Pupil Premium Impact Statement 2017-2018

Pupil Premium grant for the year 2017-2018:
Total amount of PPG funding committed: £138,724.00

Details of the main barriers to educational achievement:
Analysis of children in receipt of Pupil Premium funding show that there are a wide range of barriers to progress; however, these can be categorised as follows:

- Financial - where pressures on parents mean that the school assists to ensure children have equal access
- Academic – where children have additional needs in their learning such that they do not reach the threshold for additional funding or an EHCP
- Emotional – when the strain on a family as a result of their family’s position has had a detrimental impact on their health and emotional wellbeing

Identification – ensuring that any eligible family registers for FSM, particularly challenging given UiFSM entitlement and pride

Desired outcomes for pupils eligible for PPG
- To ensure that pupils eligible for the PPG, and their families, are able to access a range of support and additional opportunities, with the intention of reducing the impact of environmental factors on their learning and life chances.
- To close the progress gap between PPG and non-PPG children
- To reduce the percentage of PPG children who are below ARE in reading, writing, maths and GPS

July 2018 figures
Total number of pupils on the PP Register = 143 out of 401 = 36%
Total number of pupil accessing PPG Funding who also have SEND = 53 out of 143 = 37%
Total number of pupils accessing PPG funding who are not on SEND register= 90 out of 143 = 63%

How the allocation will be spent to address the barriers and why these approaches have been taken:

<table>
<thead>
<tr>
<th>Quality first-wave teaching for all</th>
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</thead>
<tbody>
<tr>
<td>To reduce the percentage of PPG children who are below ARE in reading, writing, maths and GPS.</td>
</tr>
<tr>
<td>Quality first wave teaching is consistently good or better.</td>
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<tr>
<td>Timely, effective feedback</td>
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<tr>
<td>Regular, robust data scrutiny</td>
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<tr>
<td>Embedded acquisition of key concepts for maths</td>
</tr>
<tr>
<td>Effective acquisition of oral language skills – vocabulary training and staff meeting time from LA consultant Jackie Wilcox</td>
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<tr>
<td>Growth mindset and positive learning Behaviours</td>
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The intended impact of the pupil premium grant and how the school will measure this:

| Teaching across each phase will be at least good with any inconsistencies addressed rigorously and swiftly so that pupils are well provided for. |
| Percentages of pupils achieving at and above age related expectations in core subjects are building year on year. |
| Moderation shows all staff to be aware of specific barriers for PPG children and adopt strategies/adaptations to enable access to the curriculum fully. All staff to be familiar with the children in their class accessing PPG funding and ensure their books are marked first. |
| The school will use Target Tracker to track progress for all |
Review of PSHE teaching
Improve attendance of children in receipt of PPG funding.
Accelerated progress for targeted groups and individuals for reading, writing and maths:
- Oral language interventions
- Small group tuition
- Targeted reading support

Total budgeted cost £60,378.00

Impact:

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Maths</th>
<th>GPS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017 % at ARE and above</td>
<td>2018 % at ARE and above</td>
<td>2017 Average Scaled Score</td>
<td>2018 Average Scaled Score</td>
</tr>
<tr>
<td>Whole year group</td>
<td>43%</td>
<td>61%</td>
<td>98.7</td>
<td>101.2</td>
</tr>
<tr>
<td>Pupils entitled to PPG</td>
<td>56%</td>
<td>53%</td>
<td>100.3</td>
<td>102.1</td>
</tr>
<tr>
<td>Pupils not entitled to PPG</td>
<td>29%</td>
<td>69%</td>
<td>97.0</td>
<td>100.2</td>
</tr>
<tr>
<td>PPG and SEN</td>
<td>67%</td>
<td>50%</td>
<td>100.0</td>
<td>99.8</td>
</tr>
<tr>
<td>PPG not SEN</td>
<td>54%</td>
<td>56%</td>
<td>100.3</td>
<td>103.6</td>
</tr>
</tbody>
</table>

children and through discussions and pupil review meetings with SLT will track the progress of all PPG children.
Comparison year on year of KS1 and KS2 end of year attainment and progress to be scrutinised and inform future future planning.
This shows comparison data for PPG children for end of KS2 results in 2017 and 2018.

