



shiplake CE Primary School

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Pupil Premium Report September 2016

The Pupil Premium funding that our school received for 2015/16 was £18,160.

The Pupil Premium Funding for 2016/17 is £16,840.

Background:

Since receiving the Pupil Premium allocation, the school has been fully committed to ensuring the money received, is spent on developing and supporting the children's learning and emotional needs, to accelerate their progress and close any gap between them and their peers. Each PP child has a provision map, with the support and intervention groups they take part in, monitored and assessed. We have case studies written so their journey can be tracked. Outlining changes in attitudes and confidence especially is so important as in previous years, it was necessary to do a lot of work on developing confidence and a 'can do' attitude in order for these children to develop their independence when learning. Progress with this, although difficult to demonstrate in school data, is key and its impact wide, as lack of confidence was proving to be a significant barrier to learning.

Following research into the most effective use of the grant, the school employed a qualified teacher for the last 2 years for 2 days a week to support the learning of our Pupil Premium children. This enabled us to provide both individuals and small groups with additional support to develop a positive attitude to learning, along with greater confidence. This was successful and we now see much greater confidence with all our PP children.

Last year (2015/16) we were at a stage whereby we felt the impact needed to be on the learning itself, as attitude and learning behaviours was so improved. Therefore, we researched intervention reading programmes that we could work through. We invested in training, staffing and purchasing resources in order to implement the reading programme Code X. This had positive results, with 57% of children making between 8 and 18 months progress or progress which exceeded the limits of the Salford Assessment tool, in reading accuracy in 6 months. Teachers also noted a positive change in attitude to reading, with fluency as well as enjoyment, confidence and de coding skills having improved.

2016/17:

September 2016: 11 children who are eligible for Pupil Premium



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Barriers to educational achievement: we currently have 6 of our PP children who are also children who are on our SEN register, which means these children have additional needs as well as being eligible for PP support. Therefore, PP support has needed to be provided in conjunction with SEN support, to enable the children to spend time learning with their peers in their classroom environment as well as in smaller intervention groups. For specific individuals, attendance has been a key barrier to learning. This is not a problem group-wide. But due to health issues, it has certainly significantly impacted on the progress of individual children as they have not been able to be in school each day in order to receive the additional support provided. Moreover, for others, emotional barriers are still present due to their family history.

Addressing these barriers: In 2016/17, we are continuing with the Code X reading programme due to its success last year. An intense programme is seeming to have greater impact than the support we provided previously for 2 days a week, withdrawing children in focus groups. With Code X, a particular focus this year will be developing comprehension skills. We saw the improvement in their reading sentences, but we have acknowledged that the impact on comprehension and transference of these skills to other reading opportunities, isn't as great. Therefore we will be continuing with the programme with this focus.

We will also be implementing a Maths programme – Catch Up. This is a programme that will be organised in a similar way to Code X – an intense programme that the children will work systematically through. We will be training the member of staff that will be delivering this in the first half term of the autumn term and it will be delivered thereafter. This will ensure that Pupil Premium children will be involved in both a reading and maths intensive programme to provide the children with the greatest opportunities to progress at a rapid rate. We are currently attempting to recruit a member of staff for 5 afternoons per week in order to provide additional support to our pupil premium children outside the class maths and English lessons.

We will continue to provide counselling for the children who require additional emotional support. Children need to be in an emotional place where they are ready to learn and some of our children do need support with this. Our school counsellor visits once a week and ensure that PP children are given the sessions and support that is needed. We will also be extending this provision this year and trialling a `drop in` lunch time group for Year 5 and 6 children. This is to support them as they prepare for transition to secondary school as well as coping with any other changes they face at this age.

The school also ensures all Pupil Premium children have the opportunity to take part in our after school club schedule by paying for any clubs children would like to do through the PP grant.

For the children whose attendance has caused a barrier, we will be providing daily interventions – using Code X and Catch Up within the classroom setting, to accelerate progress. We already have a good relationship with parents and understand absence has been due to ill health. Parents will also be supporting at home.

Measuring the impact: Children will continue to be assessed at the end of each term (x3 year). This will allow us to measure progress against their peers. They will also be assessed against the Salford reading test to track progress in their reading as well as the intervention programme tests too. Salford and end of term tests will provide a clear picture as to whether the gap is closing between the pupil premium children and their peers. Confidence and attitude will continue to be monitored,

with provision maps and intervention groups adjusted as to what individual needs and support each child has. Provision can be adjusted accordingly.

Dates of Review: Pupil Premium children are reviewed continually. Their progress is discussed and considered at SLT each fortnight as well as during weekly teacher meetings. It is an agenda item on every Full Governing Body meeting as well as each Performance and Standards meeting. Assessment data is analysed following each assessment round and any changes required are then implemented. Closing the gap is a target on our annual School development Plan as the school is working hard to accelerate the children`s progress in order to close the gap with their peers.

Data available: provision maps, case studies, assessment data, meeting minutes.