

Pupil Premium Spending – September 2018-19



Why?

After reviewing the Sutton Trust and Education Endowment Foundation findings, and also looking at the results of progress and attainment made by our pupils in the past 3 years, we have decided to spend our pupil premium money as defined in the document 'How we spend our PP money.' For more information, visit: <https://educationendowmentfoundation.org.uk/>

Evidence of why/how we use the following interventions:

Early Years Intervention (+6mths)

We refer quickly to external services (SSSEN, Educational Psychologist, Behaviour Support, Autism Outreach, School Nurse etc) to support any additional needs that children may have as they enter Nursery/FS2.

Oral language interventions (+5 mths)

Talkboost intervention takes place weekly in KS1 – the impact of this is measured termly and then groups are adapted as needed.

Collaborative learning (+5 mths)

Our children are given opportunities to work together to solve problems or produce a product – for example, taking part in "Blackwell's Dragon Den." Growth mindset/metacognitive/learn to learn approaches were introduced in 2017 and is now in the second year. This approach forms the basis of weekly assemblies and rewards across the school.

Reading Comprehension Strategies (+5mths)

In KS1, we have invested in a Reading Recovery teacher and the pupils are then tracked as they move through the rest of the school, becoming "priority readers". For KS2, we have invested in 'Switch On' – a focussed 1:1 reading intervention with guaranteed results. We have invested in professional development in this area for all staff (teachers & TA's.)

One to One Tuition (+5mths)

Pupils receive 1:1 tuition through Reading Recovery, precision teaching and through Positive Play intervention.

Social and Emotional Learning (+4mths)

Our pastoral TA helps to improve the social and emotional dimensions of the learning of our pupils. Interventions focus on the ways in which students work with (and alongside) their peers, teachers, family or community. As with behaviour interventions, three broad categories of SEL interventions can be identified: 1. Universal programmes which seek to improve behaviour and generally take place in the classroom; 2. More specialised programmes which are targeted at students with either behavioural issues or behaviour and academic problems; 3. School level approaches to developing a positive school ethos or improving discipline which also aim to support greater engagement in learning.

Small Group Tuition (+ 4 mnths)

Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Five year 1 children work for 4x a week on maths with a qualified teacher so that they increase their knowledge and therefore progress. Small group work and teachers working with direct small groups has been a focus for lesson observations and Year 6 children have small group tutoring (3-4 in a group) after school weekly.

Phonics – (+4mnths)

We have invested heavily in Read, Write, Inc at KS1 – this included training for staff and the purchasing of all resources. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. In the Autumn term, parents are invited into lessons to watch the teacher deliver the session so that they can also support their child at home.

Behaviour Interventions (+4mnths)

Behaviour interventions, such as Positive Play and Anger Gremlins, seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities. We invest in staff training and time allocation to ensure that anti-social behaviour is at a minimum. The interventions have proved itself to work well, especially with our older children and the amount of behaviour incidents has reduced. In 2018 we have adapted our behaviour policy to ensure that the children are involved in reviewing and rewriting the policy.

Outdoor Adventure Learning (+3mnths)

In 2018 -2019, the school started a summer residential for Year 6 pupils. The visit is optional however we heavily subsidise pupil premium pupils and target these pupils. Outdoor adventure learning typically involves outdoor experiences, such as climbing, survival, ropes or assault courses, or outdoor sports, such as orienteering. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking (see also Meta-cognition and self-regulation) may also be involved. In Autumn 2018, we invested in 'Forest Schools', an alternative form of outdoor learning that can be taught across the whole school age range.

Teaching Assistants (+1mnth)

Our Teaching Assistants have received specialised training in various curriculum areas including maths, Switch On, Guided Reading, Positive Play, Anger Gremlins, Read, Write, Inc & Phonics. They have all attended external training on supporting children with additional needs and supporting mental health and well-being. Our TA's are not assigned to a class but to an intervention or a specific group of children. They will have a focus group within the lesson or be delivering an intervention in which they have been trained.

Mastery Learning (+5mths)

We are now following the mastery maths approach in years 1-6, using White Rose as the primary scheme of work.