

Croft Community School Pupil Premium Evaluation 2017-18

Staff who devised plan:

Mr Simon Adams – Head Teacher

Total PP Budget £75655

Number of pupils eligible for PP - 70

Key Area for Action	Update on progress
<p>Pupils are appropriately regulated and better able to learn. £23070 £8738 – Sensory Room £5850 – Therapeutic Packages</p>	<p><u>Action</u> Introduction of personalised Ready To Learn packages to enable pupils to be sensory regulated and able to access learning. Train staff to enable them to support pupils' emotional, mental health and sensory needs to enable them to engage in the curriculum and make progress in their learning and personal development. <u>Action</u> Provide additional therapeutic packages. Bowen Therapy Counselling <u>Action</u> Provide sensory room equipment and activities. <u>Impact</u> Using the pupil premium to fund the Ready to learn program, therapeutic approaches and the development of the sensory room has enabled the pupils to develop their sensory, physical, communication, and thinking skills. Pupils have learned strategies to regulate themselves in terms of their emotions and their sensory processing. There has been a positive impact for some pupils who are more regulated and ready to engage in their learning. Behaviour data shows that there was an increase in positive behaviour over the year. 22 pupils accessed Bowen Therapy. Pupils who accessed this programme were more able to focus and engage with their learning. Looking more in depth at the impact of the Ready to Learn package it has been decided that its success has been limited and therefore it will not continue from Sep 18</p>
<p>To improve rates of reading progress in Key Stage 1 and 4. £12300</p>	<p>The teaching of reading in Key Stage 4 and the Pastoral Reading Intervention</p>

	<p>Programme were reviewed by the English subject leader.</p> <p><u>Action</u> The English subject leader provided reading training and a refresher to new and existing staff. Pastoral reading packs were uploaded to OneDrive.</p> <p><u>Impact</u> Evaluation of the effectiveness of the intervention. PP students who accessed the intervention programme had an average gain of 8 points reading progress. The expectation was 6 points and therefore the intervention programme in KS 3 and 4 had a positive impact. For non PP accessing the intervention group there was an average gain 7.8 points reading progress. Pupil premium students made better progress on the pastoral reading programme than non-pupil premium students</p> <p><u>Action</u> Implementation of bespoke reading intervention groups in Lesson 1 Ready to Learn initiative</p> <p>Ready to Learn reading intervention run by LSAs during lesson 1</p> <p><u>Impact</u> The English reading improvement target was set at 6 points for the year 17-18. Pupil Premium students who accessed both the Ready to Learn and Pastoral Reading Intervention group had an average gain 8.5 points reading progress compared to 8 points in the single intervention only group. Although there was a small positive impact for those pupils accessing both programmes there was not a significant impact for students. The Ready to Learn reading intervention delivered in Lesson 1 will not continue from September 2018.</p> <p><u>Action</u> Staff in the Primary classes undertook training in using Lexia reading programme.</p> <p><u>Impact</u> Staff are more confident in using Lexia with pupils to improve progress in reading. Pupils are more motivated and engaged in their reading. The data available shows that all PP pupils made progress in their reading.</p>
--	--

<p>To raise the rates of progress of Pupil Premium pupils' number skills across all key stages £12667</p>	<p><u>Action</u> Mathletics was purchased and implemented across school. All teaching staff have been trained in its use. Mathletics is a computer based maths programme that pupils of all ages and abilities can access.</p> <p><u>Impact</u> Data shows that the introduction of Mathletics has had a positive impact on raising progress rates of pupil premium pupils. Students became more motivated and engaged in their learning. Students were accessing the program at home. They worked hard to gain certificates and awards. Mathletics was used in KS2 Ready to Learn Groups. Pupil engagement was increased during these sessions and they were able to apply and generalise their number skills.</p>
<p>To improve access to ICT for vulnerable learners. £27800</p>	<p>Pupil Premium was used to purchase notebooks and cross curricular apps and refurbish the ICT suite.</p> <p>Training for staff in all of the above to up-skill and develop confidence in using the new equipment.</p> <p><u>Impact</u> Staff are now confidently using a range of ICT equipment more effectively during lessons. The individual needs of all learners in a class can now be met more effectively and this is having a positive impact on the progress made by our children. Maths data shows that progress for PP pupils has increased overall. Primary classes have ipads to enable evidence to be recorded.</p>
<p>For vulnerable pupils to be supported during less structured time enabling them to access and engage with their learning on returning to the classroom. £2138</p>	<p><u>Action</u> Lunchtime supervisor was employed to support vulnerable pupils.</p> <p><u>Impact</u> Vulnerable pupils were able to access playtimes / break times safely. Opportunities for them to build relationships with their peers, develop social communication skills and regulate themselves.</p>
<p>To increase attendance rates. £2500</p>	<p><u>Action</u></p>

	<p>Incentives and rewards provided for pupils who attend school or improve their attendance.</p> <p><u>Impact</u></p> <p>There was a significant decrease in persistent absence for disadvantaged pupils during 17-18. The % of persistent absentees who are eligible for PP fell from 70% in 16-17 to 28% in 17-18</p>
Total Spend - £67263 Carry Forward Sep 18 - £8392	