

Pupil Premium self-review

Plan & Finances

2017-2018



Total number of pupils on roll	446
Total number of pupils eligible for pupil premium	174
Amount of pupil premium received per pupil	£1320
Total amount of pupil premium received	£229,680

<u>Barriers to future attainment</u>
<u>External Barriers</u>
a) Lateness and some persistent absence
b) High levels of emotional needs due to a disrupted home life for some identified children
c) Wider experiences/opportunities to develop personal and social skills and to build resilience are limited
d) Financial barriers
<u>In-School Barriers</u>
a) Communication and language skills on entry to school are well below average
b) Emotional issues and low self-esteem impact on learning
c) Limited parental support for out of school learning due to their own lack of confidence and/or language barriers

Our main objectives are as follows:

- Curriculum – to continue to embed strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children
- Teaching and Learning – through quality first teaching, to further embed our core values and expected learning behaviours to ensure every pupil can flourish and reach their potential
- Wider outcomes – to provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum
- Attendance – to ensure attendance of pupil premium children is at least 96% and to reduce persistent lateness and absence of identified families

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<u>Initiative</u>	<u>Cost</u>	<u>Planned Impact</u>	<u>Measures</u>	<u>Impact</u>
Family Support Worker	£29,000	<p>Targeted input for identified families to meet children's basic needs and to ensure good attendance at school</p> <p>Timely and appropriate signposting to outside agency support for identified families</p> <p>Early intervention for families accessing 2 year old provision</p>	<p>Pupil progress data</p> <p>Attendance</p> <p>Behaviour</p> <p>Foundation Stage baseline</p>	<p>Julie Whitworth has been involved with 13 families at Targeted Family Support level (a total of 34 children) and 26 families at Universal level (a total of 36 children)</p> <p>All but 2 families completed their work with Julie and were able to be closed to TFST. This means that they did not get escalated to Social Care.</p> <p>Attendance, behaviour and progress has improved for the majority of the targeted children.</p> <p>Early intervention is now happening for 50% of the families with children accessing the 2 year old provision which is an increase from last year. This has meant that they are supported with toilet training, how to play and talk to their children and the importance of attending school. Foundation Stage baseline data shows that these children, although still significantly below the developmental stage for their age, start in F1</p>

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				more confident with adults, more confident to talk and with better self-help skills than children at a similar stage who do not get that early support.
Parental Engagement Worker	£16,000	<p>To improve parental engagement which will empower parents to support their children's achievements</p> <p>To increase value parents place on homework and learning at home</p>	<p>Attendance at parent courses</p> <p>Homework/home projects completion</p> <p>Parent feedback</p> <p>Attendance levels at parent/teacher meetings</p> <p>Contribution towards fundraising</p>	<p>Parental engagement in school events (school disco, celebration events, afternoon tea and World Book Day events) is improving. We have a core group of active parents attending weekly meetings and supporting with school events.</p> <p>There has been an increase in the amount of parent courses available in school this year. The main focus being on English and Maths and how to support children's learning. These have been well attended by mums and dads and parents are reporting that they feel more confident to support their children at home with their homework.</p>
Attendance and Behaviour Support Worker	£26,000	<p>To maintain attendance at 96% and above</p> <p>To reduce persistent lateness and absence for identified</p>	<p>Attendance figures</p> <p>Number of red cards</p> <p>Weekly behaviour records</p>	<p>Attendance for our Pupil Premium children is 96.71% and has improved by 0.08%. This is higher than the national average.</p> <p>Persistent absence for our Pupil Premium</p>

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		<p>families</p> <p>To reduce significant behaviours</p>	<p>ABC books</p> <p>Silver and gold books</p>	<p>children is 6.10% which has reduced by 0.8% This is significantly lower than the national average for Pupil Premium children (17.9%) and below that of non-pupil premium children.</p> <p>Significant behaviours have been reduced this year. Only 0.2% of Pupil Premium children have received a red card which means that 99.8% of pupil premium children behave well.</p> <p>ABC books are used effectively with the majority of children to record behaviours and to recognise patterns and triggers so that behaviour plans can be adapted to need.</p> <p>There has also been an increase of Pupil Premium children achieving gold and getting their names in the golden book.</p>
<p>Pupil Mentors</p>	<p>£17,780</p>	<p>Improve pupil well-being and attitudes to learning</p> <p>To develop pupil's self-esteem and emotional resilience</p> <p>To improve attendance for persistent absentees</p>	<p>PASS Assessments</p> <p>Boxall Profiles</p>	<p>The PASS assessment results show that the majority of children who have been allocated a mentor made expected or higher than expected progress.</p> <p>There has been a reduction in red cards of 52% from the Autumn Term to the Summer Term as children's emotional resilience has</p>

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				<p>developed and this is now impacting positively on progress in learning.</p> <p>Attendance improved significantly for one child in Year 2 with persistent absence during the Autumn Term.</p>
<p>Providing free uniform – Blazers and ties for Upper Key Stage 2 Uniform for asylum seekers, refugees and children authorised for free school meals</p>	<p>£1620 £3480</p>	<p>Improve pupil well-being Contribution to a smart ethos Aid inclusion and equality</p>	<p>All children in school uniform Feedback from stakeholders</p>	<p>All Year 5 &6 pupils were provided with school blazers.</p> <p>All asylum seekers, refugees and children eligible for free school meals received free school jumpers, PE kits and book bags.</p> <p>Nearly all children are wearing uniform every day and this has increased the sense of pride at Sycamore.</p>
<p>Music provision (including instruments)</p>	<p>£11,500 £8,600</p>	<p>Pupil achievement in Music</p>	<p>Number of children learning an instrument Improved musical engagement, aptitude and ability</p>	<p>Children from Year 2 to Year 6 are all learning to play an instrument. We have a school orchestra who perform at termly events.</p> <p>Children are increasing in confidence and competency across the school.</p> <p>A small group of children in Year 5 are taking formal music exams.</p>

