

Analysis of Pupil Premium Interventions
Withernsea Primary School Summer 2016

Several initiatives have taken place over the course of the 2015/2016 academic year for the pupil premium pupils at the school. Pupil premium money is also used to part-fund particular job roles within the school, as a large proportion of their time is spent working with pupil premium children or families. This report will look at the impact of these different interventions. The areas it will focus on are:

- a. Attendance
- b. Year 2/3 one-to-one tuition using FFT Wave 3
- c. Year 1 ECAR
- d. Speech and Language
- e. Forest Schools
- f. School trip bus expense/My Maths
- g. HLTA support
- h. Safeguarding and Behaviour Coordinator
- i. Home School
- j. Parent Support Advisor
- k. LAC coordinator
- l. Year 6 Learning Mentors
- m. Nurture Room
- n. Additional TA in EYFS
- o. Additional TAs in each year group
- p. Gardening and Cookery TA

a. Attendance

Mrs Hollingsworth works with our families that have low attendance. She will contact parents in regards to child absences and work with families, alongside the EWO, to create action plans and set targets to achieve. Work with one family has seen their youngest child's attendance rise from 74% in 2013/14 to 98% this year and their eldest child from 72% to 95% in the same years. Our school attendance is 0.9% below the national average so it is vital this work continues, as well as a strong focus on persistent absentees, as our current rate is higher than the national average.

b. Year 2/3 one-to-one tuition

Miss Hills works with pupil premium children who are working behind national expectations for their age group. This intervention has proved extremely successful. One child in Year 3 moved 8 reading stages in the space of the sessions, as well as moving from phase 3 to phase 5 phonics and learning to use cursive writing. Another child in Year 2, who was only supporting for 5 weeks, moved 3 reading levels and developed sentence structure skills.

c. ECAR

Miss Allott works with pupil premium children who are working below age-related expectations at the end of EYFS. Children are worked with daily for 30 minutes for a period of 20 weeks, or until the pupil has reached average ability. When beginning the intervention, pupil X was 11 months behind reading age and could only write 2 words on the assessment. By the end of his programme he had moved from stage 1 to stage 18 books, making 18 months progress in the 20 weeks. He is able to write full sentences, making phonetically plausible attempts at unknown words. The child improved their self-esteem, moving from 'I can't read' statements to 'I can read now'.

d. Speech and Language

N.E.W Options Speech and Language work fortnightly with pupils and set-up twice weekly sessions with a speech and language TA for the pupils they see. Sessions with a Year 1 pupil not only saw an improvement in the accuracy of forming sounds, but also in self-esteem as confidence boosting work was conducted during sessions. By the end of the treatment the pupil was more accurate in her language and vocabulary was 'vastly expanded'. This then has a direct impact on the child's reading and writing, as they are able to access their phonics lessons and apply the sounds made.

e. Forest Schools

Forest Schools is held for one afternoon a week for a period of 6 weeks. Children take part in a range of outdoor activities led by Mr Cundy. Pupil X developed his resilience, independence, confidence and behaviour as a result of these sessions. Forest schools is based on small manageable steps. Due to this, pupil X was able to achieve and develop confidence. Once he had completed tasks, he grew resilience to try other tasks independently. The child was 'happy because I tried really hard and then got better and did it'. During attendance at forest schools there was a drop in the number of behaviour incidents for pupil X, and following the programme a period of 3 months with no negative behaviour choices.

f. School trips and My Maths

Many of the pupil premium children at the school do not have experience of holidays or trips. A high number of these children have never even visited Hull. It is vital to give them these experiences to develop their wider understanding. A wide range of trips were undertaken by year groups to link with their topics. A Year 6 pupil stated she had never been to a 'posh' restaurant before (Ask Italian) or visited a cinema. She couldn't believe that you could 'feel the sounds'. She also felt 'a bit more grown up' after having visited the larger bowling alley in Hull, as she had only been on the 2 lane alley at Withernsea. A Year 1 pupil stated their trip to the dinosaur museum was 'awesome'. He could recall lots of information taught to him about the dinosaurs, such as 'watching an ammonite turn into a fossil'. A Year 2 pupil had their first visit to the pantomime and 'chuckled all the way through'.

