

Review of Pupil Premium expenditure				
Academic Year		2016-17 v3 September 2017 review		
i. Quality of teaching for all				
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
i Lower ability PP pupils in Reception will diminish the gap to their peers identified from on-entry data for language and communication skills.	Additional support staff funded to support PP & under-achieving pupils (as well as some SEN children). Implementation of 'Talk Boost' programme.	Of the 15 children in reception class, 3 were PP (& one of these was also SEN) & of the other 12 non-PP pupils, 3 were SEN. Average progress to end of summer 2 data collection shows that PP pupils averaged 3.7 TPs progress in reading / phonics compared to 3.1 TP for non-PP pupils. In Listening & Attention, 66.6% (2/3) of PP pupils achieved 'Expected', of whom one entered school significantly below ARE, compared to 66.6% (8/12) of the non-PP pupils. PP pupils performed as well as non-PP pupils. In Understanding, the same figures were reflected as above (with the SEN PP pupil falling short of 'expected' but making significant progress), and in speaking a similar picture was evident, except that one PP pupil exceeded expectations. This was achieved despite the Talk Boost teacher leaving her post in the Autumn term, being replaced by an LSA who was class-based.	Quality provision in the classroom facilitates a significant boost to communication skills in Reception. There remains a need to identify the more complex needs of those children who present with significant communication difficulties and to this end a screening programme (in addition to Boxall) is useful. We are introducing Elklan screening & intervention from September 2017.	See *

<p>ii & iv Vulnerable children / barriers to learning / social & emotional needs are addressed so that children are given the best opportunity to succeed academically, including transition arrangements.</p>	<p>Employment of ChaPS team to deliver bespoke input to children.</p>	<p>Transition facilitated for Nursery to reception for 15 pupils; Y6 x 13 pupils to Secondary Schools x5, including transport costs. 1:1 & small group work facilitated with individuals across school to reduce barriers to learning. Referral forms from teachers compared to current 'feelings' data demonstrated considerable shift in self-esteem and confidence, as well as a greater understanding of themselves, for the majority of these pupils. One pupil & family continues to challenge with regard to pervasive behaviour but we have seen significant improvements here also with regard to a more positive attitude to school as a direct result of ChaPS work supported by Behaviour Service.</p>	<p>The work of this team is vital to support our community and to facilitate effective learning. The team would benefit from additional hours to ensure the work is carried out effectively for all those children and families that require this support.</p>	<p>See **</p>
<p>ii & v Teachers & support staff focus on next steps and responsive teaching to ensure pupil's needs are fully met and progress is accelerated. Appropriate interventions and support sessions are delivered, including LSA CPD</p>	<p>Release of teacher & support staff to attend pupil progress meetings, with classes covered by DHT. DHT / SENCO to deliver additional interventions to diminish PP gaps to non-PP & to challenge M/A PP pupils & accelerate progress. CPD provided for LSA staff to ensure pupil needs are met. Purchase of additional agency support – EP ; LSS</p>	<p>2016 RoL identified accelerated progress was required for less able readers & writers in both KS1 & 2, & lower attaining mathematicians in KS1 & KS2 middle-attaining mathematicians. This year we have facilitated joint pupil progress meetings with teaching & support staff, drawing upon detailed data provided by SPTO, to focus on specific pupils and their next steps. Summer 2 data (July 2017) showed greatest impact on narrowing PP to non-PP gaps in: Reading: Years R, 2 & 5. Writing: Years R, 2, 3, 4, 5 & 6. Maths: Years R & 5.</p>	<p>We know we need to update SPTO short-term trackers on a weekly basis so as to obtain accurate information about targets and gaps. Joint meetings have proved successful in engaging LSAs to a greater depth in every child's learning needs; knowledge of individual children has improved significantly. We need to continue this approach – joint meetings; using SPTO data effectively & responsive teaching – to further accelerate progress, especially in maths & reading. Use of KPIs to support progress in LKS2 introduced 9-17 – any gaps to the end of the previous years' KPIs MUST be addressed with urgency at the start of the new academic year. Progress of Y3s (Y4 cohort 2017/18) must accelerate – an additional adult to support in this class from 9-17.</p>	<p>£16, 716.25 *</p>