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<p>Friends for Life Programme Training and Resources</p>	<p>£500</p>	<p>Improve confidence and self-esteem Improve relationships and social skills Improve attitudes to learning</p>	<p>PASS Assessments Boxall Profiles Behaviour Logs Pupil progress data</p>	<p>24 children are accessing the Friends for Life Programme. The PASS assessment results show that all the children who have been attending made expected or higher than expected progress. 5 children have made higher than expected progress. Significant behaviours for 2 children have been reduced. 2 additional members of staff have been trained to deliver the programme so it can be rolled out to more children next year.</p>
<p>Forest Schools for Reception children</p>	<p>£2000</p>	<p>To build confidence and to improve emotional resilience To develop language and communication skills To improve physical handling and movement</p>	<p>Foundation Stage Profiles End of EYFS data</p>	<p>All Reception children have accessed Forest Schools weekly and the current data shows this has had a positive impact on self-confidence, speaking and moving and handling skills. Self-confidence 88% age related (23% in Autumn 2017) Speaking 71% age related (21% in Autumn 2017) Moving and Handling 85% age related (25% in</p>

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				the Autumn Term)
Weekly Yoga sessions for most vulnerable children	£3600	<p>Improve mental well-being</p> <p>Improve learning behaviours</p> <p>Improve attendance</p> <p>Improve learning outcomes</p>	<p>PASS Assessments</p> <p>Boxall Profiles</p> <p>Attendance figures</p> <p>Progress and Attainment of targeted children</p>	<p>20 children accessed the yoga sessions and staff reported that learning behaviours improved for the majority of children and they noticed children feeling happier.</p> <p>The PASS assessment results show all the children who attended yoga made expected or higher than expected progress. 4 children made much higher than expected progress.</p> <p>Attendance improved significantly for one child in Year 2 with persistent absence during the Autumn Term.</p>
<p>Booster classes for Year 6</p> <p>Phonic booster sessions for Year 1 & Year 2 children</p>	£25,200	<p>To reach expected targets at the end of Key Stage Two</p> <p>To reach expected targets for the Phonic Screening Check</p>	<p>Progress and Attainment of targeted children</p> <p>Phonic results</p> <p>Reading Progress and Attainment</p>	<p>Progress in Year 6 is +2.8 in writing.</p> <p>We are awaiting the results for Maths and Reading but are predicting that progress will be good.</p> <p>Phonics results remain high.</p>

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				<p>80.4% of children in Y1 passed the phonic screening with a higher number of children achieving a score between 35-40.</p> <p>Children at age related has increased by 5% in reading in Y1 and by 2% in reading in Y2</p>
One to One tuition	£3,000	To support targeted children in English and Maths	Progress and Attainment of targeted children	Progress in Year 6 is +2.8 in writing. We are awaiting the results for Maths and Reading but are predicting that progress will be good.
Extended Learning Support including Breakfast Club, and Homework Club	£17,000	To extend learning opportunities beyond the classroom Pupil well-being	Attendance figures Number of children completing homework Pupil voice	<p>Children attending breakfast club has increased to an average of 35 children a day.</p> <p>Attendance and lates have continued to improve for some of our families persistently struggling with this.</p> <p>An average of 26 children attend extended learning every day and this includes a homework club where all those that attend complete their homework.</p>
Opportunities for wider experiences and curriculum enrichment - school trips	£20,000	All children able to access wider opportunities regardless of financial barriers	Attendance on trip days Assessment data for specific	<p>All Pupil Premium children have accessed school trips and wider opportunities.</p> <p>Assessment data in Foundation Subjects show that Pupil Premium children make good or</p>

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<ul style="list-style-type: none"> - visitors in school - workshops - artists 		<p>Improve learning outcomes</p>	<p>curriculum areas</p>	<p>better than good progress in most curriculum areas.</p>
<p>PHSE Workshops</p> <p>Bully 4 U (Anti-Bullying), Holding Hands (Positive Relationships) and My Mate Fancies You (SRE)</p> <p>DARE – Drug Aware</p> <p>bCyberwise workshops</p>	<p>£2,800</p>	<p>To support positive relationships and behaviours</p> <p>Pupil well-being</p>	<p>Number of bullying incidents</p> <p>Number of red cards for behaviour</p> <p>PASS assessments</p> <p>Pupil questionnaires</p>	<p>The numbers of bullying incidents is very low and have not reoccurred once they have been investigated and resolved.</p> <p>PASS assessment data shows that more children feel safe in school and more children are aware of the different types of bullying, particularly cyber-bullying.</p> <p>Significant behaviours have been reduced this year. Only 0.2% of Pupil Premium children have received a red card which means that 99.8% of pupil premium children behave well.</p>

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PASS Assessment Results 2017-18

Progress category	National	Group	
	%	%	No. of students
Much higher than expected progress	10%	11%	17
Higher than expected progress	15%	21%	32
Expected progress	50%	50%	77
Lower than expected progress	15%	9%	14
Much lower than expected progress	10%	8%	13

No. of students	Start point mean SAS	Finish point mean SAS	Mean SAS difference
153	92.2	95.7	+3.5