

Pupil premium strategy / SEN self-evaluation (primary)

1. Summary information					
School	East Worlington Primary School				
Academic Year	2019-2020	Total PP budget	£0	Date of most recent PP Review	NA
Total number of pupils	45	Number of pupils eligible for PP	1	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	0%	NA
% making expected progress in reading (as measured in the school)	0%	NA
% making expected progress in writing (as measured in the school)	0%	NA
% making expected progress in mathematics (as measured in the school)	0%	NA

Areas for development
1. To improve progress from KS1 to KS2
3. To continue to improve standards in writing with a focus on spelling, grammar and fluency
4. All children to access age appropriate mathematics curriculum through Mastery
5. To ensure that all parents are engaged with supporting their children's learning especially children with SEN, emotional needs and PP
6. To ensure that all children have understand an age appropriate range of vocabulary

Barriers to future attainment

Academic barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Historical teacher absence in KS1 which has meant gaps affect mastery in children's learning, making it more difficult to build a secure understanding in KS2
B.	Vocabulary not at age appropriate levels for all children particularly vulnerable – which affects language processing and understanding
C.	Lower levels of home support for vulnerable children– for reading and homework in about 30% of families
D.	Barriers to learning such as SEN and emotional needs effect children's ability to access age appropriate learning and make good progress
E.	Persistent absence for some vulnerable pupils creates gaps in learning

Additional barriers

F.	Mobility into school means potential gaps in learning
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Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	To give all children access to equitable classrooms; classrooms where they can all participate and be influential and classrooms where they are encouraged and supported to develop a dee connected and sustained understanding of mathematics being explored.	Children reach expected for age
B.	Improvement in understanding of spoken and written language and reading comprehension enables children to access age all aspects of an age appropriate curriculum and make good progress from KS1 to KS2- for SEN children measured using language link and for others using NTSA (National Test Style Assessments)	Junior and infant language link will show children's percentile score have improved

C.	Parents actively engaged with their children's home learning. Children reading for 20 minutes 5 x per week with an adult- evidence in homework diaries – and using NTSA (National Test Style Assessments) to track progress using standardised scores and reading ages	Children's reading standardised scores improve/ children's reading age improves
D.	SEND needs are identified and barriers are addressed through interventions and pre teaching and decision making spelling project –NTSA maths and reading ages improve, all children are able to access age appropriate learning SATs progress is in line with national standards.	Children's standardised scores and ages show a narrowing of the gap between chronological age and real age allowing all children to access and master the curriculum.
E.	Attendance improved for vulnerable pupils which reduces gaps in knowledge and understanding NTSA assessments	Attendance is good and above 96%

8. Review of expenditure

Previous Academic Year

2018-2019

i. Quality of teaching for all

Highly effective



Moderately effective



Ineffective



ii. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? What was the impact of this strategy?	Lessons learned (and whether you will continue with this approach)	Cost
School improvement partner both independent and from Babcock	Monitoring of quality of teaching improved	<p>Timetable changes – impacted on more time spent on over learning things such as spellings and timetables – which didn't show improvements yet but will in the longer run</p> <p>Teaching and learning – monitoring and moderation more rigorous and effective – impact seen particularly in KS1 and lower KS2 – Moderation for KS2 writing and EYFS showed a good percentage of children achieving expected, but not GD</p>	Continue with same SIP 2019-2020 as she is solutions based, where a need arises she has a solution or support that can be used to target this and address the issue	£500

Partnership with North Devon Schools Teaching Alliance

Improvement in teaching standards through support and CPD

SLE Ossian pleasance provided CPD for teachers on spelling and literacy – Impact regular lessons, which were better structured supported improvements in spelling

Decision making spelling project – significant improvements in children achieving age expected based on NFER spelling tests. Different year groups had varying degrees of success with an improvement of between 10%- 33% in the number of children achieving expected. And 72%-100% of children improving their score from Entry assessment to final assessment. Over all the data from the project showed that the consistent and rigorous teaching of spellings had a significant impact on outcomes compared to the control schools. In year 6 the improvement was negligible but it is hoped that by continuing the program in 2019-2020 the progress will continue.

POINTS INCREASE				
YEAR GROUP	ENTRY SCORE	EXIT SCORE	% OVERALL DIFFERENCE	CONTROL
2	5.0	10.4	22.5%	9%
3	6.9	12.9	25%	4%
4	6.8	11.3	18.8%	2%
5	9.3	13.6	17.9%	4%
6	12.1	12.3	1%	-17%

Please see appendix 1 for data results from all schools and for all year groups.