<p>ii & iii Additional support in class to facilitate delivery of responsive teaching, 1:1 reading & practise of number skills to ensure that pupils at risk of under-achieving receive additional interventions / support.</p>	<p>Additional support staff funded to support PP & under-achieving pupils in class.</p>	<p>2016 RoL indicated a need for accelerated progress for L/A readers & middle attaining mathematicians in KS2. Learn By Hearts have been improved and ladders to show progress & attainment introduced in class. Progress in reading was more marked than in maths, although child H was also supported by ChaPS, reflecting the impact of their work on a child's ability to access learning.</p>	<p>L/A readers at KS1: Child A (+5.8), Child B PP (+6.2). Cohort av progress = +4.4</p> <p>Av mathematicians: Child C SEN (+3.2), Child D (+2.5), Child E PP (+6.0), Child F PP/SEN (+4.5), Child G (+5.0), Child H (+2.0), Child J (+2.0), Child K (+5.0), Child L (+2.8). Cohort av progress = +4.1</p> <p>School above progress Floor Standard but not attainment standard, ie pupils make good progress from their relative starting points, but we need to further improve progress in maths. 2017/18 will see an increase in timetabled maths sessions, a greater focus on mental arithmetic & recall as well as reasoning skills and a systematic approach to problem solving.</p>	<p>£6654.38</p>
<p>ii & iii External consultant advises on additional actions to improve QFT & strategies to improve monitoring & impact of teaching.</p>	<p>External consultant support re QFT & leadership actions</p>	<p>Funding supported the development of 'Eyes On Learning' CPD for all teaching staff, as well as SLT book scrutiny work which in turn resulted in an improved feedback format. Recruitment has been challenging – trying to find staff of the appropriate quality has not been easy & the consequence of insisting on high standards has meant that we have had to use supply staff for extended periods. This makes an analysis of improvements to QFT difficult. However, we are in a good position moving forward in September 2017 in terms of quality of teaching and support staff recruited during the latter part of 2016-17 academic year.</p>	<p>A recommendation of videoing teaching is to be implemented from September 2017 as a tool to self-evaluate and improve practice.</p>	<p>£1350</p>

<p>v Attendance & punctuality, particularly of disadvantaged children, increases.</p>	<p>Attendance Officer (ChaPS team) with responsibility for monitoring attendance & addressing PA, lates & barriers to regular attendance.</p>	<p>Last year's attendance = 96.27% This year's attendance to end of summer 2 (25-7-17)= 94.85% (year-on-year fall of 1.42%).</p> <p>The number of children arriving late to school has fallen to an average of 4 children per day, with 5 families figuring regularly in the monitoring data. However, we have had some complete weeks with no children late to school at all, which we have not previously achieved.</p> <p>Jon Platt's High Court Case and a lack of action from Bradford Authority to support attendance in schools both contributed to a significant decline in parental attitude towards the importance of attendance, with holiday in term-time requests rising from 9 families in 2015-16 to 14 families in 2016-17, two of whom took two holidays during term time. This equates to 16 in-year unauthorised holiday absences from 14/65 (21.5%) of our families, which is a shockingly high statistic.</p>	<p>Children are more punctual. Majority of lates are due to the bus service.</p> <p>There needs to be an authority (or MAT) harder-line policy on absence during term time that makes it disadvantageous to take children on holiday during term-time. In the meantime, Governors have revised our Attendance policy to include:</p> <ul style="list-style-type: none"> • Medical evidence for absences once attendance falls below 90%; • Evidence of original flight tickets when a delayed return is claimed to be due to delayed flights. 	<p>£8500</p>
<p>ii & iii School & home online practise of key core skills for all pupils</p>	<p>Subscriptions to Mangahigh (maths), Education City (core subjects) & Rapid Reading with home access (except Rapid Reading)</p>	<p>Children report that they enjoy Mangahigh & Rapid Reading, but they do not access Mangahigh at home as a rule.</p> <p>All KS2 children access Mangahigh & Rapid Reading in school; all classes use Espresso.</p> <p>Children In KS1 are added to Rapid Reading when they are able to access it. Education City is not value for money.</p>	<p>We have bought into Espresso also, which teachers have found more useful & engaging. Therefore we are not renewing our subscription to Education City, but instead to Espresso.</p> <p>Paying for home access is not cost-effective as the majority of families do not use this resource. This element will be removed from new subscriptions.</p> <p>To re-introduce core knowledge maths worksheets for home learning. IWB maths tests x2/ week; paper based timed mental recall tests x3/wk.</p>	<p>£325 + £400 + £150</p>

