

Fishergate Primary School Pupil premium (PP) summary 2016-2017



1. Summary information							
School	Fishergate Primary school						
Academic Year	2016-17	Total PP budget	71,020		Date of most recent PP Review	January 2017	
Total number of pupils	301	Number of pupils eligible for PP	51			Date for next internal review of this strategy	April 2017
			FSM	LAC	Service		
			35	7	9		

2. End of Summer 2016 attainment				
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils not eligible for PP (Percentage of York Pupils)</i>	<i>Pupils not eligible for PP (Percentage of pupils nationally)</i>
% achieving expected or above expected level in reading at the end of Year 6	67%	76%	64%	66%
% achieving expected or above expected level in writing at the end of Year 6	56%	76%	70%	74%
% achieving expected or above expected level in maths at the end of Year 6	33%	47%	68%	70%
% making at least expected progress in reading (Y2 and Y6)	Y2: 100%	Y2: 100%	Data not available	Data not available
	Y6: 67%	Y6: 68%		
% making at least expected progress in writing (Y2 and Y6)	Y2: 89%	Y2: 89%		
	Y6: 67%	Y6: 71%		
% making at expected progress in maths (Y2 and Y6)	Y2: 100%	Y2: 98%		
	Y6: 33%	Y6: 47%		
3. Barriers to future attainment (for pupils eligible for PP)				
A.	Speech. Language and communication needs			
B.	Social and emotional needs for all PP children particular emphasis on Looked After Children, service			
C.	Mobility between settings, many children have attended a number of settings			

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External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Parental engagement and providing advice for parents to support their child	
4. Desired outcomes		Success criteria
A.	Language processing and social communication progress	Speech Language Communication Needs (SLCN) tracking sheets and observations showing increased communication and interactions in a range of contexts
B.	Academic progress in line with non PP	Assessment data showing progress in line with peers and attainment at expected or able expected levels
C.	Increased attainment as a result of modelled parental engagement and extra-curricular activities	Hard and soft data demonstrate an increase in attainment.
D.	Increased emotional literacy and understanding	Progress in recognising and naming emotions and the behaviours associated with feelings. Responding appropriately to a range of feelings and contexts.

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5. Planned expenditure					
Academic year		2016-2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/ involved	When will you review implementation?
The significant number of pupils in Early Years Foundation Stage and Y1 with speech and language delay close the gap with their peers	ELKLAN Talk boost (these are both structured speech and language support programmes)	“Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year” https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/oral-language-interventions/	Regular reviews on progress and intervention Impact records Half termly meetings with TA’s to review progress	LS/SF/A B/RH/A C/RH	Half termly reviews Termly assessments Next review December 2016
PP children achieve the required phonics standard at Ks1	Phonics catch up Daily phonics lessons Nessy	“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read” https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/inphonics/	Assessments and observations in lessons	AB/LS/S D	Half termly reviews Termly assessments Progress meeting November 2016
Parents engage with their children in reading, writing and maths	Parent workshop (maths, early writing and phonics, Year 2 writing and SPAG, KS2 writing) Stay and play sessions Parent partnership support-coffee mornings Family learning workshops	“Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.” https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/parental-involvement/	Analysis of parental feedback and questionnaires.	DR/SD/ GE AB/RD FH	Termly reviews Discussion to be held November 2016
Total budgeted cost					£10,549.24
ii. Targeted support					

Commented [LS1]: SF now trained as EYFS ELKLAN TA. Implementing interventions at an early stage to support needs.

Commented [LS2]: Phonics interventions in place to support needs at various stages. Nessy online used to act as additional interventions.

Commented [LS3]: Parent writing, phonics and maths workshops delivered across the school. ‘We are family’-reduce screen time initiative introduced and first activities completed. Display board in the lower hall shows activities undertaken by families.

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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Looked after and service children (LAC) receive effective and timely social and emotional support	Emotional Literacy Support Assistant (ELSA) Giggles club PEP meetings Staff training	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/socialandemotionalllearning/	Weekly assessment following session using ELSA proforma and Strength and Difficulties (SDQ) profile	LS/AC	November 2016
Communication and interaction/Social and emotional needs are supported, particularly lunchtimes	Lunch group		Weekly review of engagement and behaviour Termly My Support Plan reviews	AB/EP	Termly review October 2016
Engagement in extra-curricular activities impact positively on attainment	After school and lunch times clubs	Increased attainment links with extra-curricular club engagement	Analysis of attainment and progress following pre and post assessments	DR	December 2016
The gap in reading, writing and maths progress is narrowed though short, effective intervention	Mathletics (ICT) Rapid maths 1:1 reading Pre-teach writing interventions Booster classes	"The use of structured apparatus and multisensory teaching can be helpful and effective in interventions, especially with pupils who have language difficulties" (Dowker 2004) There was an association between greater use of the accompanying computer games and greater impact in the numeracy intervention, suggesting the computer games were important to successful implementation (Worth, J., Sizmur, J., Ager, R. and Styles, B. (2015). <i>Improving Numeracy and Literacy: Evaluation Report and Executive Summary</i> .	Analysis of attainment and progress	TC/DR/ SD/LS/A B	Reviewed at progress reviews Next review date November 2016
Total budgeted cost					24108.18
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Commented [LS4]: ELSA sessions running to support emotional awareness and managing emotions in different contexts. .
Giggles club went on an ice skating trip in December
Teaching assistants to be given attachment training by end of January 2017

Commented [LS5]: Data shows the gap is narrowing particularly in reading.

