

## Pupil Premium Impact Report

Provision	Evaluation	Outcome / Impact
<p><b>Extra Teaching staff</b></p>	<p>This role enables a reduction of children in the classroom. This enables the teacher to monitor and evaluate children effectively and respond to any further needs of individual children quickly and effectively.</p>	<p>The impact of reducing the class size was shown in their educational and social development. 57% of vulnerable learners were able make good or better progress over the year. This prevented a gap increasing for vulnerable learners and supported them to reduce the gap.</p>
<p><b>TA support</b></p>	<p>Appointment of two additional Teaching Assistants to give support both in class and individually. One role is to support Pupil Premium children in Year 1, specifically to support Early Years with phonics and reading.</p> <p>The second role was to support children on a 1:1 basis or small groups who may be vulnerable in learning due to other needs such as social or behaviour difficulties.</p>	<p>66% of all vulnerable learners in Year 1 made good or better progress. The impact of this was no gap between these vulnerable learners and the rest of the class.</p> <p>The support given by the second Teaching Assistant was personalised to specific children and to support them in specific areas or parts of the day. This had a positive impact on these children through reducing exclusions and enabling the children to remain within their learning environment.</p>
<p><b>Intervention support</b></p>	<p>Teaching Assistants support interventions daily, including sound discovery, narrative therapy and back on track.</p>	<p>Having been trained on a range of intervention programs, Teaching Assistants are able to run the interventions to maximise progress.</p> <p>In Sound Discovery 100% of all vulnerable learners made good or better progress.</p>

		<p><b>Within Back on track 100% of all vulnerable learners made good or better progress. The impact of these interventions was that some vulnerable learners were able to access work at age appropriate level independently.</b></p>
<b>SENDCo</b>	<p><b>To have responsibility for Pupil Premium support and overseeing all interventions. This role includes putting systems in place to recognise and identify children who may become vulnerable for any reason and implement support as needed. To support small groups with reading and numeracy.</b></p>	<p><b>The systems that have been put in place ensure that vulnerable learners across the school are monitored and supported rapidly as their needs are identified. Monitoring and evaluating interventions has a positive impact on learning to ensure the correct support is given to make progress.</b></p> <p><b>Within small groups 100% of vulnerable learners made good or better progress in reading and 50% made good or better progress in numeracy and 50% made expected progress.</b></p> <p><b>This has enabled some vulnerable learners to begin to close the gap and perform at age related expectations.</b></p>
<b>ELSA / Social skills</b>	<p><b>This role is responsible for planning and delivering, intensive 1:1 emotional support to children who have become vulnerable for reasons outside of their control.</b></p>	<p><b>The ELSA role has an impact on children who have both emotional and behavioural needs. This enables children to understand strategies that support their emotions and teaches them how to use them to continue to engage in their learning. This has an impact on attendance, reduction in behaviour difficulties and exclusions.</b></p>
<b>PSA</b>	<p><b>Our PSA supports families with any needs that arise. She runs parenting</b></p>	<p><b>Has had a positive impact on supporting parents and guardians of children in Old Sarum School. The PSA has supported a number of parents and</b></p>

	<p>support groups, advises families and attends meetings as required.</p>	<p>guardians both formally through pre-arranged meetings and informally. This supports the attendance of children who may become vulnerable without the support.</p>
<p><b>CPD and Resources</b></p>	<p>Training and updating staff to support vulnerable learners through specific interventions and using resources to run these programmes ensuring staff maximise the progress of interventions.</p>	<p>Staff have attended training on new interventions including Back on Track, Sound Discovery and Narrative Therapy. This has had a positive impact on the small group teaching within the school. This enables vulnerable learners to be supported with the intervention that can target their area of need.</p>

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