

Sunnybrow Primary School Pupil Premium Strategy 2016 - 2017

Area for Development Barrier Proposed Impact	Strategy (including rationale)	Cost	Evaluation	Impact
<p>Too few FSM pupils are reaching the expected standard in the Year 1 phonics screening check compared to Non-FSM pupils. (2015 40% compared to 75% and 2016 67% compared to 100%)</p> <p>Parents do not feel confident in supporting their children with phonics at home. Large numbers of children experience speech and language difficulties. Children come into school below and well below age related expectations.</p> <p>A higher percentage of FSM pupils will pass the phonics screening check at the end of Year 1 which will narrow the gap between FSM and non-FSM pupils.</p>	<p>Regularly scheduled phonics teaching sessions to accelerate progress.</p> <p>Phonics intervention sessions to accelerate progress for targeted children</p> <p>Appointment of an apprentice Learning Support Assistant to support phonics and early reading in Class 2.</p> <p>Staff training to ensure that all LSAs in school can deliver effective phonics sessions.</p>	<p>Teaching Time</p> <p>LSA time</p> <p>£3000</p> <p>SLA hours £400</p>	<p>Additional phonics teaching sessions were incorporated in to the timetable.</p> <p>Phonics intervention sessions were carried out on a regular basis across the school, including after school clubs for targeted children.</p> <p>An apprentice LSA was appointed. However, she only worked for 1 term in school before changing the focus of her apprenticeship to engineering.</p> <p>A specialist from the Local Authority carried out 2 hours of work in school to train all LSAs on the delivery of phonics sessions, the assessment of phonics and selection of appropriate resources.</p> <p>Total spend £3400</p>	<p>2015 FSM 40% Non-FSM 75% Gap 35%</p> <p>2016 FSM 67% Non-FSM 100% Gap 33%</p> <p>2017 FSM 75% Non-FSM 100% Gap 25%</p> <p>The proportion of FSM pupils passing the screening check is still not in line with the proportion of non-FSM pupils who pass the screening check. However, the proportion of FSM passing the screening check is increasing year on year and the gap is narrowing.</p> <p>There were underlying difficulties with 2 of the FSM pupils who did not pass.</p>

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<p>To ensure that a continued high percentage of disadvantaged pupils reach age related expectations in reading, writing and maths.</p> <p>A high percentage of pupils in school are entitled to Pupil Premium Funding. A high percentage of pupils in school have additional needs. Many pupils are not well supported at home in developing basic skills.</p> <p>School will be able to allocate a greater number of intervention sessions throughout the week. Every class will have additional support each morning. This will ensure that all children are effectively supported and will make good or better progress to effectively narrow gaps.</p>	<p>By employing 2 further Learning Support Assistants, every class will have an additional adult every morning to support learners in class. A high percentage of pupils will receive additional support and intervention in the afternoon to ensure their needs are met effectively.</p> <p>Reading – interventions for phonics, speech and language, comprehension, Lexia. Listening to children read regularly to increase fluency.</p> <p>Writing – interventions for spelling, grammar and handwriting.</p> <p>Maths – Interventions for basic skills, calculation, reasoning.</p> <p>Additional interventions for memory, gross and fine motor development</p>	<p>£36,000</p>	<p>3 full-time and 10.6 LSAs are employed in school. They support in class each morning and run numerous intervention sessions each afternoon. It is not just SEND pupils who access intervention and support. It is any child who is not making expected progress or who is not on track to reach ARE by the end of the year.</p> <p>Percentage of disadvantaged children in each cohort who received intervention.</p> <p>EYFS – 57% Year 1 – 100% Year 2 – 100% Year 3 – 100% Year 4 – 63% Year 5 – 83% Year 6 – 100%</p> <p>Total Spend £36000</p>	<p>EYFS - 83% of disadvantaged pupils achieved a Good Level of Development (82% Non-disadvantaged). 17% of disadvantaged pupils exceeded the Early Learning Goals (18% Non-disadvantaged). Disadvantaged pupils are achieving in line with Non-disadvantaged pupils, <u>Year 1 phonics</u> - 75% of disadvantaged pupils passed the phonics screening check compared to 87% of the cohort overall and 100% of Non-disadvantaged pupils. Disadvantaged pupils are achieving below Non-disadvantaged pupils but the gap is narrowing year on year.</p> <p><u>End of KS1</u> R – 67% of disadvantaged (Non-disadvantaged) W – 50% of disadvantaged (Non-disadvantaged) M – 67% of disadvantaged (Non-disadvantaged) Maths and writing results show an increase on the percentages of disadvantaged pupils reaching the expected standard from 2016.</p> <p><u>End of KS2</u> R – 100% of disadvantaged (100% Non-disadvantaged) W – 75% of disadvantaged (100% of Non-disadvantaged) GPS – 100% of disadvantaged (100% Non-disadvantaged) M – 100% of disadvantaged (100% of Non-disadvantaged) Writing equates to 1 pupil who did not make the expected standard. However, his progress from KS1 was significantly better than expected.</p>