Some of our pupils could not access 'MyMaths' as they do not have access to the internet. The printed sheets would not also print correctly or to scale. We have decided to not renew the 'My maths' subscription, and look for an alternate maths homework provision.

g. HLTA support for small groups

HLTAs are used in a morning to support small groups of pupil premium children, or work one-to-one with pupil premium children during assembly time. Pupil X, in Year 1, only recognised 8 letters and no numbers in September. By June the pupil knew 25 letters and most numbers to 10. Writing had developed from mark-marking to attempting to form sentences using a full stop and adjectives. Maths had progressed from counting 3 objects to being able to add and subtract using objects, and reading o'clock times. Another pupil, from Year 2, moved through three levels of the milestones and caught back up to expectations for their age group after previously falling just behind.

h. Safeguarding and Behaviour Coordinator

The pastoral team monitor cause for concern forms completed by staff and the decision-making then lies with the Child Protection Coordinator. Actions taken range from monitoring, to contacting parents/carers or making referrals to Children's Social Care. This close liaison with parents and social care has ensured the welfare of our pupils has been safeguarded. The behaviour coordinator is responsible for updating the behaviour register. Behaviour is monitored weekly by the AHT/DHT. Individual behaviour plans are written for pupils as required to help support choice making. PSPs are held for children who are at risk of exclusion, which involve the parents and behaviour support specialist teacher. One child made a huge improvement following intervention from 60 poor behaviour incidents in the autumn term to only 18 incidents in the summer term with a significant reduction in aggressive incidents.

i. Home School Liaison Officer

The liaison officer works to support vulnerable families, having an open door policy so parents know they can come for support. For example a parent who has had difficulties with mental health, relationships and arguments with other parents during the time her children have attended the school. All the children have made good progress at the school, including socially and emotionally. The parent has 'become stronger, more assertive and much more confident' and is now confident enough to be completing a college course.

j. Parent Support Advisor

The advisor works with families who are struggling with their child's behaviour at home, which then impacts on their school life. Weekly home visits/appointments take place to help the family establish rules and boundaries. Child X improved their behaviour both at home and school – being more engaged and willing to work. Their carer commented, 'We really appreciate all the support school have given us and don't know what we would have done without it'.

k. LAC coordinator

The coordinator works with families and attends relevant LAC and PEP meetings. As part of her role she also has weekly meetings with the children. Child X was struggling with social skills, peer relationships, and did not want to work when at school. Through these meetings, as well as working closely with the class teacher and family, child X has started to make

better behaviour choices. Only 2 such incidents were recorded in the summer term. The child has also started accessing more work in relation to rewards that were put in place for this.

l. Year 6 Learning Mentors

Mentors build relationships with pupils who have begun to withdraw from education and whose behaviour/attitude is having an impact on their learning. Child B had poor behaviour at home and school. Their parent struggled to control behaviour, including getting the child to school. The family was at risk of being taken to court due to poor attendance. Since having a learning mentor, attendance improved and the family also became more supportive of school efforts to support the pupil. The learning mentor would contact home if the child did not arrive at school and also set learning targets daily with associated reports to increase attitude to learning.

m. Nurture Room

The nurture room support children who have a range of factors affecting them emotionally or socially. These factors often inhibit the child's ability to attend school or be able to concentrate fully on their academic work. Child A attended therapeutic sessions called Drawing and Talking to help in coping with family separation. Due to building positive relationships through the therapy sessions, Child A has been able to reduce their anxieties and go into class ready to learn. They are aware that the nurture room is always there for them if they need to speak to someone. The class teacher has noticed that the pupil is 'producing more and of a better quality' work in English, as well as 'more involvement in maths activities...helping another pupil'. Attendance and punctuality have both improved.

n. Additional TA in EYFS

Miss Greenwood works with 22 pupil premium pupils on a 1-2-1 basis each week. Each session is 10-15 minutes long and focusses on reading/phonics, maths or writing. All children showed improvements in pencil control and letter formation. Number recognition and formation have also developed.

o. Additional TAs in year groups

Having reviewed TA deployment policy and the effectiveness and impact of teaching assistants, the decision was made to implement a more strategic deployment of TAs rather than deploying them to set classes. This had the effect of ensuring the teaching assistants were very focussed in specific roles and on specific children. We will continue to carefully monitor the impact of this over the course of next year.

p. Gardening and Cookery TA

Mrs McNeil takes the pupil premium children from each class and year group on a 3 week rotation. Children learn about where food comes from and how to make savoury and sweet dishes. She discusses plant lifecycles and seasonal changes, with children being responsible for the planting and care of flowers around school. Child C now has 'a better understanding of where food is grown' and has started 'cooking at home with his nana'. He has developed a 'sense of pride over his work'.

