



Helmingham Community Primary School Pupil Premium Action Plan 2016-17

IMPACT REPORT

Headteacher: Bernie Cleland	Agreed with Governors:	Pupil premium profile 2016 - 17 16 Children Eligible for 'Ever 6'or Free school meals = £21,120
Chair of Governors: Glen Buckingham	Review date: Autumn 2017 Reviewed: October 2017	Total expected Pupil Premium Income 2016-17: £21,120

Summary

At Helmingham C P School, we aim to raise the attainment of all children, including children who are disadvantaged and reduce the attainment gap between all groups of children across the whole school. It should be noted that the gap between our disadvantaged children and non-disadvantaged children can be positive. However we believe strongly in providing equal opportunities and treating children as individuals, recognising their strengths and their particular personal and academic needs.

The school has a high level of mobility and strategies are put in place to support children in transferring successfully to the school.

We analyse the school's performance data and the achievement of individual children, in order to plan Pupil Premium expenditure strategically. Children are discussed termly at Pupil Progress Meetings, involving the class teacher and Headteacher. Once whole-school and individual priorities have been identified, we put in place a range of strategies, interventions, programmes and other supportive actions.

Barriers to Achievement at Helmingham Community Primary School

Children who generate Pupil Premium funding have many and varying needs. There are some barriers to learning that are common. However, some barriers are personal and specific to individual learners. It should not be assumed that the following list is relevant to all children who generate additional funding or that all children who generate pupil premium funding have a learning need.

- High mobility – children often arrive with gaps in their learning, and children may need help to feel safe and secure and form friendships;
- Ability to fund extra-curricular activities both within school and out of school e.g. clubs;
- Ability to fund trips and other experiences that support the curriculum;
- Support with developing key literacy skills, particularly in reading;
- Support with developing key mathematical skills;
- Speech, language and communication development;
- Support with challenging behaviour through additional TA support.

Data

At the end of 2016-17

- In reading 8/10 children made average progress or better. 2 have made accelerated progress from the previous key stage.
- In writing 7/10 children made average progress or better
- In maths 8/10 children made average progress or better
- At the end of Key Stage 2 the pupil premium children attaining national expectations in reading, writing and maths was in line with national.
- At the end of Key Stage 2 the progress of pupil premium children was above national in reading and writing, then below national in maths.

Specific actions / approach	IMPACT	Resources / cost
Subsidies for educational trips and residential stays in school time to support the curriculum.	All children have attended visits and residential stays enabling them to access an enhanced curriculum and fully participate in follow up curriculum work.	£1300
Subsidies for uniform to enable children to feel part of the school community.	All children wear uniform and feel included.	£400
Implementation of IPEELL writing project. The programme will be partially funded by the Challenge Fund. <i>EEF research indicates that IPEEL accelerates progress by approximately 9 months in 38 weeks.</i>	In school data in July 2017 showed an increase in children attaining NC expected outcomes or better from 565 (30/54) to 66% (39/59) across the school. The number making at least average progress increased from 83% (45/54) to 92% (54/59). 2017 progress measure for writing was 0.6; this is a significant improvement from -3.4 in 2016. Teacher assessment showed 5/8 (62.5%) at the expected standard, an improvement from 50% in 2016.	£1975 + supply cover £500 (50% EEF grant) £1237
Funding to allow children to access clubs and other enrichment activities out-of-school hours.	Pupil premium children took part in a range of clubs including drama, Band Academy and sports clubs. Pupil premium children represented the school in a range of sports tournaments.	£850
Elklan trained teaching assistant delivers speech and communication interventions.	Specific programmes of support were put in place for a number of children. This had a significant impact on children' language development and communication, including children now being able to access age appropriate assessments and significant progress towards Education, Health Care Plan objectives. Some of these children also developed the confidence to perform and speak on stage.	½ day TA x 38 weeks = £760

	Further work is needed to support children with clarity of speech.	
Supply cover to release teachers from class to attend Pupil Progress meetings – ongoing focus on the achievement of vulnerable children.	Frequent pupil progress meetings enabled teachers to focus on the needs of all children throughout the year. All meetings involved the Headteacher and teachers. Discussions included the provision for children in various groups, including high attainers, children with SEND and children eligible for ‘Ever 6 FSM’. Teachers were held to account for the progress of all children and children were identified for extra support.	£1,500
Whole-class ensemble music tuition to allow equal access to the arts. £500 subsidy for children to take up peripatetic music tuition.	All children in Years 5 and 6 accessed music tuition as part of their cultural development. In addition, a group of children were able to learn an instrument in small group tuition.	£500
1:1 tuition with a teacher for identified children to address gaps in learning.	Identified children received 1:1 and small group provision. This had a positive impact on results in reading and writing for the majority of children identified.	£1,500
Catch –Up Numeracy intervention delivered by a trained teaching assistant to support identified children with numeracy gaps in their learning. <i>EEF research indicates that Catch Up Numeracy accelerates progress by approximately 3 months.</i>	Most children accessing Catch- Up Numeracy improved their standardised maths scores.	£1680 + £50 resources
Power of 2 intervention delivered 1 to 1 by teaching assistant.	Children accessing Power of 2 improved or maintained their standardised maths scores .	£1680 + £50 resources
Catch –Up Literacy intervention delivered by a trained teaching assistant to support identified children with gaps in their learning. <i>EEF research indicates that Catch-Up Literacy accelerates progress by approximately 2 months</i>	The group of children accessing Catch- Up Literacy all improved their standardised reading scores and maintained progress in writing.	£1680 + £50 resources
Additional staffing to support identified children: <ul style="list-style-type: none"> • Speech and language support in class and 1:1 weekly • Small group and in-class support for 	Identified children received 1:1 and small group provision. This had a positive impact on results in reading and writing for the majority of children identified. Children and teachers reported an increase in confidence from Reading Champions.	£8333 (£2366.11 for additional

<p>identified children</p> <ul style="list-style-type: none"> • Additional time to support identified children with reading; using Reading champions. • Additional lunch time supervision and in class support for pupil with challenging behaviour 	<p>Specific programmes of support were put in place for a number of children with speech and communication difficulties. This had a significant impact on children' language development and communication.</p>	<p>TA for pupil with challenging behaviour)</p>
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