In writing and maths children accessing PPG funding made better progress as a cohort when compared to the previous year as well an an increased scaled score in both subjects. This included those children entitled to PPG funding who are also on the SEN register. In reading they were slightly below with 53% compared to 56% making this a focus for the whole school development plan next academic year.

The Deputy Head worked alongside the Year 6 team for maths and she was able to work with a group of children throughout the year to raise attainment.

At the end of KS1 the percentage of children accessing PPG funding who reached their target in reading and writing was slightly above the end of year target but below in maths. They were also below non-PPG children in both reading and maths which is a concern as the gap is not closing.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% at ARE and above</td>
<td>% at GDS</td>
<td>Steps progress from Aut1 (based on TA)</td>
</tr>
<tr>
<td>Whole year group (65)</td>
<td>64%</td>
<td>62%</td>
<td>9%</td>
</tr>
<tr>
<td>Pupils entitled to PPG (17)</td>
<td>56%</td>
<td>59%</td>
<td>6%</td>
</tr>
<tr>
<td>Pupils not entitled to PPG (48)</td>
<td>67%</td>
<td>63%</td>
<td>10%</td>
</tr>
<tr>
<td>PPG and SEN (7)</td>
<td>14%</td>
<td>29%</td>
<td>0%</td>
</tr>
<tr>
<td>PPG not SEN (10)</td>
<td>89%</td>
<td>80%</td>
<td>10%</td>
</tr>
</tbody>
</table>

SLT have led moderations ahead of data points this year to ensure all staff have a clear understanding of the progress of each child and this has enabled us to ensure that all children are assessed accurately and have clear starting points to track progress. As a school this has raised confidence in staff and enabled more focussed planning, marking and feedback discussions to be had with children.

New PHSE scheme was implemented in summer term 2018 so the impact of the scheme will be difficult to ascertain and will be moved as a target to 2018-2019 strategy. Timetabling of specific PHSE planning and sessions apparent on all class timetables and medium term and short term planning on system. All staff attended staff meeting training session ran by two PHSE leads and stated that confidence to deliver the sessions was raised and materials were engaging.
### PPG data headlines for July 2018

- **KS1**
  - For pupils entitled to PPG funding, percentages of pupils achieving EXS for reading and writing is up significantly: up by 32% for reading and by 40% for writing, although percentages of pupils achieving EXS for maths is not significantly different. Percentages for pupils entitled to PPG and attaining GDS are lower – 1% for reading and maths, and 7% for writing.

- **KS2**
  - For pupils entitled to PPG funding, percentages of pupils achieving EXS for reading has dropped slightly, by 3%. For writing and maths, percentages are up by 29% and 22% respectively. The gap between pupils entitled to PPG and other pupils is 16% for reading, 5% for writing and 17% for maths. This gap has widened for reading but has reduced significantly for writing and has reduced by 10% for maths. Pupils entitled to PPG but not SEN have been a focus group this year and have achieved around 10% lower than other pupils for reading and maths but 100% of pupils entitled to PPG but not SEN achieved EXS for writing.
**Targeted support**
- Reduction/removal of social and emotional barriers to learning;
  - Play therapy
  - ELSA and nurture interventions
  - SEALs group visits to Ufton Court
  - Provision of a specialist bereavement counsellor
  - Expansion of forest school
- Reduction of practical and physical barriers to learning;
  - Subsidisation of practical resources which aid learning

**Total budgeted cost £57,120.00**

**Impact**

Play therapy for 2 specific children enabled both children to access the classroom and positively impacted on their attendance and confidence about being in setting. One pupil was able to access our setting for full half days ahead of a planned move to Holybrook school in May 2017. This was aided by the work of the play therapist.

