

# Pupil Premium Outcomes 2016-17



The pupil premium is additional monies given to schools to support pupils who are considered disadvantaged.  
The current funding is £1,320 per pupil. £131,120 in total.

## LEADERSHIP RELEASE/AHT/ SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR/TARGETED TEACHING ASSISTANT TIME IN ORDER TO DEVELOP QUALITY FIRST TEACHING; WHOLE SCHOOL CPD

**Overview:** SLT models proactive, creative approaches to school improvement. A well-structured CPD programme to ensure there is a highly positive impact on teaching and learning. SLT/subject Leaders released to support and coach colleagues to develop quality first teaching. Whole School CPD in 'Kagan' and 'Growth Mind-set' to establish a whole school culture of collaboration. A sizable proportion of our pupils eligible for FSM also have an additional educational need. Our SENDCo is non class based ensuring that pupils with SEND and our most vulnerable pupils receive the highest quality provision and specialist teaching.

**Outcomes from monitoring** quality of work in books and lesson observations including pupil conversations, together with the data, show an increased percentage of good teaching and learning throughout the school.

**OUTCOMES:** Using the school teacher assessment data—DOL -Depth of Learning :

**In Reading**, PPG pupils without SEND made more progress than All pupils by 5%: 96.2% v 91.2%.

Overall, there is little significant difference between the progress of disadvantaged pupils and other pupils : PPG:86.8% FSM: 89.3%, All pupils: 91.2%.

**In Writing**, there is no significant difference in progress between PPG pupils without SEND than All pupils: 75% v 76%. Overall, there is little significant difference between the progress of disadvantaged pupils and other pupils : PPG:69.2% FSM: 69.2%, All pupils: 76%.

**In Maths**, PPG pupils without SEND made more progress than All pupils by 5.7%: 75% v 69.3%

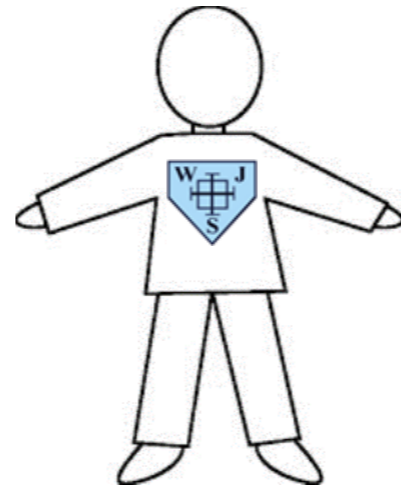
Overall, there is little significant difference between the progress of disadvantaged pupils and other pupils : PPG:61.5% FSM: 46.2%, All pupils: 69.3%.

## ADDITIONAL FUNDING FOR EXTERNAL AGENCY SUPPORT

**OVERVIEW:** Additional outside agency support to provide assessment and CPD opportunities to strengthen current practice in addressing pupil barriers to learning E.g. EP ; Woodlands Outreach Coffee afternoon.

## LEARNING OUTCOMES

### Supporting the Whole Child



## TARGETED TEACHING ASSISTANT TIME/ CLUBS AND INTERVENTIONS

**OVERVIEW:** Targeted Teaching Assistant time, Toolkit assessment and target interventions, including QFT resources to support specific interventions (Reading recovery/Phonics/Maths fluency/Read, Write, Inc.).

Before and after school clubs including : phonics club; tale spinners ; athletics and spellodrome iPad club., board games club.

### OUTCOMES:

Maths Toolkit data shows: The significant majority of SEND pupils are making good or better than good progress : 95% All PPG/SEND pupils are making good or better than good progress

Reading Toolkit data shows : The significant majority of pupils are making good or better progress : 97% . All PPG/SEND pupils are making good progress

Change for Life : All pupils were PPG and made good progress - see Inclusion Expert data summary

Cool Kids Club data shows: 100% progress in scores for PPG and all pupils. 56% of pupils (43 % PPG pupils) met expectations and no longer required intervention.

## FUNDING FOR ENGLISH HLTA

**OVERVIEW:** Lead on assessment for interventions, monitor their impact, and coach colleagues to ensure quality control (particularly with reference to reading recovery and reciprocal reading) supported by the SENDCo and English Lead teacher.

