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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2016-2017** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action / approach** | **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** |
| A. School continues to meet the needs of children who are both SEN and Pupil Premium ,    E. Pupil Premium children will achieve in-line with non-pupil children taking account of their individual circumstances,  with an aim to reducing the attainment gap. | Additional Year 6 teachers to plan and deliver booster teaching groups in Year 6 across the ability range. This includes children of all abilities including those working at Greater Depth.  1:1 Year 6 personalised learning programmes with a Reading, Writing, SPAG and Mathematics Focus. | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Disadvantage  School 2015/2016 | Disadvantage  School 2016/2017 | National  Non-Disadvantaged  2015/2016 | Gap  2015/2016 | Gap  2016/2017 | Gap reduced by | | Reading | -4.1 | -3.44 | 0.3 | -4.4 | -3.74 | +0.66 | | Writing | -1.9 | +3.31 | 0.1 | -2 | +3.21 | +5.21 | | Maths | -3.9 | -3.70 | 0.2 | -4.1 | -3.9 | +0.2 |   The attainment gap in all areas has been reduced since 2016 and 2017 results.  Reading – 4 out of the 7 children met the national standard. The 3 children who did not had significant barriers to learning and made expected progress as predicted. 2 children did not maintain progress rates from KS1 to meet the expected standard at the end of KS2 at greater depth. 1 of these children had counselling throughout the year to support with significant changes to personal circumstances. The other children did not complete the paper, although if she had done, she would have attained greater depth.  Writing- 6 out of the 7 children met the national standard with 1 of these children achieving greater depth. In writing all children made expected progress.  Maths – 3 out of the 7 children mat the national standard. Out of the 4 children who did not, 3 made expected and predicted progress. 1 children did not perform as expected on the text as was within a few marks of passing. | | £10,000 |
| Additional TA in Lower KS2 to support class teaching and implement intervention programmes. Focus on percentage of children meeting Greater Depth in relation to EYFS starting points. | 12 different interventions programmes have ran throughout the year for reading, writing, mathematics, social interaction and communication development, physical development, emotional development and speech and language therapy.  11 intervention programmes have resulted in accelerated progress being made with positive outcomes;   * 2 of the Year 3 children have now been removed from the SEND register as an outcome of accelerated progress. * 2 of the Year 4 children have now been removed from the SEND register as an outcome of accelerated progress * *\*see SEND impact and outcomes tracking document for progress breakdowns.* * In year 4, 38% of the PP children have made accelerated progress and are now working at greater depth after direct intervention. All year 4 children have maintained progress from their KS1 assessments. PP children continue to be 9% above national data. | Intervention entry and exit assessments show a direct impact on progress and attainment. Some SEN children have made adequate progress to be removed from the register. Some children have made accelerated progress to move to be working at Greater Depth.  2017-2018 – Additional interventions will run for PP children targeting those who require accelerated progress to maintain KS1 starting points and those who need to close the attainment gap. | £11,000 |
| Contribution to cost of full time TA support in each class to raise attainment and accelerate pupils progress through intervention for children working at all abilities including SEN, National Average and Greater Depth. | * 1 Teaching Assistant has been supporting teaching and learning and aiding progress in every class. * An additional 3 Teaching Assistants run specialised interventions programmes throughout school including supporting families. * TA’s have specialised training on specific interventions and keep detailed records of entry and exit assessments for interventions that run for SEND and Greater Depth children. \*\* *See additional SEN Tracking data.* * Target and Challenge children are identified at Pupil Progress Meetings throughout the year and progression is carefully tracked.  |  |  |  |  | | --- | --- | --- | --- | | Year Group | Summer | | National | | PP | Non-PP | | Y1 ARE | 86% | 75% | 74% | | Y2 ARE | 67% | 74% | 74% | | Y3 ARE | 50% | 89% | 60% | | Y4 ARE | 63% | 76% | 60% | | Y5 ARE | 60% | 78% | 60% | | Y6 ARE | 43% | 75% | 60% | | Wave 2 and wave 3 intervention programmes have ran throughout the year to bespokely meet the needs of children.  TA’s have successfully worked with professionals to put interventions and resources in place as well as communicating these to parents.  **2017-2018 -** This will continue to be part of the spending for PP next academic year. | £10,066 |