<p>li & v To improve accessibility & frequency of first-hand enrichment experiences, particularly for disadvantaged children</p>	<p>School supports visits / visitors / transport to reduce parental contributions.</p>	<p>Events supported include: Class Enterprise Curriculum; Y3/4 Heritage Project & visits to Bronte Parsonage Museum; visit of Irene Lofthouse (story teller & author); visit to meet Jeremy Strong (Y5/6); Reception visit to Cliffe Castle; visit of James Denny & associated sporting activities; Archery; High Adventure OAA; Ninja Warrior Challenge; Zoolab; Eureka!; transport costs for Keighley Library visit & Reception's World Food café for parents.</p>	<p>We know that our children require hands-on experiences to facilitate their learning and maximise their progress, but the cost of transport & rising entry costs to settings make this increasingly impossible. By bringing events into school we have managed to ensure something for everyone, but further funding cuts means we cannot sustain this provision into the next academic year; fund-raising ideas have been sought from parents to support this.</p>	<p>£5207.17</p>
<p>I, ii, iii Assessment software facilitates monitoring of pupil achievement & progress, identifying gaps in knowledge & skills to inform S/T planning</p>	<p>Subscription to SPTO</p>	<p>SPTO software has facilitated: tracking of pupil attainment to national curriculum objectives & ARE; visual presentation of gaps in curriculum knowledge & coverage; tracking of pupil progress; analysis of progress by specific groups; average cohort progress; comparison of progress by groups within a year group and across year groups. Access to data is immediate and up-to-date.</p>	<p>Pupil Progress meetings have been more informed with a greater array of data, including identification of slow-moving pupils within a year &/or key stage. It is a complete package that facilitates all aspects of pupil progress & monitoring & has also supported the writing of pupil reports. We will continue to invest in this package.</p>	<p>£900</p>

ii. 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
ii, v, vi & viii Parental aspirations are raised; attendance improves; parental engagement increases & parents' support ensures children's barriers to learning are minimised.	Parental Engagement meetings, led by CHaPS & DHT, to ensure barriers are identified and addressed; parenting support / advice; links with hard-to-reach families; developing positive conditions for children to thrive.	Parental Engagement with the ChaPS team has improved significantly & strong relationships have been built with a few core families who have benefited from significant support. However, getting other families to engage remains a significant challenge. Over 2016-17 51/65 families have worked directly with ChaPS / DHT. The deployment of the DHT to cover classes full time following the absence of supply teachers & the need to stabilise teaching has impacted on school's ability to carry out the volume of work that is required in this area.	ChaPS are a vital support mechanism for our families and ideally the number of hours for this team needs to be increased to meet the demands of the community. However, currently funds do not facilitate this. Budgeting has been carried out to sustain the current staffing rates over the coming couple of years.	£11, 293.20 **
i, ii, iii, iv Barriers to learning success are reduced / removed	Learning Mentor / ChaPS intervention re self-esteem & learning behaviours, sometimes challenging external views in order to improve outcomes.	Small group & 1:1 work has had a significant beneficial impact on children's ability to access learning, particularly in terms of developing self-esteem, which is a significant issue for many of our children. Children also come to school carrying worries from home and the intervention from ChaPS has helped them to cope with these worries effectively. Evidence data is soft in many cases, but we are now seeing the impact in progress data for key pupils.	This work is vital and will continue, but ideally with a greater capacity. Funding currently does not support this. A full staffing complement in September means the DHT will be able to take additional Parental Engagement sessions and release ChaPS for additional 1:1 & small group work with vulnerable pupils. Sport funding being allocated to facilitate GMS 7 FMS input with EYs / KS1 to release ChaPS from this commitment also.	

viii All children have received a full breakfast & are ready to focus on learning	Funding of 1x staff member a day to run breakfast club. Daily fruit / vegetables as morning break snack for all pupils	An average of 23 families access the free Breakfast Club on a daily basis, with an in-year high of 31. This is similar to last year's data although the in-year high was 27 in 2015-16. There is a core of families that benefit from the Club on a daily basis.	This club is heavily subsidised by Gregg's and whilst Parental support in running it is reliant on a couple of families, the PP funding is vital to keep this resource running. We also won 2 nd prize in Kellogg's Breakfast Club competition (community section) which brought a further £500 to support purchase of new games for the club. This resource to continue.	£2229.50 £600
viii All children dressed in appropriate, tidy & clean school uniform	Clothing vouchers for PP children to be used at Firth's Outfitters, Keighley.	All children are in school uniform, with the exception of school shoes which are not enforced. A supply of old / unclaimed sweatshirts is available in school to provide to those children who are cold or could not play out without the - - - - -	This funding ensures all children are adequately clothed and is supported also by contributions eg coats, trousers, socks, etc from staff to ensure all children can access outdoor play. This resource is vital to ensure the comfort, wellbeing and full participation in the school day for all our children.	£962
ii & viii All children have a book bag to support home learning & communication	School provides a 'free' book bag to every child (replacements are chargeable)	Every child has a bag to carry items to & from school. However, the desired impact of raising the number of children engaging in home learning has not transpired; the number of families communicating with school via home learning booklets remains constant and for these parents the book bag is useful.	To facilitate this for all new to Reception pupils and new to school PP pupils in 2017-18 & monitor engagement with home learning for these children.	£472.50
iii. 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