

| PPG 2015-16 Review | | | | | | |
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| ALLOCATION: £93 240 | | | NUMBER OF ELIGIBLE PUPILS: 68 (at budget setting) | | | |
| STRATEGIC | | | | INDIVIDUAL | | |
| ISSUE IDENTIFIED | FUND | DESIRED IMPACT | Evaluation | FUND | DESIRED IMPACT | Evaluation |
| PPG ACCESS TO QUALITY FIRST TEACHING | Iris Connect | Teachers are able to drive their own professional development, share best practice and co-coach so that all pupils receive good+ teaching over time. | <i>Purchased. Positive impact on improving teaching and sharing good practice to ensure expectations are high for all pupils.</i> | ePace assessments | PPG pupils are assessed in cognitive and academic function allowing staff to fine tune teaching and interventions | <i>Purchased KS2 SEN tested. Results shared with staff. Interventions were developed to support pupil gaps. Supported our referrals to other agencies.</i> |
| | Additional teacher mornings for small sets for Eng and maths KS2 | Smaller sets ensure that all pupils can work with a teacher in their group at least once per week. | <i>4 teachers in the mornings enabled us to run Y3 Y4/5 2 sets and Y6 with 14 on their own. This has supported Y5 by splitting a large class and supported Y6 by enabling the teacher to focus solely on their needs.</i> | | | |
| | TestBase subscription | All teachers can access appropriate assessment tasks thereby identifying pupil strengths and learning needs. | <i>Testbase enabled us to provide children with a wide range of examples of test questions that present material in unusual ways. This supported our drive for deep learning.</i> | | | |
| PPG PUPILS' PROGRESS AND ATTAINMENT IN MATHS (17 PUPILS) | Supply to release staff for Singapore Maths training | New programme of maths requires intense training to ensure success. Staff will deliver high quality maths leading to increase in attainment and progress over time. | <i>Staff issues resulted in this project being on hold. The DHT has received very positive feedback and is a potential specialist leader in education (SLE). SM lessons in Y2 are good and progress pupils made in reasoning is positive.</i> | My Maths | PPG pupils have access to additional maths support at home or in school | <i>Purchased These interventions did not lead to increased attainment in maths and were replaced by iXL maths and Symphony maths which will be retained in 2016-17.</i> |
| | Singapore Maths materials | SM is a textbook / workbook approach and requires investment so that pupils can access the scheme. May require additional manipulatives to ensure success. | <i>Additional manipulatives and resources have been purchased and these supported the development Y4/5 and Y2. More will be required as SM is rolled out in 2016-17.</i> | Maths of the day | PPG pupils have access to active maths support in school | |
| PPG PUPILS' PROGRESS AND ATTAINMENT IN SPELLING (18 PUPILS and 7 with | | | | TA interventions | Target children make accelerated progress in maths as a result of high quality intervention | |
| | SENAAT | Teachers are able to get support for teaching pupils with additional needs and to rule out any underlying issues | <i>SENAAT support was used to successfully support teachers working with some of our most vulnerable SEND learners. Advice</i> | TA trained to deliver interventions | Target children make accelerated progress in spelling as a result of high quality intervention | <i>TA interventions in KS1 have a positive impact on learning. TA support in Y4/5 enabled pupils to access online interventions, small group</i> |

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| potential SpLD) | | | <i>contributed to QfT.</i> | | | <i>QfT, quick maths, Lexia individualised support and small group / 1:1 reading support. Pupils in these groups made pleasing progress from their starting points.</i> |
| | UoP spelling programme and INSET when available | Available January | <i>Not available. Still to be looked in to for 2016-17</i> | | | |
| PPG PUPILS' PROGRESS AND ATTAINMENT IN WRITING (27 PUPILS) | | | | TA trained to deliver interventions | Target children make accelerated progress in writing as a result of high quality intervention | |
| | | | | Online SPAG test / gap analysis tool | Target children make accelerated progress in SPAG as a result of high quality intervention | <i>Purchased. SPAG online supported Y6 to make steady progress in grammar. Planned for 16-17 wider roll out across school.</i> |
| PPG PUPILS' PROGRESS AND ATTAINMENT IN READING (11 PUPILS) | Rising Stars Cracking Comprehension | Staff are supported to deliver quality first teaching. | <i>Purchased. Cracking Comprehension ensured that all classes accessed appropriate teaching to address issues identified in data analysis – ie comprehension. It provided a structure for teaching that supported learners. Additional comprehension resources will be required 16-17</i> | Lexia | Target children make accelerated progress in reading as a result of high quality intervention | <i>Purchased Additional licences have been bought as Lexia is proving to be a successful intervention. Y6 especially are made progress through the stages and this enabled the majority to access age-appropriate texts in their NCTs. Other vulnerable pupils are making progress on Lexia and this is having a positive impact on their confidence and skills.</i> |
| | | | | Study Hub staffing – lunch and after school | Pupils are able to access support and resources within school to help them make progress in reading or read for pleasure | <i>Staff absence resulted in this being picked up by teachers. It will continue in 16-17.</i> |
| ADDITIONAL EXPENDITURE | | | | Small group tutoring | Pupils in Y6 receive small group tutoring with teacher. | <i>Small group tutoring and additional hours of one of our part-time staff members was used to support Y6 in their preparations for Y6 tests.</i> |
| | | | | Additional Teacher Y4/5 | Most vulnerable pupils split in to a small focus group for the afternoons. | <i>Small group enabled specific needs of the group to be met, resulting in good progress from starting points for the majority.</i> |