| Phase Leaders / core subject leaders to share good practice through quality daily teaching and sharing of expertise, by development of staff (TA’s and teachers) practice, implementation of initiatives. | Phase Leaders have supported teaching and none teaching staff at various points during the year such as planning, assessments, resources, parent meetings, whole school events and . They hold regular meetings with teaching and support staff to analyse the progress and attainment of PP children. They have identified any improvements required in provision to meet the needs of individual and put action plans in place.  Progress of PP children has been tracked throughout the academic year and case studies written for all children at the end of the summer term.  Phase and core leaders have demonstrated model lessons with a focus of accelerated progress throughout lessons.  Book scrutinys have demonstrated progress in lessons and outcomes when objectives have been met. Children’s work demonstrates any additional support that has been provided to either support, extend or consolidate learning. | Action plans have been successful in guiding staff to monitor progress throughout the academic year. Target setting between phase and core leaders and teachers kept staff focused on progress rates.  Regular contact with parents has enabled them to support with any additional learning at home.  Teachers are very knowledgeable about the children they teach. When discussing children’s progress they welcome challenge. They are competent in moderation and contribute well to local authority and pyramid moderations in reading, writing and maths. | £500 |
| Personalised Learning to address misconceptions, gaps and weaknesses. | Many PP children have received personalised learning to either consolidate, support or extend learning.  This is inclusive of:  All PP children – children work 1:1 / 1:2 and receive same day intervention on any concepts and objectives they have struggled with. This is evident in books through purple polishing and teachers comments.  SEN PP pupils – these children have received regular 1:1 / 1:2 or small group interventions. *\*See SEN intervention progress analysis.*  More and most able PP pupils – Targeted objectives during lessons to extend learning. Additional support from teachers and teaching assistants to access challenging resources and problem solving activities. Planning and books demonstrate these successes. | Staff were quick to identify gaps in learning and move children forward in learning. Teachers and TA hold purposeful discussions about children’s next steps.  Maths hub resources are used effectively throughout school to challenge children and extend learning.  Effective assessments have demonstrated children’s learning and progression over time.  2017-2018 – Pupil premium mentor to be allocated to meet regularly with all PP children across school and complete personalised learning records. In these meeting children will discuss their own learning successes and identify their own next steps. They will be asked to identify any additional resources (books, ICT equipment/time/adult support) they may help them in reaching their targets. | £500 |
| Staff CPD on whole school initiatives  Assessment and Learning CPD for SMT/Teaching staff/Teaching assistants | A comprehensive CPD programme was delivered throughout 2016-2017 for all staff. NQTs were sufficiently supported and passed their initial teaching year.  Subject co-ordinators worked with teachers and support staff to demonstrate the use of differentiated resources in specific subjects. This led to the development of foundation stage assessments in Science and DT.  Assessments procedures continue to be tight and clearly show attainment and progress for all children.  Training on specific interventions was attended by TA’s for SEND children. This included:   * Catch-up Training for all TA’s. 7 PP children in Y3 & Y4 accessed the programme with 5 of these making accelerated progress. * Clicker 7 training for some TA’s across the Key Stages. Access by 4 PP children who have additional support from LSS. * LEGO Therapy intervention in place for children with social communication difficulties. Accessed by 2 PP children. 1 of whom has made accelerated progress. | In 2017-2018 all subject co-ordinators will have assessments in place to demonstrate the percentage of children working at, towards and exceeding the curriculum for their year group. This is currently in place for all core subjects, science and DT.  The current assessment procedures will continue. Pupil progress meetings will monitor and track progression.  New interventions will continue in 2017-2018. | £1,701 |

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| 1. **Targeted support** | | | | |
| **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** |
| 1. School, specifically the leadership team, continues to support children and families on the safeguarding continuum of need. This is a high priority in school.   D. Higher proportions of more able children achieving greater depth outcomes. | Mathletics Club - Online maths support and challenge programme. | This intervention ran for only the Autumn Term due to the poor attendance. 15 children were invited to attend and only 2 did regularly. The DHT consulted with governors who can to observe the session being delivered. We discussed attendance incentives which were put into place early September. This did not increase attendance and the funding was used to support 1:2 tuition in the Y3 & Y4 class.  2016-2017.Numbers of Pupil Premium children working below national expectations in mathematics:  Y6 – 3, Y5 – 2, Y4 – 2, Y3 – 4, Y2 – 2, Y1 – 2 | The mathletics website is no longer used in school. After consultation with children and families it was felt that the initiative had been in place for a few years and the novelty had worn off with lots of children. Funding to be used elsewhere. | £1,500 |
