

## Pupil Premium Grant – Impact Review Audit

### PPG Attainment 2015-2016

ARE	Writing	National overall	Reading	National Overall	Maths	National overall	GPS	National overall
Foundation (1 SEN 2 ARB)	83% with ARB 100% without ARB	67%	83% with ARB 100% without ARB	74%	83% with ARB 100% without ARB	74%		
KS1 (6 SEN)	71% sch 70% nat	65%	71% sch 78% nat	74%	71% sch 77% nat	73%		
KS2 (2 SEN)	76% sch 79% nat	74%	65% sch 71% nat	66%	53% sch 75% nat	70%	65% sch 78% nat	72%

GDS/ Exceeding	Writing	National overall	Reading	National overall	Maths	National overall	GPS	National overall
Foundation	0%		0%		25% with ARB 30% without ARB			
KS1	0% sch 16% nat	13%	7% sch 27% nat	24%	0% sch 20% nat	18%		
KS2	12% sch 18% nat	15%	12% sch 23% nat	19%	6% sch 20% nat	17%	24% sch 27% nat	22%

KS2 Combined	ARE	National overall	GDS	National overall
Reading/ Writing/ Maths	53% sch 60% nat	53%	6% sch 7% National	5%

RAG Rating: Light green: Good Progress, Orange: Average Progress, Red: Limited Progress

School/Academy	St Stephens Community Academy			Academic Year 2015/16
PPG Strategy (PPG Provision Map – D1.6)	Lead	Cost	Evaluation Tools/ Evidence Base	Impact Review
A. Thrive Approach Year1 Morning	LM	£14,269	Thrive Assessments Learning Passports Provision Maps Pupil Progress Meetings Assessment Data	<ul style="list-style-type: none"> <li>Impact for 4 identified children. 1 left.</li> <li>1x SEN/ EAL external advisor/ support in place. SEN/ external agencies evidence.</li> <li>1x 1:1 support in place working well- improvement on access to class. Monitoring evidence.</li> <li>1x children making good attainment progress and is now on track with learning. Support in place with continue attainment interventions. Assessment Evidence.</li> <li>SEN passport and provision maps show evidence of progression.</li> <li>Case study information on identified children.</li> </ul> <p>Impact on Pastoral Team:</p> <ul style="list-style-type: none"> <li>New Pastoral team office completed.</li> <li>Pastoral team adults in place and growing</li> <li>New Thrive room being used by pastoral team . Re names by children as Heath and Self Care Room.</li> <li>Class teachers having half termly time to complete learning passports/ provision map and risk assessments.</li> <li>Appointment of new pastoral member for morning with a focus on Emotional and Mental Health.</li> <li>Use a Thrive as part of a wider pastoral provision.</li> </ul> <p>Review: Impact was good. Wider pastoral programmes not solely Thrive.</p>
B. Parental Support For Individual children on Thrive approach programme	LM	£5,472	Thrive Assessments Learning Passports Provision Maps Pupil Progress Meetings Assessment Data % attendance at parent meetings Pastoral Team weekly meeting Minutes Attendance of parents to school- parent meetings/ pastoral meetings	<ul style="list-style-type: none"> <li>6 children identified. 1 left.</li> <li>3 children heavy involvement from SEN/ Agencies. Impact seen. SEN/ Agency evidence.</li> <li>2 children impact seen from pastoral team links with parents and engagement of parents.</li> <li>Impact of parental programmes across the year have been positive. A review of them was complete termly. Change of site increased take up and positive feedback.</li> </ul>

