

Pupil Premium Impact Statement



Quality teaching for all

Desired outcome	Chosen action	Approach Impact- Summer 2019		
<ul style="list-style-type: none">Improve the progress of DA children and especially DA boys.Low attainers at FS2 achieve the expected level at KS2 in reading, writing and maths.	<ul style="list-style-type: none">Staff training on effective feedback.Coaching to KS2 children on how to give feedback to their peers.Coach staff of Metacognition and self- regulation.Embed an "active learning" approach in teaching methods.	Progress against expected	% expected progress	% better than expected progress
		Reading	94%	83%
		Writing	89%	83%
		Maths	94%	83%
		Staff have received training in active learning as well as focused training on attachment disorder, an area of increasing relevance for this group of children. This has resulted in the delivery of more focused learning opportunities and the ability to deal with issues brought by DA children in order to allow them to fully focus on their lessons. As a result the DA have achieved the progress scores above. In particular only 1 boy out of 7 has failed to make expected progress and he is currently being referred to the EY FORUM.		
<ul style="list-style-type: none">All DA children make better than expected progress	<ul style="list-style-type: none">1:1 & small group work using Precision Teaching and Mastery techniques.	Progress against expected	% better than expected progress	
		Reading	83%	
		Writing	83%	
		Maths	83%	
		Currently 2 children are not making better than expected progress both of these children are in EYFS and are receiving extra input to improve their Social and Emotional skills before they can effectively interact with the curriculum.		

Targeted Support

Desired outcome	Chosen action	Approach Impact- Summer 2019
<ul style="list-style-type: none"> Children are supported emotionally and attendance rates are maintained. 	<ul style="list-style-type: none"> 3 wave intervention process to engage parents at every stage as well as class teachers and pastoral staff. TIGER club places provided 	<ul style="list-style-type: none"> Intervention timetables and provision were monitored by Inclusion Lead and discussed with SLT at Pupil progress meetings. Attendance is measured and monitored regularly and support, letters and fines have been issued to DA children where appropriate TIGER Club provision provided to improve attendance which now sits at 95% for DA children.
<ul style="list-style-type: none"> HA DA children have higher aspirations. 	<ul style="list-style-type: none"> HA DA children receive an enrichment programme through the middle school. Extended curriculum sessions tailored to their needs. 	<ul style="list-style-type: none"> DA have all had access to the First Aid life savers programme where they were all awarded their accreditation in CPR. They have also accessed DT, Maths and Writing enrichment sessions at Woodhouse designed to raise their aspirations.

Other Approaches

Desired outcome	Chosen action	Approach Impact
<ul style="list-style-type: none"> Homework is completed and submitted on time. 	<ul style="list-style-type: none"> Homework is given at set times. Teachers to record children who fail to submit homework. Homework is focussed on short practise activities to embed classroom learning. Provision on homework time outside of lessons, i.e. TIGER CLUB lunchtime, etc 	<p>Homework for DA children is monitored on a weekly basis which had resulted in a 100% return rate in homework being seen. Sessions are offered to the parents of DA children if they feel they would like support with homework, likewise extra support sessions are available for EYFS DA parents looking at parenting skills and home school interaction.</p>
<ul style="list-style-type: none"> Academic progress is not affected by emotional issues 	<ul style="list-style-type: none"> Staff training on trauma and bereavement. Implement Boxhall Profiling for all affected children. Liaise with specialist agencies for support. 	<p>All staff have received attachment training which has been followed up in school with practical measures to use in the classroom. This has resulted in Da being able to gain access to counselling and support sessions when appropriate and staff feeling better able to deal with the situations DA can sometimes present with. As a result less time has been lost in learning for DA children.</p>