Pupil Premium Interventions for the coming year 2016-17

226 Reception to Year 6 Pupils @ £1320 per pupil	£	298,320.00
15 Pupils Adopted from Care @ £1900 per pupil	£	28,500.00
Total funding 2016/17	£	326,820.00

Having assessed the impact and value for money of the interventions from the previous academic year, the following pupil premium interventions will be undertaken in the current academic year:

- a. Attendance
- b. Year 2/3 one-to-one tuition using FFT Wave 3
- c. Year 1 ECAR
- d. Speech and Language
- e. Forest Schools
- f. School trip bus expense
- g. HLTA support
- h. Safeguarding and behaviour coordinator
- i. Home School
- j. Parent Support Advisor
- k. LAC coordinator
- l. Year 6 learning mentors
- m. Nurture Room
- n. Additional TA in EYFS
- o. Gardening and Cookery TA

In addition the following new interventions will be introduced and their impact will be assessed:

- p. Beach Schools
- q. Afternoon maths intervention
- r. Increased quality/nature of pupil premium SEN support
- s. Y4/5 Behaviour mentor
- t. More able disadvantaged intervention groups for Y2-Y6
- u. Learning Communities – Securing outstanding teaching.
- v. Pupil Premium Champion

The decisions for which pupil premium interventions should be continued have been based on both analyses of impact and of need.

For example the attendance officer is still a vital resource. Last year our school attendance rose to 95.1%, which is still below the current national average and as a school we must continue to strive to improve our overall attendance. In addition it is our intention to have an impact on the rate of persistent absence which is currently well above the desired level. We are acutely aware that groups of pupils have an attendance below this whole school level

including pupil premium children whose attendance last year was 94% and as a result it is clear that there is a definite need for continued investment in encouraging the highest possible school attendance.

In other areas, it is important that intervention is made early in the school career of our pupils. The ECAR project is vital in supporting our disadvantaged pupils in catching up with their reading; evidence supports that if pupils can make this progress in Y1 then they are able to continue to make good progress into their KS1 SATs and beyond.

The new interventions for the current academic year are detailed further below:

- **Beach Schools:** As we have seen some good examples of success from the Forest Schools programme, this year we are introducing additional outdoor learning in the form of the Beach Schools initiative. Despite the proximity of a resource that can support the development of our pupils both socially and educationally, many pupils, especially our disadvantaged pupils, do not regularly access the opportunities it presents. Mr Cundy has developed a programme of lessons covering different aspects of the national curriculum and he will deliver these sessions in conjunction with the class teachers. The programme will start with our Y2 pupils (again due to the importance of early intervention)
- **Afternoon maths interventions:** After a successful trial last year we are fully adopting this as an intervention for the current year. Every afternoon a dedicated member of staff will work with pupils identified by each teacher. The primary focus is on disadvantaged pupils and can be used to consolidate learning from the morning lesson; re-teach concepts that have proved problematic; or pre-teach new concepts ahead of the next session. In addition the intervention can target all different ability levels including the more able as this year the children are taught maths in mixed ability groups (except in Y6).
- **Increased quality/nature of pupil premium SEN support:** In some year groups, pupil progress scores show that there is a double disadvantage of being SEN and pupil premium. As a result we have reviewed the support we offer to these pupils, either providing them with additional time to complete programmes or with more highly qualified staff to diminish the difference. For example a qualified teacher works in the afternoon with Y4 and Y5 pupil premium SEN pupils 1-to-1 on personalised learning programmes.
- **Y4/5 Behaviour Mentor:** As part of the behaviour coordinator role, the AHT and DHT keep records of the numbers and nature of behaviour incidents within each year group. These are used to inform the Behaviour Support Register on a termly basis. A small group of pupils in Y4 (and one in Y5) have been identified as potentially benefitting from additional support from a behaviour mentor. The mentor works with these pupils on targets for both learning and behaviour and is available

for an individual pupil as required. She is keeping a record of minor incidents and is also rewarding the members of her group at the end of the week for making positive behaviour choices.

- More able disadvantaged intervention groups for Y2-Y6: We recognise the importance of ensuring our more able disadvantaged pupils are also supported in making accelerated progress. Qualified teachers will be working with a small group of more able pupil premium children in each year group from Y2-Y6 once each week. The aim is to focus on achieving greater depth in learning in reading and writing, including practising answering higher order reading comprehension questions.
- Learning Communities – Securing outstanding teaching: As approximately 50% of our pupils are disadvantaged, it is of critical importance that they receive the best quality teaching. Therefore we have invested in our teaching staff having high quality, coaching based CPD to reflect on and evaluate their own personal practice. This is done in a learning community approach for all teachers and involves observation, coaching and research materials to move towards increasingly outstanding teaching.
- Pupil Premium Champion: A designated member of the senior management team has been selected who will champion the raising of attainment and acceleration of progress for disadvantaged pupils throughout the school by raising the profile of this group and detailing monitoring, evaluation and improving provision for these pupils. The pupil premium champion ensures that disadvantaged children are at the heart of decision making and that the school is fully focussed on diminishing the difference between our pupil premium children and national attainment for non-pupil premium children.