

Fairway Primary – Review of Pupil Premium Expenditure 2018-19

6) Review of Expenditure				
Previous Academic Year (2018-19)				
i. Quality of Teaching for All				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> Improve language development and early reading skills in Reception 	<p>Whole class baseline of language skills using WellComm assessments, then use of WellComm resources to supplement whole class learning</p> <p>At least 3 story sessions to take place daily – to ensure story language is shared with children.</p> <p>Distinct reading area to be set up in the classroom, to include purchase of new texts to ensure depth of reading opportunities</p>	<p>Assessments were completed at the beginning, mid-point and end of the year, to target Wellcomm support effectively within planning</p> <p>The gap between disadvantaged pupils and non-disadvantaged pupils was much smaller for communication and language (16.7%), than for other areas of literacy (36.1%)</p> <p>Although these figures are not as positive as last year, this cohort had a higher number of disadvantaged pupils within it than 2017-18.</p> <p>The new reading area has inspired a love of reading in the Reception class, and pupils are demonstrating enjoyment of texts.</p>	<p>WellComm will continue to be used as a resource to support whole class language development, to hopefully then feed into improved outcomes for KS1. A primary version has also been developed, so this will be purchased and implemented throughout the next academic year.</p>	

<ul style="list-style-type: none"> Close the gap in phonics scores for Year 1 and Year 2 pupils eligible for PP 	<p>To consistently use the four-part model of phonics teaching across Foundation and Key Stage 1</p> <p>CPD on phonics for all staff in delivering high quality phonics lessons, plus additional support from Phase Leader for the new Y1 teacher</p> <p>Stream Y1 and Y2 phonics into smaller teaching groups to ensure coverage of all phases. Purchase of multisensory and kinaesthetic resources to support all learning styles</p> <p>Purchase of additional phonic based reading books (Dandelion Readers) to embed learning</p>	<p>CPD, mentoring and purchase of resources led to high quality and consistent teaching of phonics, as evidenced by lesson observations.</p> <p>There was a significant closing of the gap between disadvantaged and non-disadvantaged pupils from a 45% difference last year to a 19.5% difference this year in Year 1.</p> <p>Only one child within Year 2 did not pass the phonics re-test this year.</p>	<p>Continue use of the 4-part model to teach phonics</p> <p>Provide whole school CPD for teachers and TAs and not just those in Year 1/2</p>	
<ul style="list-style-type: none"> Close the gap for pupils eligible for PP in Key stage 1 in English and Maths 	<p>Literacy SPAG day to be delivered by 'Sir Linkalot' using Thinkalink techniques to develop strategies for remembering spellings. This approach to then be used across the school to teach the words from the Statutory spelling word lists.</p> <p>Parents to be invited into school regularly to share books with their children, to improve parental engagement with reading</p>	<p>Whole school/key stage approaches have had a positive impact in the attainment of all pupils in writing and maths, with overall attainment increasing to 73% and 83% respectively. In reading the overall percentage remained roughly the same. However, these whole class approaches appear to have had more impact on non-disadvantaged pupils, as the gap in attainment has widened in all areas.</p>	<p>It is clear that whilst whole school approaches benefit all pupils, a more targeted approach is necessary to boost the attainment of disadvantaged pupils.</p>	

	<p>Purchase of whole school spelling scheme – No nonsense spelling’</p> <p>Maths Regular CPD on use of concrete materials and pictorial representations (CPA – Concrete, pictorial, abstract). CPD on maths reasoning and questioning</p> <p>Relaunch of Times Table Rockstars as a whole school approach for improving fluency of math fact retrieval</p>			
<ul style="list-style-type: none"> Close the gap in English and maths outcomes for pupils eligible for PP in Key Stage 2. 	<p>Literacy SPAG day to be delivered by ‘Sir Linklalot’ using Thinkalink techniques to develop strategies for remembering spellings. This approach to then be used across the school to teach the words from the Statutory spelling word lists.</p> <p>Purchase of new whole school spelling scheme ‘ No Nonsense Spelling’</p> <p>Maths Regular CPD on use of concrete materials and pictorial representations. (CPA – Concrete, pictorial, abstract). CPD on maths reasoning and questioning</p>	<p>There was an increase in the number of disadvantaged pupils working at the expected standard in all areas of English and maths this year. There was also a closing of the gap between disadvantaged and non-disadvantaged pupils. In Reading this was a decrease of 22% (from -41 to -19). In writing a decrease of 15% (from -41 to -19), and in maths a decrease of 20% (from -39 to -19). Combined scores showed a closing of the gap between disadvantaged and non-disadvantaged pupils of 6% (from -45 to -39).</p>	<p>Good practice in place to continue. Refresh making links this academic year.</p>	<p>Total £ EYFS Lead £4600 Books £100 CPD £300 SENCO ½ day for support and monitoring £4500</p>

