



# **DISADVANTAGE PREMIUM REVIEW OF SPEND**

## **2016/2017**

A: Pupils' communication, reading and writing skills will improve so a greater % of pupils achieve GLD on leaving F2.

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
Pupils' communication, reading and writing skills will improve so a greater % of pupils achieve GLD on leaving F2.	Additional TA in F2	<p>Additional staffing has allowed smaller classes (24 in each class rather than 30).</p> <p>Enabled staff to work in 6 small T&amp;L groups when doing whole class learning instead of 5.</p> <p>Enabled targeted support for PP children (this including daily individual reading, speaking and listening groups, gross and fine motor groups and music interaction groups.)</p> <p>Whole cohort GLD = 69% Disadvantaged cohort GLD = 73</p> <p>This shows a year on year upward trends, with this cohort starting from a low starting point where 0 children presented at ARE on entry to N1, and 49% left N1 at ARE.</p>	<p>This approach has had a substantial positive impact on diminishing the difference where our PP children now out perform Non-PP when leaving F2.</p> <p>Continue to support this approach.</p>	1 x TA
	Free book bag for PP children.	<p>% of disadvantage chn at ARE (baseline and end) progress data for this</p> <p>Number of chn who had more than 1 book bag.</p>		
	PP chn are heard to read more often than non-PP.	<p>How often were they heard? Compare.</p> <p>Data – attainment and progress. Compare to ALL.</p>		Additional TA as above.

B: Those pupils with significant learning, behavioural and emotional needs will be effectively supported to enable them to make progress so they reach their potential.				
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
Those pupils with significant learning, behavioural and emotional needs will be effectively supported to enable them to make progress so they reach their potential.	Full time school based counsellor	94% of pupils in receipt of longer term counselling made at least expected progress in at least on area (R, W, M). 76% made at least expected progress in all three.	The one who didn't is highly traumatised and hardly accessed the curriculum last year, he is on class this year. CONTINUE	Pastoral Team
	3 x Safeguarding Officers	Safeguarding is robust. All families with a CP, CIN plan, CAF or multi-agency involvement have a designated worker in school	CONTINUE	SBC
	2 x Behaviour Mentors	No permanent exclusions in 2016-17 and few temporary. Y6 pupils accessing group work: 80% reached ARE in R, W, M, 90% in at least one.	CONTINUE but review to meet the needs of current pupils	Beh Men.
	Forest School Programme	80% of pupils accessing Forest Schools achieved ARE at the end of the year in Reading, all made at least expected progress.	CONTINUE, review timing and staffing	7 x TA
	Curriculum Enrichment Activities	Curriculum Enrichment provided opportunities for children to write about real life experiences and develop their knowledge of topics.	Needs to have more direct impact; pre-assessment before "experience" followed by post-assessment.  Teachers should plan explicit learning activities related to the experience. Children Feedback. Visits to be evaluated using Evolve.	Trips
All pupils are making progress.	Additional Needs Classes. 7 x TAs	Progress made by SEN pupils in additional needs classes was better than in non-additional needs classes: R 57% made 10+ PIVAT steps (20% non AN); W 37% (30% non AN), M 53% (40% non AN)	Review the classes as very few pupils require this support in Y2- only have one AN class Y4,5,6. 4 pupils (with SEMH difficulties) to move from this provision to mainstream provision with 1:1 support CONTINUE IN NEW FORMAT	FS Co-ord

C: Improve attainment in reading across the school and diminishing the difference for PP children by the end of KS2.				
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
Improve attainment in reading across the school and diminishing the difference for PP children by the end of KS2.	1:2 reading intervention every morning for 45 minutes.	24 disadvantaged children attended in Y6. 21 out of 24 (788%) achieved ARE	Huge impact on overall results – 63% ARE+ in reading. Continue this year but start earlier (September 2017)	4 x TA

D: Attendance will improve so it is closer to the national level of 96%

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Attendance will improve so it is closer to the national level of 96%	3 x Walking Bus to target poor attenders. 6 x staff.	Average attendance of pupils on walking bus prior to intervention = 74%  Average attendance of pupils after intervention = 93.5%	Continue with Provision	
	Free places for PP children at Breakfast Club. 5 x staff.	Average attendance of pupils on breakfast prior to intervention = 94%  Average attendance of pupils after intervention = 96.4%		
	Full time attendance officer.	Attendance at the end of 2016/2017 for PP chn was 93.7%  Home Visits conducted throughout the year meant % of next day returns increased by an average of 59.4% over the year.		
	Family Support Worker (0.5 attendance support).	Strong school/community links, enabling barriers to be broken quickly. Parent coffee morning and cookery classes were well attended.		
	External consultant to support Attendance Officer.	TT AO worked with 10 identified priority families resulting in attendance and punctuality in all cases improving.		

**Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.