



MEXBOROUGH HIGHWOODS PRIMARY SCHOOL

School Improvement Plan – Pupil Premium Impact Report

September 2015 – July 2016

Pupil Premium Funding Statement / Impact Report 2015 - 2016



1. Summary information					
School	Mexborough Highwoods Primary School				
Academic Year	2015/16	Total PP budget	£126,720	Date of most recent PP Review	n/a
Total number of pupils September 2016	181	Number of pupils eligible for PP	105/179 59% January 2015 Census 88 / 182 48% January 2016 Census	Date for next internal review of this strategy	July 2017

2. Current attainment				
Based on July 2016 Outcomes	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
% achieving Good Level of Development end of Reception class	67%		62%	
% achieving expected standard at end of Key Stage 1	Reading	83% (33% exceeding)	Reading	80% (10% exceeding)
	Writing	83% (25% exceeding)	Writing	70% (20% exceeding)
	Mathematics	92% (8% exceeding)	Mathematics	70% (10% exceeding)
	Grammar Punctuation Spelling	58% (8% exceeding)	Grammar Punctuation Spelling	60% (0% exceeding)

% passing phonics screening at Year 1	80%	82%		
% passing phonics screening at Year 2	100%	0%		
% achieving expected standard at end of K.S.2	Children	Children		
	Test outcomes	Test outcomes		
	Reading	24%	Reading	25%
	Writing	71% (Teacher Assessment)	Writing	63% (Teacher Assessment)
	Maths	35%	Maths	25%
	EGPS	35%	EGPS	50%
	Combined Reading Writing & Mathematics	18%	Combined Reading Writing & Mathematics	13%
% making at least expected progress in reading	Figures will be made available on release of Raise-Online	Figures will be made available on release of Raise-Online		
% making at least expected progress in writing	Figures will be made available on release of Raise-Online	Figures will be made available on release of Raise-Online		
% making at least expected progress in mathematics	Figures will be made available on release of Raise-Online	Figures will be made available on release of Raise-Online		
Floor Standards	School did not meet floor standards based on attainment (65% combined reading , writing and mathematics but did meet floor standards based on pupil progress from Key Stage 1 to Key Stage 2			

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Pupil Premium Funding Deployment	Total Allocation	Impact
Emotional and Behaviour Support		
Year 6 Anger Management Techniques	£92.07	Pupils developed strategies to deal with anger management issues. Fewer red-card referrals to SLT
Year 1 Individual Behaviour Programme	£14,383.46	Staff trained in managing behaviour problems. Input from external agency regarding behaviour Child remained in school avoiding permanent exclusion / behaviour unit allocation
Access to Learning Mentor – Individual counselling – KS2	£483.44	Pupils have access to Learning Mentor Support Pupils concerns / issues dealt with effectively Learning Mentor able to deal with issues before they escalate Less conflict and fewer referrals to SLT
Access to Learning Mentor – Individual Counselling FS & KS1	£401.72	Pupils have access to Learning Mentor Support Pupils concerns / issues dealt with effectively Learning Mentor able to deal with issues before they escalate Less conflict and fewer referrals to SLT
Individual Counselling Y3 child	£51.85	Pupil had access to Learning Mentor Support Pupil's self-esteem and confidence grew resulting in pupil feeling happy and safe within school
PASS Survey	£1219.80	Analysis of PASS (Pupils Attitude to Self and School) is used by Learning Mentor and teachers to identify pupils who may need emotional and learning support. Reduces the number of pupils who are disaffected with school. Interventions / support put in place as a result of analysis impacts upon attendance / behaviour / pupils self-esteem and well-being
Roots of Empathy Years 4 and Reception Class	£787.38	Reduction in levels of aggression among targeted classes by raising social/emotional competence and increasing empathy Evidenced by Broxall Profiling Less conflict and fewer referrals to SLT
Total	£17,419.52	

Pupil Premium Funding Deployment	Total Allocation	Impact		
In-class support/ At Point of Learning Intervention				
Teaching Assistants to support groups / individuals to achieve individual targets and access first class teaching and learning with at-point-of-learning interventions				
Reception	£7,920.03		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
		Good Level of Development	67%	62%
			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Year 1	£3,453.58	Attainment	At Year Group Expectations	At Year Group Expectations
		Reading	70%	65%
		Writing	70%	71%
		Maths	80%	71%
		GPS	80%	71%
		Phonics	80%	82%
		Combined Re Wr & Ma	70%	59%
		Expected Progress		
		Reading	80%	82%
		Writing	80%	94%
		Maths	70%	76%
Year 2	£5,919.23	Attainment	At Year Group Expectations	At Year Group Expectations
		Reading	83%	80%
		Writing	83%	70%
		Maths	92%	70%
		GPS	58%	60%
		Phonics	100%	0%
		Combined Re Wr & Ma	83%	70%
		Expected Progress		
		Reading	82%	90%
		Writing	100%	90%
		Maths	100%	90%