				<ul style="list-style-type: none"> <li>Feedback informing parental workshops for 2016-2017.</li> <li>Parent Support advisors developing anew number of parental supportive programmes through links established.</li> </ul>
				Review: Impact was good. Wider pastoral programmes not solely Thrive
C. Thrive Approach with Individual Children Year 5	LM	£1,440	Thrive Assessments Learning Passports Provision Maps Pupil Progress Meetings Assessment Data % attendance at parent meetings Pastoral Team weekly meeting Minutes Attendance of parents to school- parent meetings/ pastoral meetings Case Studies	<ul style="list-style-type: none"> <li>This was changed based on review of impact throughout the year.</li> <li>Support was provided from the pastoral team.</li> <li>Impact seen in parents/ children links with wider agencies.</li> <li>Impact seen in increased attendance in school events/ pastoral team.</li> <li>Increased signposting and engagement with wider agencies.</li> </ul>
				Review: Impact was good. However, change of approach from Thrive to achieve this.
D. Individual Children 'Being Interruption'	LM	£1,563	Thrive Assessments Learning Passports Provision Maps Pupil Progress Meetings Assessment Data % attendance at parent meetings Pastoral Team weekly meeting Minutes Attendance of parents to school- parent meetings/ pastoral meetings Thrive room established- children re named Heath and Self Care Room Case Studies	<ul style="list-style-type: none"> <li>Provision was changed throughout the year based on review.</li> <li>Pastoral team provided support to one individuals. Impact seen in a very successful transition to college. Based on pastoral team liaison with college.</li> <li>Impact on another child evidenced through children's independence in the classroom. Monitoring evidence.</li> <li>Children more able to self-regulate behaviours. Evidence in Case Study.</li> </ul>
				Review: Impact was good. Wider role of pastoral team rather than just Thrive achieved this.
E. Closing the Gap at F/ KS1 Phonics Tutoring	LL	£5,539.88	Monitoring of provision over time reflected good/ outstanding teaching and learning opportunities Planning evidence Assessment and Tracking evidence Phonics Tracking	<ul style="list-style-type: none"> <li>Specific 9 children identified. 2 left.</li> <li>4/5 achieved in Year Two. Year One Children (2) made good progress ready to take retakes in Year Two.</li> <li>Children at Year One achieved 70% in phonics screening (an improvement on 58% previous year)</li> <li>Children in Year One achieved 90% at Year Two Phonics retakes. Which was broadly inline with National.</li> </ul>

				<ul style="list-style-type: none"> <li>Year F 83% at Expected ELG</li> <li>Impact of new resources seen in monitoring evidence</li> </ul>
<b>F. Extension Key Stage One Literacy: GDS</b>	LL	£100	Monitoring evidence- lesson monitoring/ planning/ books/ pupil voice/ learning environment Case Study evidence % attendance at parents meetings	<ul style="list-style-type: none"> <li>Writing attainment at KS1 ARE was 72% overall compared to 65%</li> <li>PPG attainment was 71% compared with 70%</li> <li>PPG attainment at 71% compare to National overall was 70%</li> <li>Attainment data was inline or above National comparing PPG with National data</li> <li>GDS figures for PPG was 0% compared with National 13%. This is focus for PPG provision map in 2016-2017.</li> </ul>
<b>G. One to One Tutoring Literacy Focus</b>  <b>This was realigned to Section T.</b>	LL	£4,420	Monitoring evidence- lesson monitoring/ planning/ books/ pupil voice/ learning environment Case Study evidence % attendance at parents meetings	<ul style="list-style-type: none"> <li>Writing attainment at KS1 ARE was 72% overall compared to 65%</li> <li>PPG attainment was 71% compared with 70%</li> <li>PPG attainment at 71% compare to National overall was 70%</li> <li>Attainment data was inline or above National comparing PPG with National data</li> <li>GDS figures for PPG was 0% compared with National 13%. This is focus for PPG provision map in 2016-2017.</li> <li>Impact of new resources seen in monitoring evidence</li> </ul>
<b>H. Close the Gap on Maths Attainment levels in F/ Key Stage One- Numcion Programme</b>	LL	£1,403.69	Monitoring evidence- lesson monitoring/ planning/ books/ pupil voice/ learning environment Case Study evidence % attendance at parents meetings	<ul style="list-style-type: none"> <li>8 children identified. 2 child left. 3 not achieved.</li> <li>Maths Attainment was 76% compared with 72% National</li> <li>PPG Maths Attainment was 71% compared with 77%</li> <li>Attainment data was inline or above National comparing PPG with National data</li> <li>GDS figures for PPG was 0% compared with National 18%. This is focus for PPG provision map in 2016-2017.</li> <li>Year F Number 83% at Expected ELG</li> <li>Impact of new resources seen in monitoring evidence</li> </ul>
<b>I. Close the Gap on Maths Attainment levels in Key Stage Two- Timetables</b>	SN	£1,773	Times Table Tracking evidence Timetable leader monitoring Monitoring provision- lesson monitoring/ resources/ planning Round the World Tables Table Tracking Case Study Evidence Intervention Tracking Half Termly Report	<ul style="list-style-type: none"> <li>Maths Attainment at KS1 was 76% compared to National at 72%</li> <li>PPG Attainment at KS1 was 71% compared to 77%</li> <li>Maths Attainment at KS2 68% compared with National at 70%</li> </ul>

