

Pupil Premium Impact 2016/17

Action	Intended impact	Impact
<p>Continuing employment of a teaching Assistant assigned to work with and support children eligible for Pupil Premium Funding. This also includes a weekly homework club.</p>	<p>To support all children receiving the PPG to achieve the best possible attainment to enable as many children as possible to be above age related expectation in all year groups</p>	<ul style="list-style-type: none"> • Feedback received has been very positive- from staff, children and parents • The children enjoy working with the PPG TA and the feedback they give is positive. They feel more supported in previous and enjoy their lessons. • Parents have also given feedback that supports the children’s views. They speak positively about the children’s learning with the PPG TA and the interventions taking place (see next section). • The Hwk club is led by 2 teachers but numbers have increased in recent years- having the PP TA as support is extremely beneficial to the children as they get more 1:1 support • Data – See attached* • 100% of Responses to the summer questionnaire re PP funding agreed that the extra support in class was beneficial to teaching and learning at Sacred Heart
<p>The talkboost intervention</p>	<p>For children to make 18 months progress in 10 weeks with in English</p>	<ul style="list-style-type: none"> • See example of Talkboost data attached <p>The programme develops children’s communicative skills in an intense way and the work feeds back into class. There is also a whole class teaching element to it for years 1+2- children have lessons on appropriate listening techniques etc.</p> <p>The intervention was carried out three times over the year and all children made better than expected progress with at least 1 PP child in each group (meaning non-PP children also benefitted). See talkboost data for the year for specific information. As well as children making progress based on entry and exit tests- teachers have commented on the difference in the children when they apply what has been done in class. The children thoroughly enjoy the programme too.</p>

<p>One to One tuition for children eligible for Pupil Premium Funding in years 5 and 6 children</p>	<ul style="list-style-type: none"> • To narrow gaps in attainment • Accelerate children’s progress • Increase confidence in children’s own ability 	<table border="1" style="margin-bottom: 10px;"> <thead> <tr><th colspan="5">READ</th></tr> <tr><th>NAME</th><th>KS1</th><th>STAND</th><th>SS</th><th>+/-</th></tr> </thead> <tbody> <tr><td>DD</td><td>2A</td><td>EXP</td><td>109</td><td>-0.4</td></tr> <tr><td>LH</td><td>3</td><td>EXP</td><td>106</td><td>-2.3</td></tr> <tr><td>EM</td><td>3</td><td>GD</td><td>110</td><td>-0.5</td></tr> <tr><td colspan="4">Ave Prog</td><td>-1.06</td></tr> </tbody> </table> <table border="1" style="margin-bottom: 10px;"> <thead> <tr><th colspan="5">WRITE</th></tr> <tr><th>NAME</th><th>KS1</th><th>STAND</th><th>SS</th><th>+/-</th></tr> </thead> <tbody> <tr><td>DD</td><td>2A</td><td>GD</td><td>113</td><td>+6.5</td></tr> <tr><td>LH</td><td>2A</td><td>EXP</td><td>103</td><td>-2.3</td></tr> <tr><td>EM</td><td>2A</td><td>EXP</td><td>103</td><td>-3.8</td></tr> <tr><td colspan="4">Ave Prog</td><td>+0.133</td></tr> </tbody> </table> <table border="1"> <thead> <tr><th colspan="5">MATH</th></tr> <tr><th>NAME</th><th>KS1</th><th>STAND</th><th>SS</th><th>+/-</th></tr> </thead> <tbody> <tr><td>DD</td><td>3</td><td>GD</td><td>118</td><td>+9.2</td></tr> <tr><td>LH</td><td>2A</td><td>EXP</td><td>105</td><td>-2.5</td></tr> <tr><td>EM</td><td>3</td><td>GD</td><td>111</td><td>+0.3</td></tr> <tr><td colspan="4">Ave Prog</td><td>+2.33</td></tr> </tbody> </table>	READ					NAME	KS1	STAND	SS	+/-	DD	2A	EXP	109	-0.4	LH	3	EXP	106	-2.3	EM	3	GD	110	-0.5	Ave Prog				-1.06	WRITE					NAME	KS1	STAND	SS	+/-	DD	2A	GD	113	+6.5	LH	2A	EXP	103	-2.3	EM	2A	EXP	103	-3.8	Ave Prog				+0.133	MATH					NAME	KS1	STAND	SS	+/-	DD	3	GD	118	+9.2	LH	2A	EXP	105	-2.5	EM	3	GD	111	+0.3	Ave Prog				+2.33
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<p>Bespoke individual plans created for each child to target their individual barriers to learning (including loan boxes)</p>	<ul style="list-style-type: none"> • To narrow gaps in attainment • Accelerate children’s progress • Increase confidence in children’s own ability • Offer a wide range of learning resources to support learning at home ‘Loan Boxes’ 	<p>The responses from parents in PCD discussions about the plans were wholly positive. They found the plans useful to know what support is being given to the child and how the funding is spent</p> <p>Children’s responses were very positive to the extra help and loan boxes/ resources sent home. One child who was given a homework pack hugged it and mentioned how much he loved it as he’d never had one before.</p> <p>The loan boxes themselves were not used as much as intended- this has now been addressed and they will be re-launched in September</p>																																																																																										