Collaborative teaching – impact good – model to be used in future lesson observations and peer coaching

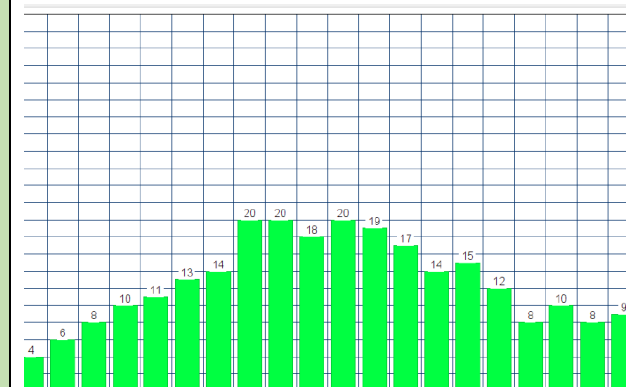
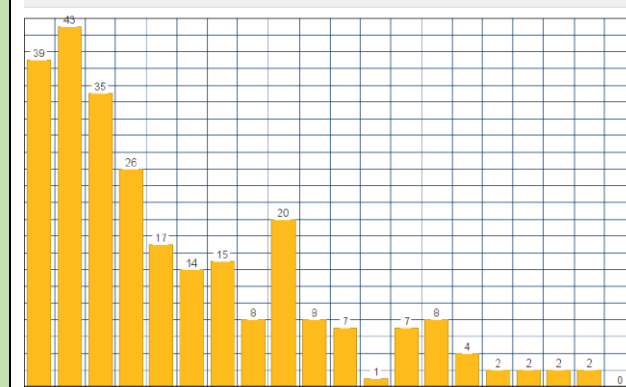
To take part in decision making spelling project in 2019-2020

Pre teaching to continue – as it is much more effective practice to address gaps before the form rather than afterwards with interventions

Continue collaborative lesson observations and use new lesson observations through Jurassic Hub Maths Project.

£0

£450



<p>Mastery curriculum for maths implemented through curriculum design, CPD and a focus on problem solving and reasoning</p>	<p>Children are all given access to age appropriate mathematical teaching and learning and trained to use reasoning and problem solving skills to apply mathematical learning taught</p>	<p>All children are demonstrating in their books their ability to reason and solve problems. Narrowing of the gaps for children who were below expected last year but only one or two have hit the boundary for expected. Use of concrete, pictorial and abstract resources and heavy focus on arithmetic and place value addressing gaps in KS1 so that children come out at age expected KS1 80% Expected.</p> <p>Impact not seen yet in KS2 results</p>	<p>Continue next year more CPD in staff meetings to monitor progress for both staff and pupils</p>	<p>£0</p>
<p>Take part in Decision making spelling project</p>	<p>SEN children and disadvantaged to be at expected at the end of KS2</p>	<p>See above re NDSTA</p>		<p>£1800</p>
<p>Oracy a focus across the school</p>	<p>To improve language skills across the school particularly for disadvantaged, SEN and EYFS</p>	<p>2 children came off the SEN register due to progress, the school is now meeting their needs through class and interventions. Language and Vocabulary was a big barrier for these children due to lack of reading in Early Years and SEN needs. 50% of SEN children in KS1 achieved expected across the board</p> <p>Explicitly used in Spelling, maths, reading, writing, but also used as an expectation in all areas</p>	<p>Continue to use the principles across the curriculum from EYFS onwards– as the earlier we intervene the more impact this has</p>	<p>£100</p>