				<ul style="list-style-type: none"> <li>Average score was 102.4 compared with 103.90</li> <li>PPG Maths Attainment at KS2 was 53% compared with 75%. This remains a focused area for Key Stage Two</li> <li>PPG Average score for 101.1 compared with 104.1.</li> <li>Maths Leader on Maths Hub Specialist Programme for mastery 2016-2017</li> </ul>
<b>J. Close the Gap in Maths Attainment levels in Lower Key Stage Two- Numcion Programme</b>	SN	£1,513.50	Monitoring evidence- lesson monitoring/ planning/ books/ pupil voice/ learning environment Case Study evidence % attendance at parents meetings	<ul style="list-style-type: none"> <li>Maths Attainment at KS268% compared with National at 70%</li> <li>Average score was 102.4 compared with 103.90</li> <li>PPG Maths Attainment at KS2 was 53% compared with 75%. This remains a focused area for Key Stage Two</li> <li>PPG Average score for 101.1 compared with 104.1.</li> <li>Maths Leader on Maths Hub Specialist Programme for mastery 2016-2017</li> </ul>
<b>K. Fresh Start Intervention Programme</b>	DT/ SN	£1,743.50	Monitoring evidence- lesson monitoring/ planning/ books/ pupil voice/ learning environment Case Study evidence % attendance at parents meetings Planning evidence Tracking and Assessment Notes from Intervention Leader	<ul style="list-style-type: none"> <li>A review of programme was completed linked to a review of wave on teaching</li> <li>Spelling taught at ARE in classrooms and close gap intervention provided by classroom learning support assistants</li> <li>Raise in attainment data in early years as recommended as meant less need for intervention in Key Stage Two</li> <li>GAPS Key Stage Two 72% compared with National 72%</li> <li>PPG 65% compared with National 78%. This remains a focus for classroom provisions</li> </ul>
<b>L. Key Stage Two Literacy Support</b>	DT/ SN	£17,018	Monitoring evidence- lesson monitoring/ planning/ books/ pupil voice/ learning environment Review of intervention. Meant the use of Learning Support Tutor for pupil response to marking time instead in Year 3/ 4 for 2 hours a week Development of learning support tutor with Year 5/6 for pupil respond to marking time. VL research shows feedback has to be immediate to have the most impact. Development of PPG leader role- development of PPG marking stickers linked to response to children's learning policy (marking)	<ul style="list-style-type: none"> <li>Writing Assessment at Key Stage Two 83% compared with 74%</li> <li>PPG at Key Stage Two 76% compared with 79%</li> <li>PPG 65% compared with National 78%. This remains a focus for classroom provision/ pupil response time to marking in Key Stage Two</li> <li>Change of teaching approach to grammar across the school in wave one teaching. Impact being reviewed through monitoring and tracking.</li> </ul>
<b>M. One to One Tutoring in Year Six</b>	HH	£5,400	Monitoring evidence- lesson monitoring/ planning/ books/ pupil voice/ learning environment Case Study evidence Planning evidence Tracking and Assessment Notes from Intervention Leader	<ul style="list-style-type: none"> <li>Maths Attainment at KS268% compared with National at 70%</li> <li>Average score was 102.4 compared with 103.90</li> <li>PPG Maths Attainment at KS2 was 53% compared with 75%. This remains a focused area</li> </ul>

				<ul style="list-style-type: none"> <li>for Key Stage Two</li> <li>PPG Average score for 101.1 compared with 104.1.</li> <li>Maths Leader on Maths Hub Specialist Programme for mastery 2016-2017</li> </ul>
<b>N. Teacher to work in Year Five. 3 mornings. Reading/ Writing/ Maths.</b>	SN LL	£13,004	Monitoring evidence- lesson monitoring/ planning/ books/ pupil voice/ learning environment Case Study evidence Planning evidence Tracking and Assessment Notes from Intervention Leader	<ul style="list-style-type: none"> <li>A review of provision meant that half term in Year Five/ half term in Year Four and then two full terms in KS1 based on identified of PPG needs.</li> <li>Focus on KS1 ARE attainment</li> <li>KS1 PPG Reading 71% compared to 78%</li> <li>KS1 PPG Writing 71% compared with 70%</li> <li>KS1 PPG Maths 71% compared to 77%</li> </ul>
<b>O. School Parent Advisor</b>	LM DB	£2,880  Included in cost (B)	Parent feedback on parent meetings Number of parents engaging with pastoral team Number of parents attending parental meetings to meet pastoral team Number of referrals made Parental questionnaires on pastoral services provided Case Studies	<ul style="list-style-type: none"> <li>Impact of parental programmes across the year have been positive. A review of them was completed termly. Change of site increased take up and positive feedback.</li> <li>Feedback informing parental workshops for 2016-2017.</li> <li>Parent Support advisors developing a new number of parental supportive programmes through links established.</li> </ul>
<b>P. Update on Read Write In Training for Staff to deliver effective phonics teaching</b>	DT	£2,250	CPD Evidence of attendance Planning Assessment Attainment and Tracking	<ul style="list-style-type: none"> <li>Whilst training took place. A review of phonics was completed based on Key Stage One phonics data. Changes to Wave One Teaching provision was made.</li> <li>Children at Year One achieved 70% in phonics screening (an improvement on 58% previous year)</li> <li>Children in Year One achieved 90% at Year Two Phonics retakes. Which was broadly inline with National.</li> <li>Year F Reading 82% at ELG</li> <li>Impact of new resources seen in monitoring evidence</li> </ul>
<b>Q. Staff Training to closely monitor and track pupils progress and attainment on a half termly basis</b>	DT	£1,724.75 for SSCA	Itrack Tracking evidence Pupil Progress Meetings Internal Tracking and Attainment Reports	<ul style="list-style-type: none"> <li>Tracking data closely has meant overall attainment results were broadly inline or above National in both Key Stage one and Key Stage Two</li> <li>PPG data for KS1 was broadly inline or above</li> <li>PPG Tracking data for KS2 Maths needs more focus in 2016-2017</li> <li>PPG data for GDS is a focus at both Key Stages. Attainment for GDS will be a focus of intervention provision 2016-2017</li> </ul>

