

# Impact of Pupil Premium 2017-18

## Title

**Intervention teachers** Two part-time intervention teachers supported learning. One primarily in KS2, focusing on Y6 in the build up to SATs. One primarily in KS1. Dialogue with class teachers was effective. Pupils were identified for targeted support at half termly pupil progress meetings, so that prompt support is provided. The intervention teachers targeted a greater number of lower attaining learners, those who are falling behind rather than pupils identified for mastery and depth to extend their learning in KS2. Self-evaluation and reflection means that in the autumn term 2018-19 we are going to have daily support for longer periods to see if this has greater impact on sustaining learning and pupil outcomes. The cohorts identified as needing targeted support will be based on data analysis and priority for raising attainment in writing in KS2.

See phase on a page data analysis to see attainment and progress measures for each class in RWM.

## Learning Mentors

- The role of the Learning Mentors is embedded and highly effective. The pastoral team is highly regarded by our families and the children value the relationships they have with both LMs.
- A number of families have been supported with home issues, financial and benefit concerns.
- The Head Teacher and one of the LMs attend a large number of Child in Need meetings and Child Protection meetings. The number of CAFs has actually dropped, but safeguarding concerns continue to take a significant amount of time and remain a priority.
- LMs support individual and small groups with behaviour, social, emotional and/or welfare concerns. LMs provide appropriate and flexible support for pupils when they need it and the length and frequency of support varies. LMs have facilitated a wide range of groups or activities focusing on issues such as: bullying, anger management, friendship, behaviour or bereavement for individuals or small groups of children. LMs have been involved in classroom discussions and activities alongside the class teacher and support staff. All classes have completed work on the Principles of Nurture that is age appropriate. All classes completed an age appropriate definition on bullying as the pupil survey completed mid-year highlighted that the children's understanding of bullying varied and did not match the picture within school that staff were seeing. Nurture nooks to be developed in 2018-19 to have a space within classrooms for class-based staff to offer support as appropriate. The aim is to immerse the pupils in an accepting and warm environment which helps to develop positive relationships with adults and peers. We expect to see significant improvement in their confidence, attainment and self-esteem.
- The Learning Mentors are involved in monitoring attendance and punctuality. They send half termly letters to families when attendance or punctuality has hit a trigger. (including improvements in attendance letters) LMs liaise closely with our EWO. 2018-19 the letters sent to families are to be refined as a "soft letter" needs to be sent to families where their child's attendance has hit a trigger, but there are medical reasons that needs to be recognised. The standard letter has antagonised a small number of parents and it is important that we foster parental relationships.
- Nurture Group has been highly successful in supporting specific pupils. Pupils were identified by the Inclusion Team as they were displaying delayed social, emotional and behavioral needs. SEBD aren't transient problems that the pupils will grow out of. These pupils are likely to be unable to form trusting relationships or to respond appropriately – they are not ready to meet the social and intellectual demands of school life. During the trial UKS2 children were prioritised, these children have all graduated and the age group has gradually lowered. The Skills Base room has been redesigned and can now take more children. Having capacity for new arrivals is important when we consider numbers.
- Baseline assessments for pupils attending Nurture Group were completed using Boxall and the Goodman's strengths and difficulties questionnaire (of which there are 3 - one for pupil voices, parent voice and teacher voice) observations in 2 contrasting situations were also completed. This provides a holistic overview of the child and reasons for entry to nurture group. Reintegration assessments will also take place each term to see how children are progressing and when they're scoring 80% or more we can look to put a support plan in place that will transition them back into the main classroom. The whole school has now been assessed using Boxall Profiles to identify need. The analysis of the data has identified children who can be supported within class Circle Time and PSHE lessons and those who need more targeted support from the pastoral team.
- Mental health is a growing public health concern nationally and locally. We have identified cohorts that would benefit from early intervention to prevent SEBD being a barrier to learning as the children progress through school. We aspire to be recognized as a centre of excellence for our provision for vulnerable pupils. Wild Bank received the accreditation from ACSEED in October 2018 and aim to achieve the Nurture Group Award within two academic years.

**Speech and Language** A teacher was employed for one day a week during the first 5 half terms, but this was increased to two days due to new pupils joining Wild Bank with S&L needs.

Their case load for speech and language includes:

- Delayed/disordered speech sounds (phonological).
- Difficulties with phonological awareness (allied to reading skills/reading readiness)
- Difficulties arising from poor self-monitoring skills ( inappropriate speech rate/volume)
- Social communication difficulties (children with A.S.D type behaviours)
- Delayed acquisition of spoken language and/or comprehension of language.
- Word-retrieval difficulties.
- Stammering ( basic advice given with recommendations to seek specialist S.L.T consultation.)
- Listening and attention deficits.