Year 3	£4,301.70	Attainment	At Year Group Expectations	At Year Group Expectations
		Reading	85%	67%
		Writing	77%	58%
		Maths	85%	67%
		GPS	38%	25%
		Combined Re Wr & Ma	85%	67%
		Expected Progress		
		Reading	100%	100%
		Writing	85%	83%
		Maths	85%	92%
		GPS	77%	50%
		Year 4	£5,169.14	Attainment
Reading	81%			64%
Writing	75%			73%
Maths	81%			91%
GPS	75%			64%
Combined Re Wr & Ma	63%			64%
Expected Progress				
Reading	100%			100%
Writing	93%			100%
Maths	100%			90%
GPS	100%			80%
Year 5	£4,561.40			Attainment
		Reading	80%	75%
		Writing	80%	50%
		Maths	80%	50%
		GPS	70%	58%
		Combined Re Wr & Ma	80%	50%
		Expected Progress		
		Reading	100%	100%
		Writing	100%	100%
		Maths	100%	100%
		GPS	90%	80%
		Year 6	£6,734.72	Attainment
Reading	24%			25%

		Writing	71% (Teacher Assessment)	63% (Teacher Assessment)
		Maths	35%	25%
		GPS	35%	50%
		Combined Re Wr & Ma	18%	13%
		Expected Progress		
		Reading	<i>Progress measures</i>	
		Writing	<i>will be published</i>	
		Maths	<i>later in the</i>	
		GPS	<i>Autumn Term</i>	
Total	£38,049.80			

Pupil Premium Funding Deployment	Total Allocation	Impact
Learning and Study Support / Extended Schools		
Arts and Craft Clubs x 4	£307.28	Creative skills development Extended schools provision
Book Club	£37.80	To promote a love of reading Extended schools provision
Christmas Crafts	£75.36	Creative skills development Extended schools provision
Cookery Club	£114.58	Cookery / Life skills/ Social skills development Extended schools provision
Let's Get Cooking – Year 6	£1,382.80	Cookery / Life skills/ Social skills development Healthy Cooking / Eating education Cooking at home Extended schools provision
Gardening Club	£70.66	Social skills development Environmental education Healthy Cooking / Eating education
Homework Club	£436.80	Access to quality-first support for home learning Access to on-line learning
Wider Opportunities	£652.73	Each child to learn a musical instrument Music appreciation Social skills Creative skills Self-esteem and confidence
Breakfast Club Subsidy / Wake & Shake	£5,065.38	Access to affordable breakfast to start the day well-fed. Wake and shake activities to get the brain engaged and motivated Extended schools provision
Motivational and Engagement Support	£1064.70	Nuture Group Alternate provision / curriculum for small group. Re-engaged learners in to the mainstream curriculum Development of basic skills
Total	9,208.08	

Pupil Premium Funding Deployment	Total Allocation	Impact
Literacy Support		
Booster Sessions Year 6	£2,720.00	To prepare Year 6 children for the Key Stage 2 Tests 25% at age related expectations
Direct Phonics Year 1	£295.21	25% of pupils targeted achieved Year 1 Phonics Check 1 out of 4
Direct Phonics Year 2	£478.38	63% of pupils targeted achieved Year 2 Phonics Check 5 out of 8
FFT Wave 3 Year 2	£360.00	75% achieved targets in Reading and Writing 2 achieving age-related expectations 3 out of 4 children
Total	£3,853.69	
Maths Support		
Maths pre-teach Year 1	£897.36	Children are supported following pre-learning assessment to ensure they are able to access the learning when receiving whole-class quality first teaching 80% at age related expectations
Maths pre-teach Year 2	£1694.36	92% at age related expectations
Maths pre-teach Year 3	£397.49	85% at age related expectations
Maths pre-teach Year 4	£1,415.03	81% at age related expectations
Maths pre-teach Year 5	£765.08	80% at age related expectations
Maths pre-teach Year 6	£1,797.37	35% at age related expectations
Maths individual teaching Year R	£840	Pupils achieved targets
Maths booster sessions Year 2	£1,694.36	92% at age related expectations

