



2017-2018 Pupil Premium Grant (PPG) Evaluation Report

Corsham Regis Primary Academy



1. Summary information					
School	Corsham Regis Primary Academy				
Academic Year	2017-2018	Total PPG budget	£76,500	Date of most recent internal PPG review	July 2018
Total number of pupils	185	Number of pupils eligible for PP	52 (28%)	Date for next internal review of this strategy	N/A

2. Review of expenditure in 2017 – 2018				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Accelerate the progress of all eligible pupils in EYFS2 in Physical Development	<p>Team teaching, lesson observation and curriculum planning with Early Years teaching staff</p> <p>Early Years Leader to audit resources to develop Physical Development with the class teacher and order accordingly.</p>	<p><u>Good</u></p> <p>2 out of 3 PPG pupils achieved expected in the ELG for Physical Development from low starting points.</p> <p>87% of all pupils in the cohort also achieved expected in this ELG.</p>	The resources have been purchased so there is no need to continue with this approach.	£300

<p>Improve the teaching and learning of Mathematics in Year 5 to accelerate the progress of Year 5 pupils so that a higher percentage are at Age Related Expectations</p>	<p>The Deputy Headteacher has had weekly release time to conduct learning walks, provide feedback, conduct lesson observations and lead planning meetings</p> <p>School Pupil Tracker Online subscription</p> <p>Twinkl membership</p> <p>Mathletics subscription</p> <p>These resources allow teachers to monitor, evaluate and review the progress of all pupils in their classes and plan next steps.</p>	<p><u>Good</u> Using School Pupil Tracker Online, 23% of the Year 5 cohort eligible for the PPG were at ARE at the end of Year 4. Using PiXL test outcomes 33% of these pupils are now at Year 5 ARE. This has meant an overall improvement of +10%.</p> <p>21% of the Year 5 cohort were at ARE at the end of Year 4. Using PiXL test outcomes 38% of the cohort are now at Year 5 ARE. This has meant an overall improvement of +17%.</p>	<p>Continue with this approach.</p> <p>Use PPM funding to buy into PiXL Primary Club resource instead of School Pupil Tracker Online which the school will no longer be using.</p>	<p>£20,200</p> <p>£900</p> <p>£500</p>
<p>Equitable access to the Corsham Regis broad and rich curriculum</p>	<p>Subsidising profound learning experiences for PPM pupils</p>	<p><u>Good</u> All PPM pupils* in all year groups were able to access trips and receive visitors to the school in support of their topic learning. Pupils' engagement with the curriculum following each activity was very positive. One PPM child did not attend the Year 6 residential for reasons other than financial*</p>	<p>Continue with this provision. However, alter the costing structure so that only PPM children receive the reduction instead of the whole cohort.</p>	<p>£4000</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Improve the oral language skills of pupils eligible for the PPG in Year 1</p>	<p>Talk Boost – weekly sessions to improve communication skills in foundation stage.</p>	<p><u>Moderate</u> 9 pupils from KS1 accessed Talk Boost during the year, 3 of whom were entitled to the PPG.</p> <p>Using the Talk Boost screening tool before and after this intervention, pupils on average made 7 points progress over a period of 10 weeks. Those entitled to the PPG, made 6 points progress on average.</p>	<p>Continue with this approach, however use the results to target specific areas of weakness in the classroom.</p>	<p>£1,500</p>