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Training for staff to support Communication and language/Social Emotional Mental Health (SEMH) needs	Pathfinder training Visits to Language centre Attachment training EP/SALT consultations Early ELKLAN certification	"Average scores for children with English as a first language have increased by 18 months for information and grammar and by 19 months for the verbal story telling task. Children with EAL progressed by 15 months for information, 6 months for grammar and 12 months for verbal story telling. Importantly, many of these children fell below the baseline of the test, so their true progress would begin from an unknown point below the age of 3 years 6 months." http://www.ican.org.uk/~media/ican2/What%20We%20Do/Talk%20Prog/Talk%20Boost/Talk%20Boost%20interim%20report%2029%20May%202012	Feedback during CPD sessions-TA's to implement at least one strategy seen and evaluate after a set time.	LS	Staff training to be reviewed termly
Total budgeted cost					1955.00

Commented [LS6]: All Teaching assistants have visited Haxby Road language centre and implementing strategies seen.
ELKLAN certification achieved.
Attachment training due to be completed January 2017.

6. Review of expenditure

Previous Academic Year		2015-2016 (costing based on 14 weeks intervention and support)		
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
Make sure that pupils with less support at home can make good progress in reading	1:1 reading support Daily phonics support	Reading progress across the school is good and either in line or above non PP in each year group. Children are able to decode and gain comprehension and inference using a range of skills. They have developed a love for texts and language through exposure to a range of genres. This is impacting on writing progress.	Lower attaining readers will continue to be supported in this way and will be exposed to more challenging reading material.	£2,824.64 £2,824.64
Ensure that underachieving writers make faster progress and close the gap with their peers	Secret writing group 3xwk Handwriting focus group Pre-teach writing support Post writing editing support	Writing progress throughout school for all pupil premium children is good and in all but one year group is above non-pupil premium. Pupils are able to use basic punctuation and conjunctions and have developed the application of ambitious vocabulary to engage the reader.	Talk for writing was very effective in providing a good model. Editing work as a matter of course developed independent skills as well as improved standards of writing.	£616.14 £564.80 £217.28 £977.76
ii. Targeted support				

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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
Provide extra support to enable children making less than expected progress to reach expected attainment levels in maths and close the gap with their peers	Rapid maths intervention 2xwk (14 weeks) Daily Mathletics practise	Maths progress across all pupil premium groups has been good and in line with or above non-pupil premium children. Impact records of rapid maths intervention show minimum progress of 3 points and maximum of 7 within assessments. Soft data shows children have an increased 'have a go' attitude.	Rapid maths was used effectively to supported lower attaining and SEN needs. Some sessions were personalised to meet the needs of particular children in the group and incorporated aspects of lessons that needed recapping.	£10,269
Provide extra TA provision for Speech and language interventions to support increased SLCN.	Talk boost training for TA ELKLAN training for TA Daily SLCN sessions (14 weeks)	All the children in this intervention group have made good progress. Early Years progress has been significant in all areas. All year 1 children have made progress of at least 4 objectives. Assessments and observations show an increased ability to communicate effectively, confidence in speech and increased vocabulary. For 3 out of 5 year 1 children there has been an increase in the times they have volunteered for tasks. 1 child in Year 1 and 4 in EYFS requires no further intervention	Speech, language and communication needs are a continuing concern for school with a number of children requiring additional support and intervention in Early years. Early Talk boost certification is being undertaken by a Teaching assistant within the setting.	£300.00 £375.00 £1,649.60
Provide Social and emotional support for vulnerable pupils	ELSA sessions 2xwk Subsidies for school trips After school club subsidy Extra-curricular club subsidy Residential trip subsidy Weekly life skills sessions	Developed confidence Emotional stability within the class setting. Increased resilience. Pupils score themselves more highly on the self-assessment Children have an increased ability to identify and express their feelings.	Giggles Club was developed to support young carers. Teachers use of PDBW was effective in supporting SEMH needs within a class setting. Keystage 2 class rooms developed 'What I would like my teacher to know' box so children can add notes at any point in the week for their teacher to address.	£2,128.56 £18.00 £15.00 £60.00 £160.00
Provide support for physical development and co-ordination skills	CPD for staff to support physical needs and co-ordination Additional swimming sessions 5xwk physical sessions with TA (14 weeks)	Increased mobility Reduction in medication Learned to ride a bike	Staff developed a greater understanding of the link between physical and emotional states. Staff were insightful when planning activities and visits to ensure adaptations were appropriate and inclusive.	£150.00 £200.00 £217.28