





Evaluation of Pupil Premium Interventions 2016-17

Year Group	Item/Project	Objective	Impact	Comment
Whole School	Subscription to Espresso	Development and improvement of individual maths, reading, spelling skills based on curriculum		Programme not as good for individual pupils. CTs able to offer enrichment of various topic areas linked to the curriculum.
Whole School	Welfare Support Officer	Supporting pupils who have social, emotional, behavioural barriers Raise confidence and self esteem Positive learning behaviour Support families to improve attendance		Helped to Raise confidence and self-esteem for 5 pupils. 2 chn stepped down from CP Plans, 2 other chn stepped down to CIN due to on-going support. Positive learning behaviour – new arrival pupils benefit from small group support / games ie football Attendance improved to 96%
Y1-Y5	Pupil conferences by HLTAs	All pupils have personalised targets in each of the core areas. PP Pupils achieve in core subjects. APS gap is reduced by half. HLTA and pupil meet 1:1 to discuss their targets, areas for improvement and what/who would be able to help them. Parents consulted.		Maths- 96% made expected progress Reading- 88% made the expected progress Writing- 83% made the expected progress. Feedback from pupil and Class teacher was positive.
Whole School	Continue Professional Development to ensure Quality First Teaching for both TAs and teachers	Linked to maths and English teaching and Learning CPD- developing teachers practice to ensure daily quality first teaching. Ensure consistent implementation of school policies and initiatives		Across the school pupils have achieved ARE of 83% and above in Maths, ARE Reading 81% and above, ARE Writing stands at 76% and above. Our whole school target was 86%. Provision is strong because of effective deployment of TAS, training on questioning, differentiation, targets, TT, Effective talk,



				differentiated homework, Vocabulary, mini plenaries (see provision map) Less teacher talk. Pupil progress meetings- 3 week turnaround, action plans followed through, mini action research projects with focussed chn
Whole school	Providing a range of proven TA led interventions : training and support for TAs	Identified pupils to make accelerated progress Pupils make accelerated progress and attain age appropriate levels in reading and maths. Improved confidence and self- belief.		Maths- 96% made expected progress Reading- 88% made the expected progress Writing- 83% made the expected progress.
Whole school PP pupils	Curriculum Workshops for all parents- PP pupil parents targeted	Raise achievement in both Maths and English Attendance improves School and parental partnerships effective		Parent Feedback after workshops indicates that parents value the opportunities to learn and support their chn. Communication with parents improves. Some PP parents have the opportunity to visit maths classes and learn alongside their chn
Whole school	Enriched curriculum opportunities - subsidised trips and visitors	Curriculum is broadened to include exciting links , increasing pupils engagement and excitement		Positive impact on pupil behaviour and attendance.
Whole school	Specialist Sports, Music and Languages teaching	Pupils who are gifted and talented in an area have an opportunity to further develop skills Attendance improves Self-belief and confidence improves		There is no statistical evidence that this impacts on empirical outcomes however 18/24 pupils achieved expected or above expected age levels
FSM6 from Y1 to Y5	Before school care-breakfast club and after school care	PP pupils are well looked after before school which ensures they attendance improves and they remain alert and ready for the school day After school provision supports vulnerable families		Family who benefited from this stepped down from CP Plan due to positive outcomes.
PP across the school	Providing uniform for PP pupils	Attendance, Behaviour Pupils feel included, better sense of identity		Positive feedback from parents. Includes a free



Y1- Y4				school bag and water bottle. Increased engagement from parents
Whole school	Resource packs and Work books	Raise achievement in both Maths and English School and parental partnerships effective		No direct feedback from parents on the use of the packs given. Resource books to remain at school to be used with HLTAS
Whole school	Additional EWO Support for PP families	Improve attendance		Attendance 96% highest ever for the school and in line with national average
PP targeted pupils	Small group tuition	Raise achievement in both Maths and English Improve attendance		Maths- 96% made expected progress Reading- 88% made the expected progress Writing- 83% made the expected progress.
PP targeted pupils	PP individual family meeting led by JB	Raise achievement in both Maths and English Improve attendance Improve parent and school communication/partnerships		Good partnership with parents achieved to support chn at home and at school.
Whole school	Cultural Art and Diversity Workshops	Raise cultural awareness Develop self esteem Improve attendance Support behaviour		Gold RE Quality Mark Achieved, Excitement and engagement of all chn during Diversity Week, promotion of inter faith learning and understanding.