Aetiology difficulties include:

- Hearing impairment (though none of these children wear aids ).
- Social issues (including lack of stimulation.)
- Family history of communication difficulties.
- Complicating factors such as E.A.L.
- More general cognitive/learning needs.
- Sometimes children present with a combination of the above or, indeed, with no obvious cause for their difficulty.
- There are noticeable gender differences within caseload as the majority of pupils are boys.

Currently working with 13 children on a very regular (weekly /twice weekly) basis. A small number of other children are seen on a review basis to monitor their progress/changing needs.

Feedback from staff and parents/carers is very positive. The S&L teacher provides resources for classroom practitioners and parents/carers to support the children.

## Reading Support

7 middays are employed for an additional ½ hour each day to support children who do not read regularly at home. The aim was to foster a love of reading/ sustain progress following a reading intervention (BRP), in the Spring and Summer term children were identified to nurture the love of reading.

## Curriculum Enrichment:

- In the autumn term, each class in rotation will have a block of lessons. This was very popular with the children as music had been an aspect of the curriculum that had been a challenge when the school was open-plan.
- The allotment area was used by KS1 one afternoon each week when the weather supported outdoor learning.
- Year 3 were chosen to be the trial for Forest schools. The children loved working outdoors in our amazing outdoor resource. They had the opportunity to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. As well as learning about the natural environment and developing practical skills, sessions should provide opportunities for children to develop their self-awareness, social and communication skills and emotional intelligence. Children displayed different learning behaviours, risk taking and communication skills. Forest training was completed and resources have been purchased so that Forest School can be extended in 2018-19 to see if impact on children's learning behaviours and attainment.

## Lunchtime Clubs

Multisports, dance, puzzles, cheerleading, knitting, craft, gardening, relaxation, cricket, homework, board games, lego, rounders, football, karate and volleyball are some of the clubs on offer at lunch and after school. The children are given the opportunity to ask for specific clubs. They have a positive impact on friendship, social and communication skills, belonging and behaviour. Parents value the after school clubs. The attendance of clubs is monitored. 2018-19 the children will be asked to complete a short questionnaire to see what they have gained from the club in regards to new skills and what could be even better.

**Peak Active Sport** The coach leads sports activities for one hour at lunchtime for pupils. (¾ hour for Yrs 4,5,6 and ¼ hr for yrs 1,2,3.) This has a positive impact on behaviours as the children return to class. The range of games and activities offered is monitored and the children give feedback.

**EWO** The attendance and punctuality of a small number of FSM pupils that cause concern has reduced. The targets for attendance to be increased from 95% to 96% in 2018-19.

## Milk

Children who are 5 stop receiving free milk, therefore the school pays for these children whilst they are within our Foundation Stage, ensuing equality for our children at snack time. Milk was taken off the schools menus, yet we ensure milk is provided as an option at lunchtime for all children, this is a popular choice. Milk is one of the best sources of calcium that children can consume. It helps to keep bones healthy and strong; calcium is also extremely important for dental health; helps blood clotting and nerve signals. Calcium deficiency can lead to headaches.

**CPD** The majority of staff have completed CPD and the feedback has been very positive in regards to them feeling valued, but also on their practice within school. A number of staff have also been able to cascade the training to benefit their teams. Ali Spears (TOG MIND) working with the Inclusion Team and helped us on our journey to get the AcSEED award. PECs training for newly appointed staff working with PP SEND pupils. Grief training was completed by six members of staff due to the number of bereavements experienced within school. (Bereavement does not only relate to a death, it can also be to do with the breakup of families whereby the children experience grief for the adult/sibling who is no longer residing with them) Emotional Well-being day was so successful, the children asked for more! Feedback from parents and the community was very positive. This was completed post SATs and was a real celebration to the end of a successful school year.

**Reducing costs of educational visits for pupils** All year groups attended various educational visits throughout the year. The school ensures any shortfall in costs or excessive transport costs are kept to a minimum.

**Parental engagement** The Anomaly outdoor screen was delayed and was only installed for September 2018.

Various events were planned to invite parents/carers in to school. Craft afternoons, tea parties, royal wedding celebrations, wellbeing activities and workshops. There is a gradual increase in the number of parents attending events.

2018-19 This needs to continue and explore different ways of communicating with parents. Facebook, My School APP, emails, Anomaly screen.

In the summer term, baby massage was trialed to raise the profile of the school, but also get parents interacting and bonding with their babies at an early age. Extend 2018-19 and consider Mums and Tots to provide the community with a service currently lacking.