| Reach for the stars. An aspirational intervention programme for parents and their child with aims of developing a successfully future. | 5 PP families attended this intervention regularly out of the 6 who were invited.  They completed family based learning with the learning mentor and completed weekly craft activities. High aspirational activities were completed with a view to identifying a future educational path for their children. Most expressed a wish for their children to progress into further education.  2 of these families had completed similar courses with an older child and felt it had been particularly. 100% of the parents said they would recommend this to friends. | Many of the PP families have now attended this course (key stage 2 children) so will not be running during the next academic year. It is planned to return to the schools family learning programme during 2018-2019 when a larger group of current Y4 children move into Y5. | £500 |
| Full-time reading recovery staff member, phonics intervention programme and additional individual and guided reading. | 3 PP children in Y1 made accelerated progress on reading recovery last year.   * L1 – L13 accelerated progress. Working towards ARE. Continue in September * L1 – L17 accelerated progress. Now working At ARE within 24 weeks * L1 – L14 accelerated progress in 12 weeks. Now working At ARE and working above EYFS emerging result.   3 other children will continue to receive support into the next academic year.  1 PP child in Y2 made accelerated progress on reading recovery last year. They will continue to have support on the catch-up reading scheme next year. | Over the last 3 years they programme has been running in school children have made and maintained accelerated progress.  EEF advocates early intervention as the key to closing the gap and ensuring children progress at the same rate as their peers across school. Dane Royd staff firmly believe this.  Reading recovery to continue in 2017-2018 with additional part-time teaching assistant to complete the training to 6-7 children to access the programme weekly.  . | £11,000 |
|  | LEXIA web based intervention programme to develop reading, writing, spelling and grammar skills. | Lexia was on trial during last year.  Progression for all children of all abilities during the trial. Extension to 60 site licences across Y1 – Y6.   * Autumn – 22 PP children * Spring – 20 PP children (decrease due to children having made enough progress an being taken off the programme * Summer 26 PP children ( increase due to emerging needs and mobility) 20 children have made accelerated progress during the academic year. 3 removed from the SEN register. 6 continue to be working below ARE.   Children’s progress was higher for those children who work on the programme at home with their parents (20 minutes expected per week) | Targeted/individualised intervention programmes to address personal issues for children has risen over recent years.  EFF evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress.  2017-2018 – To continue next year with 60 licenses. Focus for LEXIA initially for KS1 pupils and lower KS2. Parents meeting to be held to discuss the use of the programme and how parents can help their children at home. | £2,500 |
|  | Subsidised school uniform, P.E. kits and book bags for families as and when required. ROBINWOOD RESIDENTIAL, CLOTHES FOR VISIT, SCHOOL VISITS OFF SITE. | School staff have supported families who require financial support at different times during the academic year. Payment plans for educational visits have been arranged and the following clothing items have been subsidised/funded   * 5 children provided with school uniform and P.E. kit throughout the academic year. * 1 LAC child received a laptop to support with homework and additional learning programmes. * 1 child received warm clothing and footwear so she could attend the school residential. * 2 children provided with fancy dress clothing to wear at themed/event days and party clothes at Christmas. | School staff firmly believe that all children should have the same opportunities when accessing education and that economic background should not hinder their experience in school. Therefore, money is provided for world book day outfits, party clothes, residential clothing, PE kits and warm winter clothes. Families work with the DSL’s and office staff to privately discuss any financial difficulties so they can be signposted to the correct professional services for support.  2017-2018 – school will continue to support families and children to ensure every child has the opportunity to access the curriculum and fully partake in all incentives. Finance should not be a barrier to learning. | £500 |
| 1. Other approaches | | | | |
| 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 |