R. Access enrichments- School	LM	£1,000	Evidence through Number of children who attended events Additional Swimming provision in place in Summer Term for Key Stage Two children	<ul style="list-style-type: none"> <li>Impact of enrichments seen in children being able to write about these experiences in Writing attainment data at KS1 and KS2</li> </ul>
S. Access enrichments ARB	JC	£18,656	Number of enrichments that took place Number of children accessing and engaged in enrichments Evidence in planning and annotations on planning Annotations on planning informing assessment and next steps in future planning ARB Leader to provide support to new teacher. Evidence in performance management and support meetings.	<ul style="list-style-type: none"> <li>Parental feedback on ARB provision through regular key worker meetings</li> <li>Leaven engagement levels reflects children more engaged on learning back in the classroom directly related to wider experiences</li> <li>Engagement level high when on wider enrichments. Evidence in learning journeys/ teacher observations/ provision maps</li> </ul>
T. Effective Feedback Time for Teachers to provide effective feedback on marking in Writing/ Reading/ Maths	DT	£8,020	PPG Leader Assessment Notes PPG leader half termly impact reports PPG leader reports to class teacher Evidence in learning books linked to PPG response to marking sticker PPG Provision Map Termly review Case Studies	<ul style="list-style-type: none"> <li>Impact in learning books children able to access the next lesson</li> <li>Attainment data for PPG at KS1 and KS2 broadly inline with National or above</li> <li>A focus on PPG GDS attainment for 2016-2017</li> </ul>
U. To ensure Senior Leaders are kept abreast of current research	DT	£175	Use of the Key Use of Oxford School Improvement Pathways Review reading through EDF PPG Leader Meetings within School and ADMAT Regular reading of TES and other publications Visible Learning Programme Impact Review BLP Impact Review from 2015-2016	<ul style="list-style-type: none"> <li>Impact in regular review of PPG provision Map to ensure delivering provision that is impacting PPG children access to learning and attainment levels</li> <li>Development of new provision ideas</li> <li>Development of new PPG tracking materials</li> <li>Knowledge of staff on PPG provision map through staff meeting/ training sessions</li> </ul>
V. To ensure teachers are using their LSAs in the most effective way to ensure impact on pupil progress	DT	£10,763	LSA Appraisals LSA Monitoring LSA Training Sessions LSA evidence against performance Management Objectives LSA Evidence of impact from interventions	<ul style="list-style-type: none"> <li>Attainment data for PPG at KS1 and KS2 broadly inline with National or above</li> <li>Knowledge of staff on PPG provision map through staff meeting/ training sessions</li> </ul>
W. To ensure children/ staff and families have access to specialist SEN provision and agencies	DB	£27,284	SEN Passports SEN Provision Maps SEN RON Governors Reports and Minutes Pastoral Team Minutes Case Studies Risk Assessments/ PSP SEN Monitoring of provision for children SEN Training	<ul style="list-style-type: none"> <li>Staff questionnaires/ feedback show that teachers get access to specialist provision</li> <li>Staff get release time per half term for SEN paperwork</li> <li>SEN Tracking of SEN attainment/ progress</li> </ul>
			£114,400 approx. based on Sept 2015 numbers  Projected Spend: £138,672.32 (due to staffing updates from Central Team)  A review was completed by the central team of spending. No over spend was made.	