	<p>Relaunch of Times Table Rockstars as a whole school approach for improving fluency of math fact retrieval</p> <p>Use of HLTA to provide additional targeted support in Y4, Y5 and Y6 and to allow for release of teacher to work with focus pupils in literacy and maths</p>			
ii. Targeted Support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improve language development and early reading skills in Reception	<p>Small group provision of 'Wellcomm' intervention by TAs for targeted children in Reception (identified via initial assessments with SENCo) to develop language skills</p> <p>Weekly Storysack group with targeted pupils led by HLTA, to develop language and enthusiasm for stories</p> <p>Targeted pupils to participate in the Beanstalk Storystarters trial</p>	<p>Groups and interventions were put in place Unfortunately we were not picked for the Storystarters trial.</p> <p>Disadvantaged pupils showed good levels of attainment, with 83% working at expected levels for communication and language.</p> <p>For those disadvantaged pupils who were not working at the expected level in literacy, the biggest barrier was lack of resilience and independence, which limited their ability to demonstrate their skills.</p>	<p>WellComm will continue to be used in the next academic year following its previous positive impact (and rolled out across KS1 and KS2)</p> <p>Targeted reading groups will also continue, focussing on disadvantaged pupils and supporting their language development</p> <p>There will be a focus on resilience as part of a whole school approach developing Attachment Aware schools next year.</p>	<p>WellComm £5000</p> <p>Nessy plus TA support £1000</p> <p>TA booster groups across KS1 and KS2 £47000</p> <p>Beanstalk £700</p>