| 1. The current attendance will be monitored and alterations made to the before school initiatives to increase attendance. 2. Pupil Premium children will have opportunities to develop a growth mind set approach and develop a believe, achieve, succeed approach. | Pupil mentor & Attendance officer working to increase overall attendance and support families with persistence absence and behavioural difficulties | Attendance officer has worked with and supported 6 persistent absence (PA) families throughout the year.  All parents will receive a first day response phone call when their child is absent. If they are unable to contact the family then 2 members of staff will call at the house to discuss the absence. Staff members have supported families who’s parents have been ill by picking children up and bringing them to school. Doctors notes are sought when required. If the absence continues without good reason then the attendance officer will liaise with the Education Welfare Officer (EWO).  The (EWO) works closely with the attendance officer and holds regular meeting with PA parents. This has resulted in 1 attendance fine being issued.  Attendance for 3 families has increased. They will continue to be monitored and supported next year. | 2017 – 2018 The attendance officer will continue with her current role during the next academic year; working closely with parents and families with an aim to reducing the number of families who are currently at PA to only 4 families. | £4,848 |
| Appropriate times for interventions will be discussed with families on an individual basis to increase attendance. E.g. before school, after school, lunchtimes. | The timings for 1 intervention was moved to break time rather than before school as the children struggles to attend and the families preferred this.  1 PP child can to school from 8:30 to access additional reading support. She required transportation as she was out of area and was frequently late or did not attend if she could not arrive at 8:30.  Family learning interventions timings considered with both drop-off times 8:50 and school closing time 3:20 so parents didn’t need to make frequent journeys to and from school.  The SLT make themselves available to meet with families throughout the day. | School will continue to work closely with families and encourage attendance at events. Some events were poorly attended during this school year. Some families did not watch class assemblies and school Christmas productions.  2017-2018 Staff will encourage parents to attend by advertising timings with as much notice as possible. Attendance to events will be opened up to wider family members (grandparents, aunties and uncles) so more children can experience sharing events with family.  Questionnaires will be completed after events to give honest feedback. This will shape the organisation for future events. | Delegated school budget |
|  | Learning mentor to support children with making and maintaining friendships and promoting positive behaviours in school. | The learning mentor role ran from September to February full-time with part-time initiatives running into the summer term. Children and families were able to access a host of events. These included interactive and themed assemblies, family based ICT and Maths learning, Fun with Food cooking club, Reach for the Stars aspirational programme, 1:1 support for children as a when required (drop-in), break and lunchtime support for conflict resolution, 1:1 regular contact, small group support on friendship groups and friendship dynamics. | In school we have seen an increase in the number of pupils requiring access to support from the Social, emotion and mental health services. Some are currently having or awaiting CAMHs support.  In 2017-2018 – school will work closely with :   * CAMHs school nurse practitioners to run parent workshops around anxiety and sleep disorders. They will also run 1:1 sessions with parents and children. * School staff will attend up to 10 CAMHs training sessions. * C-FIT to provide 1:1 support for children around their own personal worries and anxieties. * A Play Therapist will increase her working hours to support 4 children per week. * Lego Therapy will run with additional groups accessing the social communication and interaction intervention. * The ASD coffee morning will continue to run with a view to parents supporting a SEND open morning. | £5,000 |
|  | Curriculum Enhancement e.g., curriculum visits to places of interest, out of school activities, residential, in school visits from professionals, music tuition, specialised curriculum instructors (language, dance and sport teachers) etc.  Curriculum enrichment activities such as performances, themed days etc. | Last academic year all children had the opportunity to take part in extra-curricular off site visits which enhance the curriculum. These were subsidised for PP children when necessary.  Whole school events took place such as NSPCC fund raising, Dance Nation, Music Concerts, MFL celebrations, Science & Art weeks, Sports and DT week, e-safety assemblies for children and parents and festive celebrations; to name a few.  