

## **Pupil Premium School report and evaluation.**

The number of children eligible for pupil premium, ( PP) funding is rising at Deal Parochial School.

The current over all total for PP IS 24% pupils. This is 51 children from 209 pupils at the school.

The break down is as follows:

<b>Year Group</b>	<b>Number of children at Pupil Premium</b>
YrR	6
Yr1	8
Yr2	6
Yr3	6
Yr4	5
Yr5	13
Yr6	7

The vast majority of pupil premium funding comes in to school to support children who are described as disadvantaged by the DFE under their criteria for being eligible for receiving Free School Meals – (FSM), or have been eligible sometime over the past 6 years, this is named as “Ever 6”, ( E6 FSM)

In addition to funding for FSM this school also receives PP funding for Children in Care, there are currently four pupils who are in care at Deal Parochial School.

Over all, an element of expenditure from the additional PP funding has been spent on developing and improving Quality First teaching. Research has demonstrated that all children benefit from quality first teaching but that progress and narrowing the gap in attainment and progress between other children and PP children is significantly improved when school focus in this. On this basis the strategic over view has been to use some funds in this way.

For any quality first teaching to be consistent and robustly carried out across the school all TA s are invited to attend training. This comes as an additional cost. Payment for bought in external training providers also falls in the PP revenue funding if it is part of the School improvement plan.

In the academic year 2015/16 specific training towards quality first teaching has been addressed in the school improvement plan. Focused areas of whole school improvement are;

**1. Improving attainment and progress in Spelling** – There was a half day training for all staff held 03-9-15. Tracking has shown a steady improvement in progress for all children. There is a consistent approach to the teaching of spelling. Feed back from parents and pupils about the strategies and resources used to teach spelling have been very positive.

**2. Improving Quality First Teaching through Speech and language and communication.**

Additional awareness training for all Teaching assistants has been delivered by our local Speech and language Therapist in another half day training session. This links to actions that will directly improve

Learning and teaching for all, including - understanding and delivery of high quality speech and language to focused groups but also the importance of functional language in the classroom. This links into a whole school improvement project which will support quality first teaching and learning. This whole school improvement plan will encompass the following areas, language enrichment and teaching strategies to improve comprehension, understanding of instructions, vocabulary development and improving processing, and the working memory. Please refer to the break down of expenditure SALT with regards to PP funding. In order to track impact of this project, a middle leader has taken this as their leadership project that will be submitted as part of their leadership professional leadership qualifications.

### **3. Improving Attainment and Progress for disadvantaged pupils –PP**

Significantly, the school has appointed a PP champion. This member of staff currently joins the Senior Leadership team in this role. PP is a regular item on the agenda at the weekly SLT. Progress and attainment are tracked not only for all children by the Assessment lead teacher but also by the PP champion so that a greater and more robust analysis of progress and narrowing the gap is carried out. The impact of this has been very positive. All staff have a greater awareness of the specific pupils and their role in narrowing the gap. Specific PP groups of children receive targeted support that is being tracked. Pupil progress meetings review PP and this is reported to all staff, governors.

Some interventions and strategies that were used with a low progress impact have been evaluated and accordingly adjusted to ensure maximum impact is achieved.

There is a far greater strategic coordination to support progress for children in this group. As a result the percentage of children in PP group is beginning to catch up in attainment and learning with other children.

Please refer to the in year progress charts.

### **4. Learning and progress in Maths – narrowing the gap between PP and Other pupils.**

There has been continued professional development in many aspects of the mathematics learning and teaching.

Effective use of Accelerated Maths, an on line diagnostic maths resource continues as part of teachers and TAs training and development. In order to further maximise the use of this tool kit teachers and TAs have carried out additional in house training that the Computer Science, ( SC) lead teacher has provided as well as professional on line training with the company providing the service. This amounts to additional over time costs. The maths programme is different to other on line resources as teachers and TAs can use it to highlight areas that require further consolidation and plan a course of specific reinforcement activities to be carried out using AM. Additional time for specific pupils to carry out these is coordinated by TAs in each class with PP children being given priority when required.

Whole staff training focused on Maths problem solving. Half day training, carried out by an external provider with resources to supporting learning.

As a result of this additional training problem solving now has a consistent and well planned whole school approach. All children carry out problem solving as additional maths opportunities on a regular basis each six week term. The school has set up problem solving pupil folders to gather evidence and demonstrate pupil progress. The impact of this will be monitored by the SLT, with a focus on PP progress and attainment. One important immediate positive impact of the training and resource is an improved confidence in teacher subject knowledge, which research shows has a direct impact on quality first teaching and learning.

#### **5. Improving progress and attainment for specific disadvantaged pupils.**

In order to support pupils who are experiencing slow rates of attainment and progress in certain aspects of their learning, the school has employed the Teaching Assistants to provide small group and 1-1 over learning booster groups. We have found these to be more successful at the beginning and after school, where pupils enjoy receiving the additional time without feeling they are being taken away from the learning taking place during the day. There is an increased level of additional learning taking place. This is reviewed by the SLT and the PP champion so that all children will eventually get an opportunity to learn in this way should it be required. The focus for these groups is towards improving an element of maths, reading, spelling / phonics, or emotional support. The cost of this comes from PP funding.

#### **6. Improving attainment and progress in Reading**

The school has invested in an on line reading resource called Bug Club, which enables children to access reading books. The books are motivational, exciting that children enjoy. Children's comprehension skills are also reinforced through questions having read a book. Teachers can track which children are reading regularly at home and use this to identify children who may require additional support and time to read at school.

A key TA has carried out training in Building Reading Power and the school has purchased books to support this as an intervention. An additional TA support has been deployed in the spring term 2016 to further support individual pupils in their progress and attainment, using the Building Power strategy. This is planned to expand over time.

The Guinness Book of Records Reading Comprehension – KS2. This is a very recent purchase that includes opportunities to carry out reciprocal reading as a comprehension strategy. This has been trialled in the Yr 5 class. Pupil voice has demonstrated that children are highly motivated in using this as a resource and subsequently has been expanded across KS2.

Justine Brown – Head Teacher - January 2016.