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| ISSUE IDENTIFIED | FUND | DESIRED IMPACT | Evaluation | FUND | DESIRED IMPACT | Evaluation |
| SOCIAL EMOTIONAL DEVELOPMENT | Protective Behaviours programme and training for TAs | TAs develop skills to support pupils with PB strategies. Pupils are able to identify feelings and strategies to help them risk on purpose and keep themselves emotionally safe. | <i>Purchased PBs training was run with 3 TAs. The TAs were very positive about the training and the impact of PBs on them and the pupils they worked with. TAs are going to lead on this aspect as we develop 5 S strategies further in 16-17</i> | Behaviour TA | Behaviour TA is available to support and nurture vulnerable pupils. | <i>This member of staff JR moved school mid-year and was not replaced. He had a very positive impact on pupils he worked with, enabling them to access lessons and return to lessons quickly.</i> |
| | INSET on attachment and trauma | Teachers and TAs are better able to understand how pupils with attachment issues function and how their needs can be best met. | <i>Teachers and TAs gained a better understanding of why some children behave the way they do and learnt some strategies to manage behaviour in a supportive way. This had a positive impact on the behaviour of key pupils in school and thus resulted in better progress.</i> | Socially speaking TA time | Pupils with social difficulties can access intervention to support the development of social skills | |
| | Additional adults FS | All pupils in EYFS get off to a good start due to additional adult who can support language and social development. | <i>Additional adult in EYFS means that pupils are settled and adults can intervene to stretch and develop language. Additional adults were used for intervention. GLD above Wirral 2016.</i> | Protective Behaviours interventions from TAs | Pupils have strategies to manage thinking, feeling, behaviour. | PBs are having a positive impact on how the trained TAs work with some of our most vulnerable pupils. The pupils are learning how to manage feelings and behaviour. Interventions are run with a wide range of pupil groups in school. |
| HOME-LEARNING | Leadership time allocated to developing home-school links with PPG families | PPG families are able to work successfully with school to support pupils attainment and progress | | See Study Hub above My Maths | | |
| | | | | FAST programme | Identified families are supported to become more involved in school thereby supporting pupils with life in school and learning. | <i>Hugely positive programme with sustainable outcomes planned. This has built capacity within the parent body to support each other.</i> |
| ATTENDANCE (13 pupils) | Leadership time allocated to tackling attendance issues | Dedicated time for DHT to track and support families with attendance that has an impact on learning and progress. | <i>Current attendance above previous year and number of targeted families reducing. Positive impact for a number of families.</i> | Catholic Children's Society family support worker | Identified families are supported to improve home-school links and attendance | <i>Our FSW supported FAST as community partner. As FAST ended she ran drop-in coffee mornings and was allocated to specific families and pupils. Her work has been of great benefit and we will be extending our SLA with CCSOC in 16-17.</i> |
| ENRICH | | | | Visits and visitors After-school clubs | PPG pupils do not miss out on enrichment due to lack of funds. | <i>No PPG pupils had to miss out on any school activities.</i> |

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| | | | | Residential visits | PPG pupils gain experiences on which they can draw in academic situations | |
| LEADERSHIP OF PPG | Phase leaders released 1 day to hold PPG progress reviews every 6 weeks Supply cover to release staff | Progress of PPG pupils closely monitored and leaders hold teachers to account for closing the attainment gap for these pupils. | <i>PPR held and precise plans written for key pupils. Phase leaders were able to support staff to develop approaches for key pupils.</i> | | | |
| | Target Tracker | All leaders and teachers have direct access to high quality analyses of tracking data so that they can target children effectively. | <i>Purchased TT supported us initially but changes to assessment have made it less useful than in previous years.</i> | | | |
| | Provision Mapping software | Leaders can identify who is receiving what intervention, measure its impact and cost. | <i>Not purchased</i> | IT equipment to support interventions above | 24 tablets and associated peripherals to enable interventions to be run | <i>Purchased Additional tablets purchased, enabling us to extend the number of pupils who can access online intervention at any time in any location. Tablets also engage pupils and allow individual or independent research.</i> |

IMPACT ON PUPIL OUTCOMES – CLOSING THE GAP

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| Y1 | PPG above not RWM |
| Y2 | PPG above not PPG RWM |
| Y3 | No gap PPG v not PPG at ARE RWM |
| Y4 | PPG above not PPG RWM PPG above ALL RWM |
| Y5 | PPG above not PPG R PPG above not PPG W |
| Y6 | No gaps PPG RW |