Literacy teaching sequences follow a Poetry, Fiction, Non Fiction and free writing sequence	To improve vocabulary and writing across all age groups	71% Expected at KS2 for writing 60% for KS1 but very small cohort	Need to continue to stretch children's expectations around reading different texts to ensure more children reach GD	£200
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<p>Staff CPD on dyslexia</p>	<p>Staff are better able to support children with dyslexic tendencies</p>	<p>The phonics and spelling one married up quite well with the training and teaching sequences from decision making spelling which ensured that all staff are using the same vocab and techniques for interventions, conferencing and support in class. The writing has ensured targeted support and conferencing from TA as well as teachers during writing sessions. Rigorous use of correct handwriting grip and formation has ensured that children are writing more fluently and that spelling mistakes are more easily corrected but the writer and their peers. So out of this session the main impact is on fluency and spelling. With 100% of KS2 class now writing fluently and neatly and 60% of KS1 class. (the rest have not yet had the intervention) The reading intervention has had the most impact on individual level. Writing – Handwriting has become a real focus with trained staff supporting rigorous use of correct pencil grips and formation – this has improved fluency and speed. It has also improved proof reading by the children as they are better able to spot spelling errors. This has made 10% difference to children at Expected across the school. 15% in KS2 SATs</p> <p>Reading – new intervention used to replace longer term use of Toe-by-toe. Toe by toe used initially to familiarize children with chunking, blending and segmenting, and phonics then intensive daily reading program lasting 6 weeks used to boost children to become fluent readers. Of the 83% of children who took part in this in 2018-2019 5 gained a reading age of over 1 years above on entry reading age.</p> <p>Spelling and phonics – tied in with Decision making spelling project and reinforced language</p>	<p>This mostly reinforced practice but helped to tighten expectations and reinforced pace and progression</p> <p>This gave the TAs confidence to put into place 2 new interventions 1 on reading and the other on handwriting which have both been high impact</p>	<p>£150</p>
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iii. Targeted support				
Action	Intended outcome	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
Pre teaching	Narrowing of the gap in attainment by enabling children to access age appropriate learning during lessons	Children in this group have improved scores in Puma tests by up to 20% 80% in KS1 but 57% in KS2 SATs however outcomes were adversely affected by results for one test for one child.	Continue with this approach	£757
Interventions	Attainment gap narrowed	Improvements in reading, spelling and maths attainment shown in on average an increase of 4 in SS – See SEN audit for breakdown of interventions and impact	Continue with this – but make intervention targets SMARTer and increase Pace so that more is covered	£6,200
Speech and language training for specialist staff member	Children make accelerated progress	Yes – children on S&L interventions made significant progress compared to previous percentile score on Junior language link	Talk boost used in year 6 in combination with Junior language link produced good results for year 6 children – however not soon enough to impact on SATs outcomes	£400
Accelerated Reader for year 6 pupils	Children read more often	Mixed – low impact on children who are SEN and not reading at home – however one child in both KS1 and KS2 made accelerated progress due to reading support	Difficult to tell as children who were targets were not doing the reading at home so not increasing reading time	£60

Nessy reading and spelling support package	Children's reading and spelling improve	Improvements in reading and spelling were visible but children were not using this program consistently so results more visible in	Continue with this as secondary have seen significant impact but make it a school based intervention instead of home learning	£20
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iv. Other approaches

Action	Intended outcome	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
Homework and home learning in KS2 monitored rigorously	Children who do little or no home learning read regularly and do homework set	Impact low as most children who this was targeted at did not participate for longer periods	No- expectations for all children will be supported with in school homework clubs and home learning – particularly for children in interventions will become compulsory	£0
Rigorous monitoring of attendance every 2 weeks – all children with attendance falling below 92%/ 20 sessions absent/ 5 sessions unauthorised will receive letters and support to improve	Vulnerable and Disadvantaged pupils attendance improves – target to achieve above 95% attendance in whole year	Links made with Sp&L unit in Crediton – Dyslexic assessments and training courses sourced for next year – impact not yet seen Real books – this had a big impact on children's love of reading and increased the number of children reading whole books and the frequency of reading	Yes will follow this up next year, staff to go on training and children who are severely dyslexic to get assessments through Babcock – if graduated response tool shows lack of other progress Yes – children loved reading books which were fund and engaging particularly the picture books – better progress for children still on reading bands in KS2 than any other intervention apart from Toe by Toe	£0

<p>Referrals made to SALT and through doctor to for processing difficulties</p>	<p>Barriers to learning identified</p>	<p>Mental health is part of the school curriculum and is something that is talked about creating children who are more willing to talk about their difficulties and successes.</p> <p>10 a day – normal magic used to support all children but particularly those who are disadvantaged and vulnerable</p> <p>Fewer referrals to CAHMs – in school support better and more informed</p>	<p>It is important to have this training and an overall school strategy to manage this. There is a strong correlation between vulnerable children and their happiness/attendance in school if they have attended this intervention and support sessions.</p>	<p>£0</p>
<p>Mental Health Training from last year continues to be built into pastoral support and curriculum</p>	<p>Children are able to manage their own mental health better</p>	<p>50% fewer referrals to CAMHs for anxiety</p>	<p>Continue to use this – look into whether there is more training available for new staff</p>	<p>£0</p>