Children have benefitted from having specialised teaching in music, dance and languages. The curriculum is planned and taught by professionals in these areas. | Pupil voice tells us that children thoroughly enjoy these events. Lessons are enhanced by practical resources and external visits give children first-hand real-life experiences.  During 2016-2017, 33 pupil premium children attended regular after school clubs.  2017-2018 - A broad and balanced curriculum is planned with multiple events taking place throughout the year. Themed foundation stage subject weeks are planned for with weekly assemblies to celebrate individual success. Specialised subject teaching will continue in French, Mandarin and sport with class teachers sharing their own subject specialism by teaching groups/classes across school. | Delegated school budget |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Pupil Premium end of Year Attainment 2016-2017** | | | | | | | | | | | | | | | | | |  | **Year 1** | | | **Year 2** | | | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** | | | | **PP WA ARE & GD** | Non-PP WA ARE & GD | | **PP WA ARE & GD** | Non-PP WA ARE & GD | | | **PP WA ARE & GD** | Non-PP WA ARE & GD | **PP WA ARE & GD** | Non-PP WA ARE & GD | **PP WA ARE & GD** | Non-PP WA ARE & GD | **PP WA ARE & GD** | | Non-PP WA ARE & GD | | Reading | **100% (7)** | | **80% (35)** | **83% (6)** | | **79% (39)** | **50% (12)** | | **82% (33)** | **75% (8)** | **86% (37)** | **60% (5)** | **74% (36)** | | **57% (7)** | **81% (39)** | | * Only 60% PP chn achieved ARE in EYFS * Reading Recovery for the 1 PP child has made ARE and accelerated progress * 57% have made accelerated progress from their starting points | | | * Non-PP outperformed PP children * 1 SEN child did not make expected progress (expected in EYFS) * 2 chn made better than expected progress and accelerated learning (Reading Recovery) * 2 Chn at GD | | | * Non-PP outperformed PP children * SEN PP have not made expected progress and continue to make progress on small step targets (OPP’s) | | | * Non-PP outperformed PP children, however they continue to be 9% above national data * Maintained attainment from their KS1 assessments (75%) * More able disadvantaged have made accelerated progress * 38% (3) PP at GD compared to only 25% (1) at the end of KS1 | | * Non-PP outperformed PP children * 1 Pupil (TWB who is recently adopted and new to Dane Royd) is targeted to be working at ARE by the end of KS2. This will rise PP ARE to 80% which is 6% above national | | | * Non-PP outperformed PP children * 3 chn did not make ARE. 2 of these are SEN * 2 children met the expected standard but did not maintain progress from KS1 Level 3. | | | Writing | **86% (7)** | | **77% (35)** | **67% (6)** | | **77% (39)** | **50% (12)** | | **82% (33)** | **75% (8)** | **84% (37)** | **60% (5)** | **81% (36)** | | **83% (7)** | **86% (39)** | | * PP outperformed non-pp. * Only 1 child hasn’t made accelerated progress (home circumstances) * EYFS 60% - increase of 26%. 3 PP boys moving from emerging to working AT ARE. | | | * Non-PP outperformed PP children * 1 SEN child did not make expected progress (expected in EYFS) * 1 child made better than expected progress and accelerated learning (Reading Recovery) * 2 Chn at GD | | | * Non-PP outperformed PP children * SEN PP have not made expected progress and continue to make progress on small step targets (OPP’s) | | | * Non-PP outperformed PP children, however they continue to be 9% above national data * Maintained attainment from their KS1 assessments (75%) * More able disadvantaged have made accelerated progress * 38% (3) PP at GD compared to only 25% (1) at the end of KS1 | | * Non-PP outperformed PP children * Slightly below KS1 ARE at 7% (TWB who is recently adopted and new to Dane Royd) * 1 Pupil (TWB who is LAC) is targeted to be working at ARE by the end of KS2 | | | * Non-PP outperformed PP children but are broadly in-line * 1 SEN child did not make ARE * 1 child is working at GD | | | Maths | **100% (7)** | | **80% (35)** | **83% (6)** | | **82% (39)** | **50% (12)** | | **82% (33)** | **75% (8)** | **81% (37)** | **80% (5)** | **89% (36)** | | **43% (7)** | **89% (39)** | | * PP outperformed non-pp. * 14% PP working at GD | | | * 1 SEN child did not make expected progress (expected in EYFS) * PP outperformed Non-PP children * 1 child made better than expected progress and accelerated learning (Reading Recovery) * 2 chn at GD | | | * Non-PP outperformed PP children * SEN PP have not made expected progress and continue to make progress on small step targets (OPP’s) | | | * Non-PP outperformed PP children, however they continue to be 6% above national data * Maintained attainment from their KS1 assessments (75%) * More able disadvantaged have made accelerated progress * 38% (3) PP at GD compared to only 25% (1) at the end of KS1 | | * Non-PP outperformed PP children * PP are broadly in-line with other groups * Slightly below KS1 ARE (TWB who is recently adopted and new to Dane Royd) | | | * Non-PP outperformed PP children * 3 children met the expected standard with 2 SEN working towards. | |   See additional information in Pupil Premium Information on the school website [www.daneroyd.com](http://www.daneroyd.com)  Alternatively, contact the Headteacher; Clare Kelly or the Pupil Premium Lead & Deputy Headteacher; Jayne Elliott at school on 01924 242917 |