Maths booster sessions Year 6	£2,720.00	35% at age related expectations
Total	£12,221.06	

Pupil Premium Funding Deployment	Total Allocation	Impact
Social Skills Support / Pupil Well-Being		
Lunchtime Club – Drop In Access to Learning Mentor	FS & KS1 £4,644.90 KS2 £11,795.25	Pupils have access to Learning Mentor Support Pupils concerns / issues dealt with effectively Learning Mentor able to deal with issues before they escalate Less conflict and fewer referrals to SLT
Small group circle time	Year 2 £15.35	Circle of Friends to engage children who find it difficult to make friends
Social skills group	Year 1 £30.69 Year 5 £20.46 Year 6 £30.69	Identified children who have small group sessions with Learning Mentor to improve social skills. They may have conflict with their peers. Impact is that there are less conflicts. Reduced referrals to learning mentor / SLT
PHSCE Education	£1,011.32	By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.
Rainbow group	£122.76	Providing children with attachment disorder support Ensure the child has a safe living environment, develops positive interactions with care givers, and improves peer relationships.
Total	£17,671.41	

Pupil Premium Funding Deployment	Total Allocation	Impact
Speech and Language Support		
Reception Class Year 1	£78.00 £16.50	Support for small group just below age-related expectations/children with language 'delay'. High quality structured and time-limited small group interventions to improve speaking and language skills
Reception Class 1-1	£420.00	Support for a child who cannot communicate verbally To allow communication through signing and use of iPad
Total	£514.50	

Pupil Premium Funding Deployment	Total Allocation	Impact
Attendance Support		
Attendance Monitoring	£2,320.28	Attendance and punctuality of pupil premium children improved and are in line with national expectations. PP attendance 94.9% - below school target of 96% compared to non-PP attendance 94.1%
Attendance Award 96%	£1,006.70	Reward for those children who achieved school target of 96%. Incentive to maintain attendance in subsequent years.
Attendance Award 100%	£250.85	Special reward for those children who achieved 100% attendance. Incentive for others to improve attendance in subsequent years.
Total	£3,577.83	

Pupil Premium Funding Deployment	Total Allocation	Impact
Cultural Experience / First-Hand Learning		
Subsidy of Educational Visits	£4,181.78	All children had access to visits to enable them to access first-hand experiences
Subsidy of Residential Visit	£2,000.00	All year 5 and 6 children had access to the 5 day residential visit to London
Live Theatre Experience	£2,861.50	All children had access to a visit to the pantomime to experience live theatre
Total	£9,043.28	

Pupil Premium Funding Deployment	Total Allocation	Impact
Other expenditure		
Dyslexia Screening	£281.84	Children identified with dyslexic tendencies so appropriate provision can be put in place.
SENCo Release Time	£5682.69	Vulnerable children receiving identified interventions as needed All associated paperwork completed CIN TAC Child Protection meetings attended Minutes of meetings written
CPOMS Licence	£680.00	Improvement of the school's management of child protection and similar incidents and actions, whilst reducing staff time, paperwork and administration.
Jigsaw PHSCE	£2,965.00	Jigsaw PSHE brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development in a lesson-a-week programme. Designed as a whole school approach, Jigsaw provides a comprehensive scheme of learning for Foundation Stage to Year 6. Jigsaw holds children at its heart and its cohesive vision helps children understand and value who they are and how they fit and contribute to the world.
Read Write Inc Training	£3,850.00	Training to allow the delivery of Read Write Inc Phonics from Septemberr 2016 leading to improved outcomes in comprehension, writing, grammar, spelling, vocabulary and handwriting Simple assessment, clear tracking and straightforward grouping so every child learns rapidly at the right level.
Provision Map Writer Licence	£585.00	Allows the school to manage inclusion practices and SEN provision effectively through auditing, mapping and tracking.
Team Teach Training	£477.00	Promotes the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised. Increased the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling. Provides a process of repair and reflection for both staff and children.

Focus maths	£650.00	Supporting teaching of mathematics for all pupils with a focus on developing mastery and deeper learning.
Total	£15,171.73	

Pupil Premium Funding Deployment

Reflections

What worked well?

