

St. George's Central Primary School

Enquiries into the effectiveness of pupil premium strategies used at St. George's Central Primary School in 2016/2017

<u>Enquiry Question</u>	<u>Verdict</u>	<u>Evidence</u>	<u>Next Steps</u> <u>Continue with intervention?</u> <u>Amend?</u>
Did having phonics interventions for KS1 boost PP children's achievement in literacy?	Yes in terms of phonics. Yes in literacy in Y1. Yes to an extent in literacy for Y2. However the gap widened in reading and writing between PP and non PP children in Y2.	Phonics Screening Check percentage pass: 90%. Gap between PP and non PP children: - 5.2%. Y1 data: -2.4% gap between PP and non PP children in reading and +0.4% gap between PP and non PP children in writing. Y2 data: -37.8% gap between PP and non PP children in reading and -34.5% gap between PP and non PP children in writing.	Continue with phonics interventions for Y1 pupils next year. Continue with flexible groupings for phonics and continue to implement additional teaching for twenty minutes at the end of every day from January onwards for Y1 pupils. Review interventions for Y2 pupils and consider how to make these more strategic and targeted. Implement extra sessions for Y2 pupils with teachers on basics of reading and spelling to enable children to "keep up not catch up". Implement extra daily reading with teaching assistants for all PP children in KS1. Teachers to keep a record of extra daily reading.
Did having a reading and comprehension intervention for Y2 boost PP children's achievement in reading?	No as although whole year group data was in broadly in line with national and authority percentages, the gap between PP and non PP children has widened in reading.	73% children achieved the national standard in reading, compared with 76% nationally. However there was a -37.8% gap between PP and non PP children in reading.	This intervention did work for some children and helped towards raising our overall percentage of achievement in reading. However it has not been effective enough in closing the gap between PP and non PP children. The intervention will be reviewed and amended for next year. This will be done as part of an ongoing process of strategic review and amendment in conjunction with the SENDco. Extra daily reading for all PP children in KS1 will be implemented in KS1 next year.
Did having an attendance and punctuality advisor lead to better attendance across the schools?	Yes in that through this initiative we have provided a lot of support to families. However attendance figures for school and the authority are unavailable. This will be updated when these become available.	<u>2015/16</u> Authorised absence: 2.7% Unauthorised absence: 0.8% Persistent absence: 6% <u>2016/2017</u> These will be added when the information becomes available.	Continue with this approach next year. Continue to look for strategies to tackle persistent absenteeism. This area will be further reviewed when data becomes available.

Did having one to one support for pupils in Y6 boost their achievement in reading, writing and mathematics?	Yes as the gap between PP and non PP children has narrowed from last year in most subjects.	In reading the gap has improved from -27% in 2016 to -20.5% in 2017. In writing the gap has improved from -36% in 2016 to -22.1% in 2017. For combined scores the gap has improved from -48% to -22.4%. However in maths the gap increased slightly from -20% in 2016 to -24.1% in 2017 and in SPAG the gap increased from -38% to -53.2%.	The approach of one to one support for pupils in Y6 will continue as it did work in improving the gap from last year. It will also be amended to include one to one support for PP children with SPAG as the gap in this area increased.
Did having Sounds Write phonics intervention for KS2 boost their achievement in literacy?	Yes as the gap between PP and non PP children has narrowed over the course of the year.	In Y3 in reading and writing PP children outperformed non PP children by +12.6% and +3.5% respectively. In Y4 the gap between PP and non PP children for reading and writing was -18.8% and -19.3% respectively. In Y5 the gap between PP and non PP children for reading and writing was -19.8% and -26.9% respectively.	Continue next year. Aim to develop this intervention with more strategic planning, grouping and monitoring of pupils to ensure the gap continues to close. Implement extra daily reading for PP children who require it.
Did having Reading Explorers reading comprehension intervention for KS2 boost their achievement in literacy?	Yes as the gap between PP and non PP children has narrowed over the course of the year.	In Y3 in reading PP children outperformed non PP children by +12.6%. In Y4 the gap between PP and non PP children for reading was -18.8%. In Y5 the gap between PP and non PP children for reading was -19.8%. In Y6 the gap between PP and non PP children for reading was -20.5%.	Continue next year. Ensure that "test" style questions and work on test techniques i.e. building up speed/stamina in reading is included in the sessions, particularly for Y5 and Y6. Y6s to have extra support from HLTA which will include delivery of Reading Explorers tailored to suit children's needs as directed by class teachers. This area of school was also developed with the introduction of the DERIC approach to reading as a result of training for all staff in January. Extra daily reading for PP children who require it will also be implemented.
Does providing a Homework Club for KS1 impact on pupils' amount of homework done/parental engagement?	Yes.	All classes reported a good standard of homework completed and the club was well attended throughout the year.	Continue next year Provide more opportunity to practise reading.
Does providing a Homework Club for KS2 at Shakerley Community Centre impact on pupils' amount of homework done/parental engagement?	Yes.	All classes reported a good standard of homework completed and the club was well attended throughout the year.	Continue next year.
Does providing extra after school sports/swimming/specialist teaching promote	Yes.	Clubs are generally well attended. Percentages of pupils per class attending	Continue with the wide range of clubs on offer.

better outcomes and engagement for PP children?		are kept by the head teacher.	Collect lists of attendees at clubs to secure specific figures of PP children attending and look for ways to encourage and facilitate attendance at these clubs by PP children. Where appropriate develop case studies to further show the impact this is having.
Does providing specialist support and teaching for music have an impact on PP children's engagement, enjoyment and achievement?	Yes.	All Y4 pupils have accessed Wider Opportunities music. They have all learnt to play different instruments and have performed for parents and the rest of the school several times this year.	Continue with this strategy next year. Keep an up to date record of any funding for PP children through school. Where appropriate develop case studies to further show the impact this is having.
Did providing a breakfast club have a positive impact on PP children's engagement and achievement?	Yes.	Several PP children access breakfast club. This has helped with behaviour management for some children. If children have not attended Breakfast Club where necessary they have been provided with milk and toast upon arrival to school.	Continue with this strategy next year.
Did providing one to one support have a positive impact on specific children's engagement and achievement?	Yes	Pupils have made good progress academically, socially and pastorally. This is reflected in their progress scores and their individual notes. Attendance has also improved for these pupils.	Continue with this next year and ensure that training opportunities are utilised to ensure that our one-to-one support continues to be high quality. Where appropriate develop case studies to further show the impact this is having.