### OUTCOMES:

**Reading Recovery early intervention** for pupils working below Level 16. Year 3 records show:

18 underachieving pupils increased their reading fluency age by an average of 22.6 months, and their reading comprehension age by an average of 19.4 months PPG pupils made an average gain of 35.2 months in reading fluency, and an average of 25 months gain in reading comprehension.

**Reciprocal Reading intervention groups before school** for Year 5 and Year 6 pupils to develop fluency and comprehension skills.

### Year 6 :

PPG pupil's average reading fluency 14.3 months gained;  
Non-PPG pupil's average reading fluency 12.5 months gained.  
PPG pupil's average reading comprehension 8 months gained;  
Non-PPG pupil's average comprehension 12.8 months gained.

### Year 5 :

PPG pupil's average reading fluency 19.8 months gained.  
Non-PPG pupil's average reading fluency 21 months gained.  
PPG pupil's average reading comprehension 25.8 months gained.  
Non-PPG pupil's average comprehension 25.6 months gained.

## FUNDING FOR MATHS HLTA

**OVERVIEW:** Lead on assessment for Maths interventions; monitor their impact, and coach colleagues to ensure quality control (particularly with reference to Mathematics), supported by the SENDCo and Maths Lead teacher.

**Mathletics club : This afterschool and lunch time club was for pupils at risk of not reaching the required standard of 100+.**

**OUTCOMES:** 100% of PPG pupils made progress, with 72% (5/7 pupils scored 100+) reaching the required standard of 100+. ( 1 pupil scored 98)

**Year 6 Maths 1-to1 tuition during and after school was led by teaching staff.**

**OUTCOMES:** 96% of pupils made progress. 72% of 1-t-1 tuition pupils after school reached the required standard. N.B: 5/6 PPG pupils did not achieved the standardised score of 100+; however, 100% (1) PPG pupil did achieve the standardised score of 100+.



# Pupil Premium Outcomes 2016-17

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SALFORD READING ATTAINMENT OUTCOMES YEARS 3 TO 6		
	PPG* including SEND	ALL PUPILS
YEAR 3	83.32%	88.11%
YEAR 4	53.84%	82.1%
YEAR 5	57%	84%
YEAR 6	54.16%	69.51%

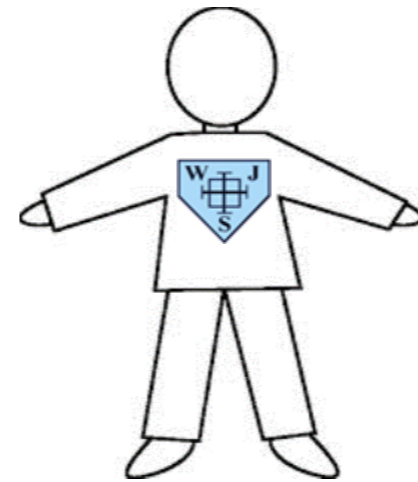
**Overview:** The information above shows the total percentage of pupils at or above Age Related Expectations (ARE).  
SALFORD Reading Age data for 2016-17 shows PPG pupils in Years 3, made better progress, on average, than non-PPG pupils.

SALFORD READING PROGRESS OUTCOMES YEARS 3 TO 6		
	PPG* including SEND	ALL PUPILS
YEAR 3	13.7	17.7
YEAR 4	20.7	16.7
YEAR 5	18.9	13.6
YEAR 6	6.6	7.7

**Overview:** Salford Reading data for 2016-17 shows PPG pupils in Years 4, and 5 made better progress, on average, than non-PPG pupils  
All pupils, including PPG pupils, Years 3-5 made accelerated progress.  
\*the majority of Y6 pupils were already at age related expected.