- The intervention strategies worked well with increased impact in FS / Key Stage 1 and majority of KS2
 - GLD rising trend 63.4%. No significant difference between the disadvantaged and others with the disadvantaged performing slightly better than the others.
 - Year 1 phonics – 81% achieving standard - which is at national levels – 80% of disadvantaged meeting the standard. 100% of disadvantaged achieving retake in Year 2
 - Year 2 assessments showed Reading Writing and Mathematics at National Standards or better – with disadvantaged performing slightly better than the others.
 - KS2 results were disappointing - Reading 24% Writing 68% Maths 32% EGPS 40%, these are below floor targets for attainment – but above floor targets for progress. No significant difference between the disadvantaged and others with the disadvantaged performing slightly better than the others.
- The increased transference of skills identified within the curriculum.
 - Impact has been seen in work scrutiny and the improvement in writing across the school. With a greater focus on cross-curricular writing
Y1 67% Y3 77% Y4 68% Y5 75%
- The continuing work of the Learning Mentor in changing attitudes to learning and counselling
 - PASS results show fewer children with issues around well-being
 - Drop-ins enable issues to be dealt with before they escalate
 - Only 1 2-day fixed-term exclusion and no permanent exclusions
 - Evidence from pupil / parental surveys shows both pupils and parents are happy with school life and the systems we have in place
- Children's involvement in their own learning.
 - Through the action research project, children are now working towards developing resilience and showing more determination and increased effort. Pupil interviews show pupils talking about the school's expected learning behaviours and how they are using them in their work
- Established staffing with support staff well trained to deliver interventions and learning in the classroom

	<ul style="list-style-type: none"> ○ Support staff have accessed the Outstanding Teaching Assistant Programme impacting upon the quality of support they are providing in the classroom through at-point-of-learning interventions or ‘catch-up’ interventions in an afternoon. ○ Support staff are accessing Teaching Assistant NVQ Level 3 qualifications through a partnership with Create Skills ● Maths pre-teach sessions and Focus on pupils reasoning and deeper learning in mathematics <ul style="list-style-type: none"> ○ The system of maths pre-teach sessions in addition to the daily maths session has provided support for vulnerable groups to enable them to access and succeed in maths. ○ This is evidenced through the improvement in maths attainment Y1 70% Y2 82% Y3 82% Y4 76% Y5 85% and Y6 maths progress measure -0.1 ● Educational support plans – involvement of parent and pupil voice <ul style="list-style-type: none"> ○ Increased involvement of pupils and parents in working in partnership with class teachers in formulating effective support plans ● Subsidised educational / cultural visits. <ul style="list-style-type: none"> ○ All children had access to visits to enable them to access first-hand experiences ○ Parents are not put in a difficult financial position when children need to access extra-curricular activities. ● Small group sessions with class teacher to address immediate gaps in learning that week <ul style="list-style-type: none"> ○ At point-of-learning interventions means pupils’ misconceptions / gaps are addressed immediately ○ Effective feedback at point-of-learning means pupils know the next steps in their learning. ● Pupil Progress Meetings with staff awareness raised in regard to vulnerable groups <ul style="list-style-type: none"> ○ Heightened awareness of the vulnerable groups in each cohort. ○ Staff aware of the barriers to learning ○ Staff planning interventions/strategies to diminish the differences
<p>What didn’t work as well?</p>	<ul style="list-style-type: none"> ● English Grammar Punctuation and Spelling sessions ● Year 6 Booster sessions ● Direct Phonics ● Wave 3 interventions ● Key Stage 2 outcomes ● Pupil Premium children who also have SEND support plans

<p>What are the priorities for 2016 - 2017</p>	<ul style="list-style-type: none"> • English Grammar, Punctuation and Spelling is an issue and is a whole school priority • Implementing Read Write Inc. to continue to improve Reading Writing & Phonics at in EYFS & KS1 • Continue to provide training of support staff to develop a team of well trained professionals. • Basic skills and transference to other areas of the curriculum, particularly writing and mathematics • Continue to improve the quality and effectiveness of feedback • Continuing to promote parent participation in children's learning • Improved learning behaviours particularly resilience and independence with a whole school focus on Growth Mindsets • Introduction of interventions to support maths – 1stClass@Number & Working Memory • Improve outcomes at Key Stage 2 • Whole school reading strategy – focus on reading for pleasure, vocabulary development and deeper understanding of texts. • Whole school mastery teaching of mathematics
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