<p>Provision of focused, one-to-one and small group support for pupils whose weak Literacy and maths knowledge, skills and understanding prevent them from accessing age related learning in Year 6</p>	<p>Additional teacher employed to work with Year 6 pupils to improve their attainment following practice SAT papers in Reading and Mathematics.</p> <p>This became our PiXL Club intervention in Term 4 for Reading and Mathematics</p>	<p><u>Good</u> 63% of the eligible pupils achieved the Expected Standard in Reading, Writing Mathematics combined. Although none achieved Greater Depth within the Expected Standard in the three subjects combined, 43% did so in Reading, 14% in Mathematics and 29% in English Grammar Punctuation and Spelling. This was above all others in Year 6.</p>	<p>Continue with this approach and using Regis teachers for delivery of PiXL interventions.</p>	<p>£5000</p>
<p>Provision of focused small group support for pupils whose weak maths knowledge, skills and understanding prevent them from accessing age related learning in Years 3, 4 & 5</p>	<p>Success @Arithmetic</p> <p>Back on Track for mathematics</p> <p>Diagnostic assessments to be completed prior to intervention in order to inform planning</p>	<p><u>Good</u> <u>Year 3</u> – 2 x pupils, one of whom was entitled to PPG, at the end of Year 2 were WTS and 1 x pupil was PKF. At the end of Year 3, although still being below average, these children have made significant progress and are able to access a higher proportion of the Year 4 curriculum for mathematics. <u>Year 4</u> – 5 x pupils, three of whom were entitled to PPG, at the end of Year 3 were well below ARE. At the end of Year 4, 1 x PPG had achieved a scaled score of 100 using PiXL testing, and 3 pupils, including 1 x PPG, achieved scaled scores between 92 and 97. This represents good progress for these pupils. <u>Year 5</u> - 4 x pupils, three of whom were entitled to PPG, at the end of Year 4 were significantly below ARE at the end of Year 4. At the end of Year 5, they achieved scaled scores between 87 and 89 using PiXL testing following Back on Track intervention. A further 7 x pupils, two of whom were entitled to PPG, at the end of Year 4 were below ARE. At the end of Year 5, following Success @Arithmetic these pupils achieved scaled scores between 88 and 94. 2 x pupils entitled to PPG achieved scores of 91. The intervention focused predominantly on the four formal methods of calculation. All pupils progressed in this.</p>	<p>Continue with these interventions because raising attainment in mathematics in KS2 is still a priority.</p>	<p>£4,000</p>
<p>Eligible pupils in Year 1 and Year 2 pass the Phonic Screening test</p>	<p>Read Write Inc daily in small groups</p>	<p><u>Low</u> Year 1: 50% - 1 out of 2 PPM pupils passed the phonics screening test. Year 2: 0 out of 2 PPM pupils passed the retake phonics screening test.</p> <p>Those eligible pupils not passing the test made limited progress during the year.</p>	<p>Do not continue to use PPM funding for this approach.</p>	<p>£600</p>
<p>Accelerate writing progress for pupils who are both PPM & SEND</p>	<p>Purchase Clicker 7 licenses for eligible pupils to use on laptops</p>	<p><u>Good</u> 6 pupils accessed this resource, 4 of whom were entitled to the PPG. 4 out of 6 pupils were SEND with either an EHCP Plan or a My Support Plan; 2 of these 4 were also entitled to the PPG. All pupils became more confident writers and very much enjoyed using the resource. Consequently, they were better able to access the Year 4 curriculum and made progress albeit slow in 50% of the pupils.</p>	<p>The resources have been purchased so there is no need to continue with this approach.</p>	<p>£300</p>

Increased attendance for PPM children	Senior Teacher Leading Inclusion will have dedicated time to work with the EWO to plan proactive as well as threshold reactive actions in respect of attendance – including Platters of Toast	<u>Good</u> The Senior Teaching Leading Inclusion has devised and implemented strategies to raise the importance of good pupil attendance with stakeholders. These have rewarded pupils for good attendance as well as working with the EWO and PSA to reduce persistent and unauthorised absenteeism. Consequently, attendance for those entitled to the PPG increased from 93.06% in July 2017 to 94.81% in July 2018. Attendance overall has increased from 95.2% in July 2017 to 95.63% in July 2018.	Continue with this provision	£22350
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Through Nurture provision, pupils entitled to the PPG are supported as required, to build their self-esteem, resilience, wellbeing and social communication skills.	Two ELSA training Teaching Assistants to run the Nurture Group with our Senior Teacher Leading Inclusion overseeing pupil progress using Boxhall Profiles	<u>Outstanding</u> Across the year, 7 pupils from FS2 & KS1, 3 of whom are entitled to PPG, accessed our Nurture Room. Boxall Profiles for all Nurture Group attendees showed notable improvement across the year. Pupils' resilience and confidence grew and their behaviours for learning showed notable development. The behaviour on the playground of 3 of these pupils, who often exhibited challenging behaviour, also showed improvement.	Continue with this provision and extend to KS2 pupils.	£12,000
Reduce the occurrence of emotional dysregulation. Improve emotional health and well-being	Time to Talk counselling service from Relate.	<u>Good</u> 10 pupils accessed this service during the academic year. 5 of these pupils were entitled to the PPG. After the counselling sessions, there was a notable improvement in the behaviour and emotional well-being of 8 of the children, including 4 of the PPG group.	Continue with this approach.	£1250
Reduce the occurrence of emotional dysregulation at lunchtime play	Restocking our Playpod termly with resources from Wiltshire Scrap Store	<u>Low</u> The large majority of PPM children did not engage with this resource positively. Many preferred to participate in physical/sporting activities instead, while some misused the resources available. Although there has been a reduction in the number of incidents at lunchtime, this is attributable to other factors.	Do not continue to fund this provision.	£200

Pupils attend school on time and are ready for learning	Employ a Parent Support Advisor one day per week to lead Triple P Parenting Courses and meet with vulnerable parents 1:1	<p><u>Moderate</u></p> <p>The impact of this intervention has been successful in engaging four of our hardest to reach families, which has resulted in improved pupil attendance, punctuality and attitudes to school. The impact was limited however due to the long term absence of the PSA.</p>	Continue with this approach.	£3400
TOTAL EXPENDITURE				£76,500