

Year 2:

11% = 5/45 pupils are PP

40% = targeted to achieve R, W, M combined

Year 3:

86% = targeted to achieve R, W, M combined

Year 4:

11% = 5/46 pupils are PP

100% = targeted to achieve R, W, M combined

Year 5:

16% = 6/44 pupils are PP

33% = 2/6 targeted to achieve R, W, M combined

Year 6:

16% = 7/45 pupils are PP

71% = 5/7 targeted to reach R, W, M combined

Qualitative outcomes

Intervention Programmes:

Across the school, successful intervention programmes continue to be in place supporting children for their individual needs. In the EYFS, play bag interventions are in place for two of the pupil premium children and these are having good impact upon engaging parents in their children's learning and removing barriers between home and school. In addition to this, gross and fine motor skill interventions are helping to support children with their handwriting and communication skills. In Upper Key Stage 2, good impact has been seen upon children from recent scores and the smaller class sizes with targeted support from the DH. Targeted intervention on Wednesday afternoon is also providing positive impact in terms of children's progress.

In KS1, Speech and Language dedicated support for targeted children continues to happen weekly and this is having impact upon improving children's communication skills. Teachers across school have been part of a 'retrieval group' in looking at how children learn and on improving children's retention of key mathematical strategies (as detailed above). This is already showing to have had significant impact, and can be seen as an example in the Y6 children's half termly assessments. Teachers involved in this group are also documenting an impact report with additional evidence.

Case Studies:

All staff have completed detailed case studies for a selected PP child in their care, detailing challenges that the children have faced upon entry to their current year, intervention and support that has been put in place and outcomes and impact that have been seen at the end of the autumn term. Particularly good examples show children are overcoming barriers to learning that they had shown at the beginning of the year, and good progress being made against their starting points.

PSHE Skills:

Throughout the autumn term, our pastoral lead SL has worked closely with some of the more vulnerable children on our PP list and done lots of work with groups of children in year 6 through dedicated weekly PSHE lessons. This is having positive impact on the pupils' social skills and behaviours.

The Challenge Academy Trust

Spring Review 2019

School:	Pupil Premium Lead:
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Number of pupils and PPG received	
Total number of pupils on roll:	349 (Inc Nursery)
Total number of pupils eligible for PPG:	36 (including 8 post LAC and 3 services)
Total amount of PPG received:	£46,400

Summary of key actions taken in relation to identified barriers:
<ul style="list-style-type: none">- Intervention programmes continue to be in place across school, being carefully monitored by staff.- Pupils in UKS2 continue to be engaged in reading intervention programme of Reading Plus- Dedicated pastoral support set up with SL as key lead, working with groups of identified pupil- SL continues to work and support parents in needs of early help and liaise with external agencies. Works closely as a key lead- 'Stay and Count' session held for groups of parents across school to engage them in children's learning – reinforcing independent learning and building resilience towards reasoning and problem solving- 'R&R' Recall and Retrieval group set up in school to focus on recall of basic facts. Focused closely on retrieval and retention of fluency facts in mathematics and grammar- Dedicated PP meetings to share areas of good practise and identify needs and actions for key children- Provision map completed by all teaching staff to monitor and share actions and impacts from the term against key PP children- DH continues to deliver teaching to identified children in Y6 and intervention for key children across school. Allows children to be taught in smaller than class size groups and identify / support key learning needs.

Quantitative outcomes
Analysis of PP outcomes at the end of the Spring term show that pupils across school making good progress against their starting points. Children in Y6 being targeted for the GDS standard in reading are significantly above those compared to those who are Non PP, however significantly below being targeted for GDS in writing and maths compared to those Non PP. Across the school, The following percentages of children are expected to achieve combined expected standard in RWM based upon the end of the year targets in pupil progress discussions: Year 1 7% = 3/45 pupils are PP 66% = targeted to achieve R, W, M combined

Year 2

11% = 5/45 pupils are PP

60% 3/5 = targeted to achieve R, W, M combined

Year 3

16% = 7/43 pupils are PP

86% = targeted to achieve R, W, M combined – above non-pp children

Year 4

11% = 5/46 pupils are PP

100% = targeted to achieve R, W, M combined – sig above non pp children

Year 5

16% = 7/43 pupils are PP

29% = 2/7 targeted to achieve R, W, M combined - sig below non-pp

Year 6

16% = 7/45 pupils are PP

71% = 5/7 targeted to reach R, W, M combined

Qualitative outcomes**Intervention Programmes:**

Across the school, successful intervention programmes continue to be in place supporting children. In EYFS, particular successes have been seen with Early Talk Boost sessions delivered by support staff. Children in the nursery setting have developed well in speaking and comprehension skills linked to this. In KS1, Speech and Language support, delivered by a key speech and language TA in school continues to provide good support for individual pupils. In Y1, additional reading support sessions provided by the DH have had positive impact on engaging parents in reading with children at home, and in increasing the amount of children accessing their age related expectations. In KS2, dedicated maths focus groups have seen positive impact on pupils in Y4 being able to access higher level questions and developing higher cognitive thinking – particularly in terms of building resilience towards reasoning and problem solving. This is having positive impact on preparing pupils to access greater depth standards. In UKS2, dedicated support from the DH in allowing us to teach in smaller than class size groups has allowed for targeted intervention for key children, and scaled score progress since autumn term shows this is having positive impact. Reading Plus continues to be in use for children in UKS2, with children in Year 6 having additional reading time to access this during the week. This, coupled with targeted teaching, means 86% of pupils are targeted to reach the expected standard, with 5/7 (71%) of these targeted to reach greater depth of the standard.