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<p>Social and emotional wellbeing of pupils.</p> <p>Many pupils have challenging home lives which is affecting concentration levels and therefore impacting on attainment and progress. Many children display emotional distress. The social and emotional development of many children is delayed.</p> <p>Children will be supported in developing their social and emotional skills and will be better equipped to deal with the challenges of school. Children will be more able to focus in lessons and will be more likely to reach their full potential.</p> <p>The numbers of children who require support with behaviour will reduce from 4 to 1.</p>	<p>Employment of a PSA to support families in developing boundaries and routines at home so that home life is more settled. PSA will also support families through any challenges that may arise unexpectedly.</p> <p>Connecting with Children Programme (Listening Matters)</p> <p>Getting Along Programme</p> <p>Crisis Response SLA</p> <p>Positive Playtime</p> <p>Nurture Group</p> <p>Academic Resilience Programme</p>	<p>£9000. PSA works between 3 schools.</p> <p>Training Costs and associated resources as yet unknown</p> <p>£800</p> <p>£1500</p> <p>Training Costs and purchase of resources £2000</p> <p>Training Costs and purchase of resources cost as yet unknown</p> <p>Training costs £2000</p>	<p>Our PSA has worked intensively with 4 families.</p> <p>The Getting Along and Connecting with Children programmes were conducted with small groups of children.</p> <p>The Crisis Response SLA was accessed for 1 pupil to attend a 6 week placement at the Green School.</p> <p>All staff accessed the training for the Academic Resilience Programme. This will be implemented in school in 2017-2018.</p> <p>Positive Playtime strategies were employed in school and new resources were purchased.</p> <p>Staff were trained in delivering the Nurture Group but this was only run for 1 term due to staffing issues.</p> <p>Total spend £15300</p>	<p>The children who have accessed PSA support have displayed significantly improved behaviour in school. The children received a reduced number of detentions and exclusions as the year progressed. The numbers of children requiring additional support for behaviour from the PSA dropped from 4 to 1.</p> <p>Autumn term detentions = 105 Spring term detentions = 91 Summer term detentions = 43</p> <p>Autumn term exclusions – 3 pupils received 5 exclusions totalling 12.5 days (1 pupil was here on a managed move). Spring term exclusions – 3 pupils received 4 exclusions totalling 9 days. Summer term exclusions – 1 pupil received 1 exclusion totalling 1.5 days.</p>

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<p>Too few children are reaching and exceeding age related expectations in writing.</p> <p>A majority of pupils see very little of life outside the immediate vicinity other than those provided by school. Children have limited knowledge and experience of their wider community. Children have limited experiences to draw upon when required to work creatively in school.</p> <p>78% of children will reach age related expectations in writing at the end of KS1 22% of children will exceed age related expectations in writing at the end of KS1. 83% of pupils will meet age related expectations at the end of KS2.</p>	<p>By taking the children out in to the wider community e.g. County Durham and the North East, the children will understand their own cultural heritage and experience greater diversity than that of the Sunnybrow Community.</p> <p>Inviting artists, authors, musicians and theatre groups into school will further develop children's cultural experiences and raise aspirations.</p> <p>Children will have memories and experiences to fuel creative work.</p>	<p>Variable costs</p> <p>Whole school seaside trip £480</p> <p>Y5 and Y6 trip to Northumbria University £180</p> <p>Y5 and Y6 trip to Hancock Museum and Gosforth Gurdwara £190</p> <p>Whole school Pantomime £800</p> <p>Whole school visit from author Andy Seed £500</p> <p>Whole School Newcastle Baltic trip £700</p> <p>Y3 and Y4 trip to Beamish £300</p> <p>Subsidised Y6 residential trip to London £1020</p>	<p>The children experienced a wide range of trips and activities across the year and had several visitors in to school. This ensured that the children learned about and enjoyed life in the wider community and had experiences that they would otherwise not have had.</p> <p>Children could draw upon these experiences when writing across all subjects.</p> <p>Total spend £4170</p>	<p>67% of pupils met the expected standard in writing at the end of KS1. One more pupil was anticipated to meet the expected standard (78%). However, frequent absences for this pupil hampered progress and many interventions were missed. Only 11% of pupils exceeded the expected standard in writing at the end of KS1 rather than the anticipated 22%.</p> <p>Difficulties with spelling and handwriting were identified as the main barriers to pupils not reaching the expected standard in writing in KS1.</p> <p>83% of pupils met the expected standard at the end of KS2 with 17% of pupils reaching greater depth.</p>