



South Failsworth Primary School Pupil Premium Impact statement 2017-2018						
Intervention/Resource	PP funding £	Rationale for intervention: Barriers children face.	Evidence to support decisions to use these approaches	Specific intended outcomes	Agreed impact measured termly	Impact
Daily time for first day call. Termly attendance meetings with head and attendance officer.	£1,000	Poor parental engagement.		Children's attendance and punctuality to improve.	Children's attendance and punctuality to improve.	Improved attendance for some key children. (See disadvantaged file for data) Further work needed to improve attendance figures to school target of 96%
REAL programme and training	£400	Poor parental engagement and lack of high quality verbal communication	REAL programme research.	Higher levels of parental engagement. Higher levels of communication between parents and children.	Families to attend weekly with all children. High levels of parental engagement and communication with children during the sessions.	High levels of parental engagement and communication during all 6 trial workshops. Positive feedback from all families about the impact of the REAL programme. (See parental feedback forms)
DHT support	£20,000	Ability to recall previous learning and apply it accurately.	Pervious evidence of accelerated progress for DTH interventions.	Work completed with more confidence and independence. Children able to transfer skills to a range of questions and situations. Children able to explain their answers/learning to others.	Increased rate of progress towards end of year expectations.	Summer 2018 data for disadvantaged children Reading: Achievement Yr1 80% made at least expected progress 20% made better than expected progress. Yr 2 88% made at least expected progress 38% made better than expected progress. Yr3 80% made at least expected progress 30% made better than expected progress. Yr4 50% made at least expected progress 10% made better than expected progress. Yr5 93% made at least expected progress 57% made better than expected progress. Yr6 1000% made at least expected progress
Booster groups	£3,000	Ability to recall previous learning and apply it accurately. Confidence to use inference and deduction skills when understanding a text.	Education Endowment Foundation. Previous progress from booster groups in school.	Work completed with more confidence and independence. Children able to transfer skills to a range of questions and situations. Children able to explain their answers/learning to others.	Increased rate of progress towards end of year expectations.	



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		Lack of confidence with applying year group specific writing skills.		Answers show a deeper understanding of the language used.		70% made better than expected progress.
Targeted in class TA support. (BB, MH, JR, JG – In class pre/post tutoring with specific, identified children) CS- In class support and implementation of specific interventions – Nussy fingers, speed up HW)	£12,000 (Yr6) £6,000 (Yr5) £4,000 (Yr4) £6,000 (Yr2)	Ability to recall previous learning and apply it accurately. Poor motor skills impacting on writing progress.	Previous progress from in class support with experienced TAs.	Work completed with more confidence and independence. Children able to transfer skills to a range of questions and situations. Children able to explain their answers/learning to others.	Increased rate of progress towards end of year expectations.	Writing: Achievement Yr 1 80% made at least expected progress 20% made better than expected progress. Yr 2 88% made at least expected progress 38% made better than expected progress. Yr3 80% made at least expected progress 20% made better than expected progress. Yr4 60% made at least expected progress 0% made better than expected progress. Yr5 100% made at least expected progress 57% made better than expected progress. Yr6 100% made at least expected progress 80% made better than expected progress.
SEMH support for identified children - JT	£575	SEMH issues impacting on ability to focus in class and retain learning.	Previous impact	Happier and more confident in school. Children able to focus in class and retain learning.	Increased rate of progress towards end of year expectations. Monitoring of children's behaviour and moods in school (CT/SENDco)	Maths: Achievement Yr 1 100% made at least expected progress 0% made better than expected progress. Yr 2 100% made at least expected progress 25% made better than expected progress. Yr3 80% made at least expected progress 10% made better than expected progress. Yr4 70% made at least expected progress 10% made better than expected progress. Yr5 93% made at least expected progress 36% made better than expected progress. Yr6 100% made at least expected progress 80% made better than expected progress.
1:1 reading in EYFS - LS	£2,200	Poor parental engagement with reading at home.	Previous impact	Beginning to read age appropriate texts. Beginning to read for enjoyment. Able to discuss texts read and answer a range of age appropriate questions.	Increased rate of progress towards end of year expectations.	
TA small group and 1:1 pre/post tutoring	£9,000	Ability to recall previous learning and apply it accurately. Confidence to use inference and deduction skills when understanding a text.	Previous progress from 1:1, small group and specific interventions in school.	Work completed with more confidence and independence. Children able to transfer skills to a range of questions and situations. Children able to explain their answers/learning to others. Answers show a deeper understanding of the language used.	Increased rate of progress towards end of year expectations.	



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Active learn reading resources	£4,800	Poor parental engagement with reading at home. Children spending high % of free time on internet based activities.	English leader research.	Children reading more regularly at home To improve reading and comprehension skills. Ability to read with more confidence and fluency.	Children reading more regularly at home.	
Third space tuition	£4,500	Confidence when presented with concepts not visited since previous year.	Education Endowment Foundation. Third space research	Work completed with more independence, confidence and accuracy. Resilience and 'can do' attitude towards maths.	Accelerated progress towards end of KS2 expectations.	Accelerated maths progress during Spring and summer terms. (See disadvantaged file for data)

Total spending - £73,475

Next Steps
<ul style="list-style-type: none">• Further work to increase attendance figures up to school target of 96%. SLT to discuss use of new attendance awards/incentives.• REAL family FUNs rolled out to more families using 12 week programme. Families from trial used as ambassadors.• MB to review use of pre/post tutoring sessions before school.• MB monitor progress of disadvantaged children and implement support for children not making at least good progress.• Third space tuition extended to wider group of children. Yr6 teachers to assess during 1st week to identify target children.