<p>Part funding of YMCA counselling service</p>	<ul style="list-style-type: none"> • To provide emotional support to children experiencing issues at home/ school • To support parents • Improve psychological well-being of children in and out of school 	<p>The YMCA counsellor is currently reviewing the progress the children have made to report on the impact the counselling has had. This will be updated when the information becomes available.</p>
<p>Maintenance of Inclusion room ICT equipment Displays/ Equipment Furniture</p>	<ul style="list-style-type: none"> • A quiet, purposeful environment for work to be carried out • Resources to support children in learning 	<p>The room continues to be an ideal space for the PP TA to work with groups</p> <p>It also allows a private space for PCD to take place</p> <p>The resources used enable children to be well equipped for their lessons</p>
<p>Cover for PPG leader for PP training/ liaison etc</p>	<ul style="list-style-type: none"> • PP leader to be fully aware/ knowledgeable of programmes running in school. • Kept up to date with best PPG practice 	<p>PP leader able to keep up to date with PP and any initiatives/ issues that arise.</p>

<p>Free places at breakfast club for children eligible for Pupil Premium Funding</p>	<ul style="list-style-type: none"> • To ensure pupils have a nutritious breakfast for identified pupils. • A positive start to the day • Raise attendance of some children who have previously had issues with attendance/ lateness 	<p>Some places taken up by children, this led to some improvements with children who had issues with attendance/ punctuality.</p> <p>At the end of the summer term- 25% of breakfast club places were taken by PP children. We will look to extend this next year.</p>
<p>Thursday club</p>	<ul style="list-style-type: none"> • Enrichment for children across year groups • Chance to take part in activities they may not previously been able to 	<p>Feedback from children about the PP (Thursday club) is very positive. Feedback from staff parents about PP use at SH also mentions how much the children enjoy this. Also enables children from mixed year groups to socialise and TA running it to work 'socially' with children- building up their confidence.</p>
<p>Money to subsidise trips and visits for children eligible for Pupil Premium Funding</p>	<ul style="list-style-type: none"> • Raise aspirations by involvement in wider opportunities • Less financial burden on parents 	<p>Parents agree that the funding has been beneficial to them, especially with residential trips</p>

<p>Introduce a 'Positive Behaviour' system to sustain children's positive behaviour</p>	<ul style="list-style-type: none"> Maintain high standard of behaviour Encourage and motivate children to maintain positive behaviour 	<p>This has had a great impact-</p> <table border="1" data-bbox="807 264 1377 622"> <thead> <tr> <th>Term</th> <th>Behaviour room Incidents</th> <th>% of PP children</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>137</td> <td>29%</td> </tr> <tr> <td>Spring</td> <td>86</td> <td>20%</td> </tr> <tr> <td>Summer</td> <td>62</td> <td>13%</td> </tr> </tbody> </table>	Term	Behaviour room Incidents	% of PP children	Autumn	137	29%	Spring	86	20%	Summer	62	13%
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<p>Introduce a positive attendance system to reward children eligible for Pupil Premium Funding for being on time and achieved a 100% weekly attendance.</p>	<ul style="list-style-type: none"> Increase the attendance figure for children eligible for Pupil Premium Funding from 95% to 96.5% 	<p>This hasn't been the case- Some children's attendance (LH) improved considerably- As an average however, the whole school's attendance was not as good as expected due to a sickness illness throughout the school at 2 points in the year. PP attendance over the year remained at 95%.</p> <p>Next academic year there will be more of a focus on specific year groups/ children- LM, JP, RC</p>												