Ufton Court groups ran throughout the year and the children and staff who attended enjoyed the sessions and children worked towards their own personal targets throughout their stays. Through these experience the children developed a range of knowledge and skills including: resilience; tenacity; problem-solving; team work and empathy, as well as gaining a better understanding of the World outside their community.

As a cluster of local schools the uptake for the programme diminished as the school year progressed and it became costly and challenging to release staff to cover the overnight stays. At The Ridgeway we have decided to focus on Year groups attending Ufton Court 2018-2019 with Years 4 and 5 doing overnight stays and other year groups accessing day trips. We will monitor and review in July 2019.

Buying the online Boxall Profile system (£120 a year) has enabled the 2 non-class based ELSAs to work with class staff to track the emotional well-being of pupils and set targets to inform their Pupil Profiles. This has meant that strategies are more readily utilised in class and inform the meetings of those children on PSP plans with behaviour support. Has also worked for staff CPD regarding strategies to implement within the class and for targeted ELSA groups. All children accessing ELSA interventions are Boxall Profiled as well as all children accessing Nurture Breakfast Club.

School counsellor in place from March 2018 and visits school fortnightly. She works with parents, children and staff. She works closely with the ELSAs. Positive feedback from all stakeholders and this will continue to be budgeted in the strategy for 2018-2019.

Mr Bull Sports mentor in place from March 2019 – works with identified children in small group sessions Monday, Thursday and Friday mornings weekly. Also running lunchtime and after school clubs for specific children and PPG children offered free club to increase uptake which has had positive impact – this is to be focussed on 2018-2019 and monitored.

Mr Bull running a Thursday morning Basketball club for identified KS2 children who are presently reluctant to attend school. This has made a positive impact with 2 out of 5 targeted children increasing their attendance to full time after week 2 of the club – to be a focus.
1 member of staff Forest School Trained during academic year 2017-2019 and completed training successfully in July 2018. Focus for 2018-2019 to develop her time in Forest School and after school opportunities for targeted children. Another member of staff identified for 2018-2019 to access training to extend Forest School opportunities further.

PPG funding utilised to provide families joining the school who were accessing funding with a voucher for Stephenson’s who provide our school jumpers. This was successful and Early Years staff took FSM paperwork to home visits to assist parents with completion of them. This will be continued next academic year.

Attendance for those eligible for pupil premium was at 94% and their peers were 95%. There is little difference between the two groups of pupils.
**Other approaches**
Families of pupils eligible for PPG feel supported and engage fully in the life of the school.

**School Family Worker - £23,500**
To support good attendance, punctuality and parenting skills in order to ensure pupils arrive at school ready to learn and engage fully in school life.
To work with families to support with housing advice, financial assistance advice and signposting to external agencies where appropriate.

Attendance will be at least at the national average, rising to over 96%. Barriers to learning and well-being are identified and appropriate interventions made.

**Impact:**
Attendance for those eligible for pupil premium was at 94.6% and their peers were 95%. There is little difference between the two groups of pupils.

Coffee mornings were run in conjunction with Parenting Special Children and covered a variety of different topics including sleep, anxiety, ADHD, ASD and attended by targeted parents. Family Worker and one of our ELSAs will attend the Webster Stratton Training Jan 2019 to enable us to run in house parenting programmes. We hope this will increase engagement as we will offer childcare. Also as part of the role direct targeting of specific parents to events in school, monitoring of engagement in reading with children and stay and playing activities in school and home visits to families where children are persistently late.

All year groups experienced at least one day trip this year. These included a variety of experiences including: the zoo; a countryside estate; Ufton Court and a theatre trip for Year 6 to see War Horse in Southampton. Children also enjoyed local trips to: the Hindu temple; Reading town centre; the library and the play park. Through these experiences the children developed a range of knowledge and skills including: resilience; tenacity; problem-solving; teamwork and empathy, as well as gaining a better understanding of the World outside their community.