

Service Pupil Premium Impact Statement, 2016-17

Introduction

The statement below should be read in conjunction with the [Best Practice Case Study](#), and the [Service Premium Guide for Stakeholders](#), which add further detail about our allocation of the SPP in school. The statement below details the impact the strategies laid out in the 2016-17 academic year had upon our pupils.

Impact Analysis

Number of Service children = 245 x £300 = £73,500

Action	Time/Cost	Evaluation / Impact
Pastoral mentor - non class based HLTA for emotional support of vulnerable pupils.	0.8 post	High Impact: pupil surveys, data, conferencing and parent surveys all detail the excellent pastoral support offered to vulnerable pupils. Staff articulate the value of the role and the pressure this has taken from teacher time. Children effectively supported at transitions, deployments and other vulnerable moments.
TA - designated arrivals and leavers time – support induction of arrivals and time with leavers to complete booklets about themselves for new school and discussion to review time at Leeming.	0.1 post	High Impact: as above; all survey and conferencing data suggests positive work in this area. Children are effectively prepared for transitions to new schools, and settle rapidly into Leeming.
Phonics - TA time - additional TA time across Rec/KS1/Y3/4 to allow for delivery of phonics in phase groups to support targeted provision. 1hr 5 x days a week.	0.4 TA time	Medium / High Impact: Phonics scores in Y1 were lower than national. However, a differential gain of nearly 20% was evidenced in comparison with children's end of Reception grades (i.e. pupils who were not expected at reading at end of reception went on to achieve the expected standard).
Education Psychologist time	6 days £470 per day	High Impact: staff welcomed training, adjustments to practice made and evidenced in school. 5 EHCPs successfully completed.
Additional teacher in Y5/6 - to target provision for Y6 Literacy and Numeracy and provide 1:1 catch up	0.4 teacher	High Impact: this staff member was required to make class sizes manageable in UKS2. Due to change in pupil numbers, this position is not continued.
Booster - TA time Success @ Arithmetic target groups In class support and targeted intervention for children in Y5/6.	0.4 TA Spring term	High Impact: significant improvement in KS2 results on previous year in Maths. Maths expected results in line with national.
TA in KS1 – pm TA to deliver catch up and SEMH interventions	0.5 TA time	Medium / High Impact: See above for Phonics comments, as some of this intervention time was allocated to this area. High impact work on social groups, including planning time in EYFS, SEMH work, and talking therapy.

<p>Target tracker – online Assessment tracking product</p>	<p>£784 per year</p>	<p>High Impact: effective data management and target setting allowed all pupils to have targeted curricular provision and make progress.</p>
<p>Increased admin time - to support leavers/arrivals administration.</p>	<p>0.5 admin a week</p>	<p>High Impact: in spite of completely new office admin team, systems and transition work for incoming and departing pupils has run smoothly during period of significant change and challenge. Management systems are secure, and safeguarding (e.g. SCR) procedures are robust.</p>
<p>Enrichment fund – additional opportunities to experience life "beyond the wire" – aim for 2 trips per term and increase visitors to school – e.g. star dome, theatre group, animal keepers, birds of prey, illustrator. Subsidy of coaches - trips/sporting events/competitions</p>	<p>£7500</p>	<p>Medium / High Impact: Experiences have been welcomed by pupils and trips have been extremely engaging and enjoyable. Impact has occasionally been limited by not consistently ensuring that curriculum activities are effectively linked to visit / experience. This to be addressed next year with enrichment activities planned further in advance to ensure curricula can be enhanced by these experiences.</p>
<p>Increased SLT time - for deputy/SENCO To support increased workload with high turnover of pupils, changing data and provision priority needs. SENCO increased time due to turnover of SEN pupils and EHCAR applications.</p>	<p>0.2 – DH 0.1 - SENCO</p>	<p>High Impact: successful completion of 5 EHCPS during year, thus releasing £35,000 of additional funding to support high needs pupils. Impact of work of Senior Leaders praised in Local Authority Reviews, School Improvement Visits, and by external agencies.</p>
<p>ATA time - Senior ATA to oversee SEN /cover for reviews and oversee SALT programmes</p>	<p>0.6 ATA</p>	<p>High Impact: as above re: SEN provision and EHCAR application process. SALT programme delivered with >25 pupils. Reviews for all high needs SEN pupils on termly basis.</p>
<p>GTA time</p>	<p>0.25 in KS2</p>	<p>Medium / High Impact: effectively used GTA time had high impact on pupil wellbeing and outcomes. On rare occasions early in the year, impact was limited due to less efficient deployment, which was subsequently addressed.</p>
<p>Military Kids Club - TA time and funding to attend events</p>	<p>£1000</p>	<p>Low Impact: MKC did not benefit pupils at Leeming and little information was received re: events. This is being rectified – co-ordination will be through the Service Pupils' Champion and MKC co-ordinator for the academic year 2017-18</p>
<p>IDL programme subscription</p>	<p>£400</p>	<p>High Impact: pupils using the programme all made good progress with English skills, in spite of low starting points. Programme management was effective. A number of pupils were able to access the programme at home and thus made even more rapid progress.</p>