<p>B. Close the gap in phonics scores for Year 1 and Year 2 pupils eligible for PP</p>	<p>Targeted use of the 'Nessy' programme to boost phonics – purchase of Nessy subscriptions for additional targeted pupils in Year 1 (plus purchase of additional sets of IPad headphones to enable pupils to better hear the differences in sounds)</p> <p>Phonics booster sessions in Key Stage 1 with additional resourcing from TA's</p> <p>English Lead/Phase Lead to run training for parents to support at home</p>	<p>Nessy was popular with pupils, and did have some impact on pupil confidence. However lack of parental engagement with supporting this at home meant that it was not as effective as it could have been.</p> <p>There was a significant closing of the gap between disadvantaged and non-disadvantaged pupils from a 45% difference last year to a 19.5% difference this year in Year 1.</p> <p>Booster groups within Year 2 proved to be very effective, and only one child within Year 2 did not pass the phonics re-test this year.</p> <p>Phonics based Inspire parent workshops were held by both Reception and Year 1 teachers and were well attended, with over 80% of parents attending.</p>	<p>Booster groups for the pupils who did not reach the expected standard in phonics as they move into Y2 proved very successful – this should continue next year</p> <p>Parent workshops to continue next year</p>	
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<ul style="list-style-type: none"> Close the gap for pupils eligible for PP in Key stage 1 in English and Maths 	<p>Literacy Targeted daily reading for identified pupils</p> <p>Ongoing use of Nessy for pupils making reduced progress with spelling</p> <p>Maths Targeted maths tutoring for identified pupils with TA 4xweekly</p> <p>Use of TT Rockstars to aid fluency.</p> <p>Purchase of CPG revision guides for pupils to use at home</p>	<p>Whole school/key stage approaches have had a positive impact in the attainment of all pupils in writing and maths, with overall attainment increasing to 73% and 83% respectively. In reading the overall percentage remained roughly the same. However, these whole class approaches appear to have had more impact on non-disadvantaged pupils, as the gap in attainment has widened in all areas</p> <p>Revision guides were purchased for all pupils, but it is unclear what level of support the disadvantaged pupils had with this at home.</p> <p>Targeted pupils have read daily, Nessy log-ins were also sent home to support phonics, spelling and reading at home.</p> <p>Targeted maths tutoring was in place for pupils in Y2, and TT Rockstars was purchased and log-ins given to each pupil. Despite these interventions however, the gap between disadvantaged and non-disadvantaged pupils remained the same.</p> <p>Homework club to access these digital interventions was offered to pupils, however the take-up was quite poor.</p> <p>A high correlation of SEN with cognition and learning needs and PP within this class has also had a negative impact on attainment. (Of the 6 pupils with a SEND in this class, 5 were also disadvantaged)</p>	<p>Lack of parental support at home in some families means that ICT strategies and purchase of revision guides do not have the desired impact when used for homework.</p>	
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<ul style="list-style-type: none"> Close the gap in English and maths outcomes for pupils eligible for PP in Key Stage 2. 	<p>Literacy Targeted pupils are chosen to read regularly with Beanstalk reading volunteers</p> <p>Sir Linkalot – focussed spelling groups and follow up sessions with TAs</p> <p>HLTA to run regular library visits to promote reading for pleasure</p> <p>Maths Use of creative interventions with HLTA to develop maths and social skills – cookery club and enterprise challenges.</p> <p>Ongoing use of TT Rockstars to aid fluency, including targeted pupils attending IPad lunch club to improve access</p> <p>Targeted pupils are part of intervention groups run by TAs, SENCO and literacy and numeracy coordinator</p> <p>Purchase of CPG revision guides for pupils to use at home</p>	<p>Targeted pupils took part in interventions with TAs, SENCo, maths coordinator and other members of SLT – these groups had a positive impact. Targeted pupils also read weekly with Beanstalk. TT Rockstars continued to be promoted to pupils</p> <p>Sir Linkalot strategies continue to be used, however spelling continues to be a whole school area of difficulty</p> <p>HLTA groups were established, however these did not run for as long as had been planned due to staff absences</p>	<p>Carefully targeted intervention groups run by members of SLT had positive impacts prior to SATs</p>	
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i. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>Maintain the support for families provided through the pastoral team so that parents engage and work in partnership with the school Increase the self-esteem, emotional well-being, aspirations and motivation of pupils eligible for PP</p>	<p>A new pastoral team has been established, which includes Senior Learning Mentor, SENCo, DSL and Attendance Lead. This team will meet regularly to monitor outcomes for vulnerable pupils.</p> <p>External Family Support Worker (Cornerstone) used to provide additional support to vulnerable families</p> <p>Lunchtime clubs established to support the development of social relationships, and completion of homework (including access to I pads to use Nessy and Rockstars for those pupils without access at home)</p> <p>Participation in the Children's University for PP pupils in Y3 and Y4 – to encourage participation in extra-curricular activities, plus subsidising of extra-curricular activities for targeted pupils</p> <p>Participation in the TeamWorx Project (30 days plus 420 taxi costs)</p> <p>Friends for Life – Use of this intervention to help build resilience/self-esteem amongst vulnerable pupils in Year 4</p>	<p>Additional support for disadvantaged families has contributed to two focus families moving from CIN to Early Help</p> <p>Pastoral team is established, and works to put in place early identification strategies for vulnerable families.</p> <p>Lunchtime clubs running 3xweekly – these are well attended by disadvantaged pupils (70% of pupils attending homework club regularly were in receipt of Pupil Premium)</p> <p>Gardening club has been a very positive experience for pupils. It ran during the autumn term, and again from March. At the end of the gardening season, the pupils cooked the produce they had grown and invited family members to a meal Feedback from pupils and staff about gardening club has been very positive. Class teachers report increased confidence and concentration from pupils who have attended club.</p> <p>The Family Support worker and mentoring service have engaged with 9 vulnerable pupils and their families over the year. They have helped to encourage improvements in attendance for targeted pupils, along with improvements in emotional wellbeing and behaviour.</p> <p>Teamworx has proved to be a very positive intervention. Pupils involved have reported improvements in self-esteem, and teachers have reported increased motivation and enthusiasm for school in many cases.</p> <p>Friends For Life was not able to run this year due to staff shortages</p>	<p>Our approaches to supporting the whole family have had positive impacts on parental engagement and support within school</p> <p>The positive impact of gardening club means that this will definitely continue in the coming year.</p> <p>Teamworx and Children's University will continue this year</p>	<p>Learning Mentor - £30000 PP Lead ½ day weekly - £4500 Mentorlink - £600 Cornerstone - £4000 Lunch club - £1500 Gardening club £2000</p>
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