Action Research Groups:

This term, a group of staff from across each of the phases within school have worked on an action research project linked to metacognitive skills with a focus on retrieval and retention of knowledge – after the success of the mathematics retrieval group in the autumn term. The initiative 'Fast 5' was set up in English and Maths sessions across school with pupils spending the first 10 minutes of a session retrieving and recalling key knowledge and fluency facts from 5 areas of the subject. The initiative has seen great impact across school – particularly with children in UKS2 where scaled scores in grammar and arithmetic have increased vastly from the autumn term. Separate impact report available.

Parental Engagement:

During the Spring term, parental engagement sessions were offered to our parents to attend a 'Stay and Count' activity session to support their children in developing independence within Mathematics and in developing confidence towards reasoning and problem solving skills. Across the school, all phases had a positive uptake with numbers from 50% of parents attending. Of these parents, 100% of them found the experience a positive one – including many parents of our disadvantaged children who it can sometimes be difficult to engage in school activities.

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Summer Review 2019

School:	Pupil Premium Lead:
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Number of pupils and PPG received	
Total number of pupils on roll:	349 (inc Nursery)
Total number of pupils eligible for PPG:	36 (including 8 post LAC and 3 services)
Total amount of PPG received:	£46,400

Summary of key actions taken in relation to identified barriers:

- Intervention programmes continue to be in place across school, being carefully monitored by staff – impact being evaluated.
- Pupils in UKS2 continue to be engaged in reading intervention programme of Reading Plus
- Dedicated pastoral support set up with SL as key lead, working with groups of identified pupil until end of academic year to support with transition etc.
- SL continues to work and support parents in needs of early help and liaise with external agencies. Works closely as a key lead
- 'R&R' Recall and Retrieval group set up in school shown to be having significant impact on improving basic maths and literacy skills – evidence through Y6 half termly test outcomes at KS2.
- Dedicated PP meetings to share areas of good practise and identify needs and actions for key children – are PP children likely to achieve their targets.
- Provision map completed by all teaching staff to monitor and share actions and impacts from the term against key PP children
- DH continued to deliver teaching to identified children in Y6 and intervention for key children across school until after the end of KS2 SATs. DH worked closely with improving developing readers in KS1 after this time.

Quantitative outcomes

Pupil Outcomes:

Analysis of PP outcomes at the end of the academic year show children making some good progress from their starting points. At the end of Key Stage 2, 71% of PP children achieved their RWM combined scores. Across the board in reading, writing, maths and EGPS all scores were above / significantly above non pp children. This is good progress from the autumn and spring terms. The following figures show PP attainment data at the end of the year where progress will be discussed further at Pupil progress meeting discussions:

Year 1

100% of PP children scored RWM combined with 1 child at GDS combined. 3/45 pupils are PP. **Target exceeded**

Year 2

60% of PP children scored RWM combined. 5/45 pupils are PP. **Target met**

Year 3

71% of PP children scored RWM combined. 7/43 pupils are PP. **Target met**

Year 4

83% of PP children scored RWM combined. 6/47 pupils are PP with 1 new starter in Summer Term 2. **Target changed due to new starter – Initial target of 5 children was met.**

Year 5

29% of PP children scored RWM combined, this is below those of non PP. **2 target children asked to achieve RWM combined me their targets.**

Year 6

71% of PP children scored their RWM combined with some children achieving GDS standards – surpassing their targets. **Target met and GDS targets exceeded.**

Many of the key outcomes focused on building resilience and skills in RWM for children in Years 5 and 6. Across both year groups, targets for children were met with significant progress seen from some children in Y6 suggesting that support put in place is having a positive impact – particularly for building stamina and resilience in test situations. Getting children to engage with texts was a barrier for us at the start of the year with children not accessing age appropriate language. By the end of the year, 57% of pp children achieved the GDS standard in reading with many more just one mark away.

Qualitative outcomes

Intervention Programmes:

Intervention programmes across the school continue to be successful with all year groups in school meeting the challenging targets set of them in Pupil Progress meetings. Interventions are reviewed continuously by class teachers to ensure that support in place is having the necessary and desired impact. Speech and Language Therapy continues to be delivered as an intervention in house with 1 x PP children from the EYFS department being added based upon not achieving GLD in some areas. In KS2, targeted intervention and first quality teaching from class teachers continue to be proving successful with streamed teaching support from the DHT in Y6 having significant impact on standards.

Pastoral support continues to be in place across school for key children and families to support with attendance and social skills. Support from SL to continue into the next academic year.

Retention of Key Mathematical Strategies

Based upon the solid work of the action research group and high impact intervention programmes from EEF research, all children are given regular and timely support to retrieve and consolidate key mathematical strategies during fast five time. This is proving to be having impact with the majority of all year groups (bar Y3) achieving at least 50% of PP pupils at the expected standard or above.

Vulnerable Children Transition – KS2

Successful transition for some of our most vulnerable PP children during the end of the Summer term. Additional meetings and transition days for them allowed for an effective move up to High School with key staff being aware of needs.