



Pupil Premium Impact Statement - Ghyllside School

Report to Parents and Carers: 2016/17

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	413 +61 (Nursery)
Total number of pupils eligible for PPG	92 pupils in years R to 6
Amount of PPG received per pupil	£1320
Total amount of PPG received	£115, 460

Nature of support 2016/17

We have high aspirations for all our pupils and use staff training opportunities and relevant research (Sutton Trust, 2011) to develop systems and procedures based around the notion of equity. With this in mind, interventions have focussed on removing any barriers or potential barriers to learning. We use this training and research to make informed choices about which interventions to use and when to use them. Support may take the form of additional support within lessons, targeted support as individuals or within small groups and catch-up or pre-teaching techniques. Support can be broadly organised in the following areas;

Welfare support:

Ensuring children have had breakfast or providing access to Breakfast Club.

Homework support within the school day.

Access to external agencies if appropriate e.g. School Counsellor, Parent Support, Education Welfare Officer.

PE kit and uniform issued to all children.

Social & Emotional Well-being

Lunch Club

Individual Timetable/Behaviour Support.

1:1 access to Learning Mentor/PSE enrichment.

Promoting self-confidence and self-esteem through participation in clubs e.g. After School Club,

Smart Moves, Home Activities Club, Art, Choir, Drama, holiday Sports Clubs etc.

Support for transition times during the day

Wider School Opportunities

Assistance with accessing School Trips including residential stays.

Assistance in accessing peripatetic music lessons.

Individual support may include:

1:1 Speech Programme.

1:1 Reading Intervention/Tuition/Specific Skills Support/Precision Teaching.

Individual additional reading/handwriting support.

Additional support from Teaching Assistants in the classroom (individual).

Phonics Screening Catch up

Access to an Educational Psychologist

Access to a Literacy/Speech & Language Specialist Teacher

Access to specialist dyslexia tuition.

Small Group Tuition may include:

Additional Handwriting Group

Additional Literacy Skills Group

Additional Phonics sessions

Additional Guided Reading/Comprehension sessions

Social Use of Language Programme (SULP)

Johannson Sound Therapy

Additional Numeracy booster groups

1st Class for Number groups

Carousel with PSE focus

Springboard Maths group

Quest/ALS/Black Sheep groups

Additional support from Teaching Assistants in the classroom (group)

Learning Mentor Support (Group).

Additional (0.5) teacher in Y6

Additional Teaching Assistant with Closing the Gap Maths Focus

Access to Reading Eggs/Mathletics and Mathletics club

SmartMoves/Gross Motor PE group

SEAL/SULP groups

Inspire/Comprehension groups in Y6

Code X intervention

Curriculum focus of PPG spending 2016/17

Improving achievement (attainment and progress) for all pupils where identified to enable them to reach the expected standards in reading, writing, grammar and maths.

Supporting Year 6 children to secure expected standards in SATs tests in Literacy and Maths, specifically targeted homework and revision sessions from January onwards.

Targeted support of pupils in Mathematics and Literacy. This support may take the form of small group work or one-to-one intervention strategies such as Reading Intervention or Precision Teaching Techniques.

Foundation Stage/Key Stage One focus on development of Personal, Social and Emotional skills – being ready to learn.

Measuring the impact of PPG spending

The school evaluates the impact on the pupils during each term through Pupil Progress Meetings with the cohort teachers and at least one member of the Senior Leadership Team including the Headteacher. Trends and next steps are then identified and actioned by the Assessment Co-ordinator and Inclusion Manager. The overview of the minutes for each cohort is provided to the SLT. Evaluations focus on academic gains, improvements in learning behaviours and how pupils' self-confidence has developed as a consequence of the intervention. Specific reference is made to strategies which have been known to work in school and with reference to Sutton Trust research evidence. This enables staff to make informed choices about which interventions will have the most impact. Progress reports are provided to Governors through the Curriculum and SEN sub-group committee.

Attendance is monitored by the Inclusion Manager (with support from the EWO if necessary) and is also reported to Governors through the Curriculum and SEN sub-group committee.

In the academic year 2016- 17, analysis of Reading, Writing and Maths attainment scores at the end of Key Stage One and Key Stage Two are as follows:

		Pupil Premium Attainment including SENs	Pupil Premium Attainment Excluding SENs	Cohort Attainment
Year 6 (KS2)	Reading	50% (7/14 pupils)	75% (6/8 pupils)	76%
	Writing	64% (9/14 pupils)	88% (7/8 pupils)	85%
	Maths	57% (8/14 pupils)	75% (6/8 pupils)	74%
Year 2 (KS1)	Reading	57% (4/7 pupils)	80% (4/5 pupils)	70%
	Writing	57% (4/7 pupils)	80% (4/5 pupils)	68%
	Maths	57% (4/7 pupils)	80% (4/5 pupils)	73%

In Year 6 (KS2) there are 14 pupils in receipt of Pupil Premium. 50% of these pupils achieved expected standard in Reading, 64% in Writing and 57% in Maths.

In Year 2 (KS1) there are 7 pupils in receipt of Pupil Premium. 57% of these pupils achieved expected standard in Reading, 57% in Writing and 57% in Maths.

Analysis of attainment should be viewed with caution given that in Year 6 43% of the PPG group are children with additional special educational needs presenting specific and complex barriers to learning. In Year 2 29% of the PPG group are children with additional special educational needs.

The school recognises the lack of a consistent year-on-year trend for attainment and progress of children in receipt of Pupil Premium at the end of each Key Stage. Recent developments have focussed on attainment gaps (particularly in Maths) and investing in systems which prevent gaps from opening. The school has strengthened its' procedures with regard to progress meetings and Senior Managers have completed Pupil Premium Self Evaluation training. Staff INSET has focussed on evidence based action planning within each year group and specific Teaching and Learning strategies have been implemented.

In addition, although not measurable, the impact of support to develop emotional resilience, self-esteem and self-confidence has been evident in children's ability to access their learning.