## LEARNING OUTCOMES

Supporting the Whole Child



MATHS AMM PROGRESS OUTCOMES YEARS 3 TO 6		
	PPG	NON PPG
YEAR 3	3.41	3.35
YEAR 4	3.08	3.20
YEAR 5	2.88	3.21
YEAR 6	2.65	3.13

**Overview:** The expected standard for every child is to make 3 stages progress in AMM.  
MATHS: The combined average progress for PPG pupils in Years 3,4 and 5 is 3.12. (0.3 difference between PPG and non PPG pupils overall). The combined average progress for PPG pupils in Years 3 -6 is 3.01 (0.21 difference between PPG and non PPG pupils overall).  
AMM data for 2016-17 shows PPG pupils in Years 3, made better progress, on average, than non-PPG pupils. There is an increase in average progress for Years 3 and 4 PPG pupils in comparison to last year. There is 0.33 difference between PPG and non PPG pupils in Year 5 (\*there is a significant percentage of high needs vulnerable pupils in years 5 and 6)

## GIFTED AND TALENTED WORKSHOPS

Working at Greater Depth	PPG	PPG no SEN	All	All no SEN
3	0	0	13.6	16.2
4	11.5	15	9.9	11.5
5	7.7	10	17.6	20.5
6	11.5	18.8	18.7	15.4
TOTAL %	10.2	11	15	15.9

Working at Greater Depth Reading %	PPG	PPG no SEN	All	All no SEN
3	30	38.5	30.7	35.1
4	11.5	15	24.2	28.2
5	19.2	25	32.9	38.4
6	23.1	31.3	34.7	42.4
TOTAL %	21	27.4	30.6	36

**Overview:** Provision of workshops for maths and for more able writers.

**OUTCOMES:** Using the school teacher assessment data (Depth of Learning): The tables show pupils working at a greater depth.

## SPEECH AND LANGUAGE LEARNING MENTOR SUPPORT

**Overview:** Lead SALT TA released 0.3 x afternoons for supporting pupils with S&L needs, and supporting/ coaching colleagues regarding language development, strategies and intervention.

**OUTCOMES:** S & L Toolkit data shows:

All PPG/SEND pupils are making good or better than good progress: 100%

## RESOURCES TO PROMOTE LEARNING IN MATHS AND SPELLING AT HOME

**Overview:** Purchase of resources to promote learning in maths and spelling at home and in school (Mathletics and Spellodrome)\*

**OUTCOMES:** Impact on spelling and maths development. Increased Parental engagement in pupil's learning.. huge engagement by teachers and children - award of a trophy each half-term with individual year group prizes awarded during celebration assembly. There were also regular clubs offered to children without off-site access. See *Learning Outcomes*.

## PARENT OPEN SESSIONS/ MATHS AND ENGLISH PARENT WORKSHOPS

**Overview:** Weekly 'Star time' where parents are invited to join their child to read together. Regular Parent and child sessions and workshops for all year groups through out the year. These have been very well attended.

All forms of positive parental interaction with school are important and can have a positive impact on children's learning, behaviour and attendance .

**OUTCOMES:** Parents more able to support their children's learning at home. Increased progress at school in Maths and English for pupils whose parents attend the workshops See *Learning Outcomes*.

# Pupil Premium Outcomes 2016-17



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## FUNDING FOR PASTORAL HLTA

Overview: Provision of a full time non-lass based 'parent partner' and lead learning mentor in order to build positive relationships, support families and work alongside the inclusion leader to improve attendance for FSM and SEND pupils. To lead a team of Learning mentors. 0.5 x 4 afternoons of learning mentor support. (see below)

### OUTCOMES:

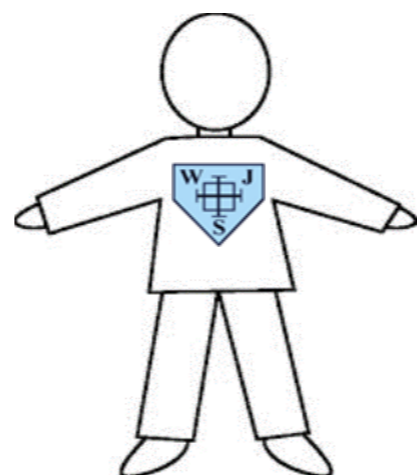
**Attendance:** Reduction in persistent absence by 7%; reduction in number of pupils causing concern being monitored by 5%. Improved pupil participation in whole school life. See 'Learning Outcomes' and individual Case Studies.

### Pastoral Support :

A significant reduction of pupils on the CP register over the past two years (by 91%). A 60% Increase in families signposted to Early Help and receiving appropriate support .Pupils in school and learning. Well coordinated learning mentor time and development of better strong home school links with hard to reach families. \* See 'Overall outcomes 'below.

## WELL BEING

### Supporting the Whole Child



## FUNDING FOR LEAD LUNCHTIME PLAY LEADERS AND LEAD MID-DAY SUPERVISOR/PLAY EQUIPMENT AND RESOURCES

**Overview:** New roles to coordinate and ensure play leaders and MSA's are effectively supporting the development of improved social skills, positive playtimes and a good environment for learning in the afternoons as a result.

**Outcomes:** Improved pupil engagement. Reduction in lunchtime behaviour incidents.

Number PPG pupils involved in behaviour incidents at lunchtime decreased by 25%. \*See "Learning Mentor 'Outcomes and 'Overall Outcomes'

## FAMILY SUPPORT WORKER

Overview: We employed a joint family Support Worker who works as part of Shropshire's 'Strengthening Families through Early Help' programme. She worked with families and children to provide pastoral care across three Key Stages across three Schools

**OUTCOMES:** Target families have been given the support and guidance they need to be able to meet the needs of their children. Through offering parents early solutions to challenges that arise, pupils are then happier at school and at home, and more able to access learning. This is evidenced by individual Case Studies , Inclusion Expert and Assertive Mentoring assessment which show an improvement in behaviour for learning.

## LEARNING MENTOR SUPPORT

**Overview:** The aim of the role is to break down barriers to learning, unlocking education opportunities for pupils so they can reach their full potential. Additional LM support provides valuable support for pupils, parents and staff (coaching).

### OUTCOMES:

**Inclusion Expert 360 data shows 95% pupils with LM support made good or better progress. Number of pupils requiring LM intervention and support reduced by 5.9% since April 16.**

**Exclusion data : no permanent exclusions in 2016-17; 55% reduction in number of fixed term exclusions . Improved pupil participation in whole school life. See 'Learning Outcomes' and individual Case Studies.**

## OVERALL OUTCOMES: supported by our inspection report National Society Statutory Inspection of Anglican and Methodist Schools Report

May 2016

**The distinctiveness and effectiveness of Whitchurch CE VC Junior as a Church of England school are good.**

Whitchurch CE VC Junior School is a happy, secure and caring environment where pupils are supported fully in all aspects of learning. The respectful and articulate pupils who demonstrate good attitudes to learning.

Pupils are keen to attend school because they see school as an interesting place to be. One pupil stated "I never want to go home!" This results in very good levels of attendance and punctuality.

Reward systems enable a culture of praise and encouragement and serve as a reminder of the school's core Christian mission "Inspiring Achievement for All."

Behaviour is generally good and pupils report that they feel safe and secure. The pupils clearly relate behaviour strategies, such as the "Stamp out Bullying" and "Give a gift, give a smile" initiatives to the school's Christian values.

The positive and inclusive support for vulnerable pupils.

Pupils have a good sense of self-belief and self-worth and are being prepared well for their journey in life.

The school is described as a welcoming place by pupils, parents and visitors, who are sure their views, are respected and acted upon. They comment on the openness of the staff and the head teacher, resulting in an atmosphere of mutual trust and respect.

**Leaders use additional funding such as pupil premium and sports funding effectively to support the individual needs of pupils.**

## AFTERSCHOOL CLUB: HOMEWORK SUPPORT

Overview: Provision of after school computer /homework time for families without internet access and in need of support with home learning. Homework club led by Pastoral HLTA, particularly for target vulnerable pupils and families.

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## FOREST SCHOOL LEARNING TEACHER (0.4)

**Overview:** Part time Forest School teacher to teach all classes for one session a week. Pupils build relationships and interpersonal skills, develop speech and language, think about philosophy and experience awe and wonder through learning outside the classroom.

**OUTCOMES:** Our pupils are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. \*See *Learning Outcomes and 'Overall Outcomes'*.

## SPECIALIST FRENCH TEACHER (0.4).

**Overview:** Pupils develop speech and language skills, grammatical understanding and ability to speak a foreign language through learning French with a specialist French teacher (0.4).

**OUTCOMES:** Pupils are given the opportunity to learn a second language early in life, which enhances overall cognitive skills and improves brain development. It increases critical thinking skills, grammar, creativity, problem-solving skills and flexibility of mind in young children. \*See *'Over all Outcomes'*.

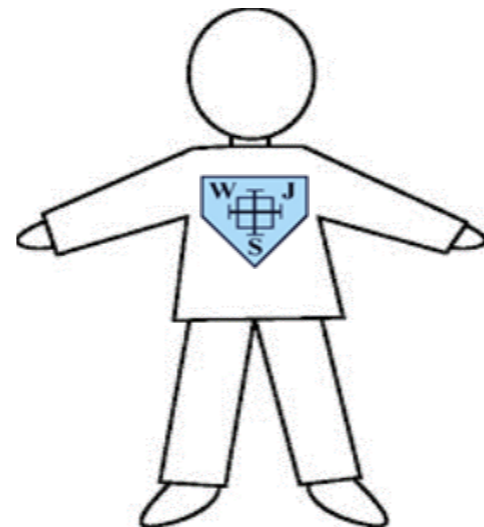
**Through learning a MFL, pupils benefit from linguistic development, social development and cultural awareness. Increase self-esteem, increase aspiration and engagement.**

## PROFESSIONAL MUSICIAN (MUSIC AND SINGING)

**Overview:** To enrich the education of each pupil through the provision of appropriate musical experiences and to provide skills that will serve the pupils for future music making, be it for leisure or professional purposes.

**OUTCOMES:** Pupils gain self-discipline, social skills including increased confidence, aspiration and engagement, as well as musical knowledge and skills, through learning in lessons and through the experience of group music making. This also impacts on their reading e.g. pitch and intonation, Speaking and Listening skills, as well as memory skills. \*See *Reading Progress outcomes and 'Over all Outcomes'*.

## ENRICHMENT Supporting the Whole Child



## EDUCATIONAL VISITS AND VISITORS/LUNCH TIME AND AFTER SCHOOL CLUBS

**Overview:** Enrichment funding to promote wider experiences and develop speech and language skills, either out of school or through visitors, and through a variety of clubs .e.g. Singing club, Arts and Poetry club, Forest School techies club.

### OUTCOMES:

Learning outcomes for the individual are vast including:  
-improved self-confidence and self-esteem  
-SMSC development  
-ability to empathise and understand new perspectives  
-increased aspirations and motivation

## **OVERALL OUTCOMES: supported by our inspection report** **National Society Statutory Inspection of Anglican and Methodist Schools Report**

**May 2016**

**'The distinctiveness and effectiveness of Whitchurch CE VC Junior as a Church of England school are good.'**

The respectful and articulate pupils who demonstrate good attitudes to learning. An effective Christian environment permeated by positive values in which learning flourishes.

The positive and inclusive support for vulnerable pupils.

Spiritual development is supported by quality experiences across the whole curriculum. Pupils speak confidently about their learning especially with regard to forest schools and other wild life projects such as the John Muir Awards. This supports the way pupils are encouraged to appreciate a sense of awe and wonder from their learning.

Pupils have a good sense of self-belief and self-worth and are being prepared well for their journey in life.

**Leaders use additional funding such as pupil premium and sports funding effectively to support the individual needs of pupils.**

## **OVERALL STRENGTHS FOR THE ACADEMIC YEAR 2016-2017**

### **Strengths**

Pastoral support for pupils and their families

Reduction in persistent absence

CPD linked to SDP priorities for all staff at all stages of their careers

The promotion of a Growth Mind-set culture

A development of a coaching culture amongst colleagues

Enrichment opportunities

Targeted support through intervention programmes in English and Maths and for SEMH needs .(LM)

Booster and catch classes

Reduction in behaviour incidences.

Strategies and resources to support QFT .