

Service Pupil Premium Impact Statement, 2017-18

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 2017-18 academic year had upon our pupils.

Impact Analysis

Number of Service children = 214 x £300 = £64,200

Action	Time/Cost	Impact
Pastoral Care, Staffing and Support		
Pastoral mentor - non class based HLTA for emotional support of vulnerable pupils.	0.8 HLTA / ATA	High Impact: governor monitoring and oversight of PM role has demonstrated its value and impact. New record keeping tracks involvement in wide range of workflows. Surveys, data, conferencing and parent questionnaires detail excellent pastoral support offered to vulnerable pupils. Staff clearly value 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 HLTA	High Impact: Parental comments “best school for service issues” “settled in quickly” “X really appreciated settling in support”. 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.
Booster - TA time Success @ Arithmetic target groups In class support and targeted intervention for children in Y5/6.	0.4 ATA	High Impact: KS2 SATs data – Maths results above National (83% ARE, Nat 76%). Children spoke of increased confidence and self-belief as a result of sessions.
TA in KS1 – pm TA to deliver catch up and SEMH interventions	0.5 GTA	Medium Impact: additional TA time supported neediest pupils and moved in pupils, along with those with SALT issues. Overall results in KS1 slightly below national in RW. However, without support for SEMH, this issue could have been further compounded and results negatively affected.
Increased admin time - to support leavers/arrivals administration.	0.4 Admin	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.
GTA time – additional support in EYFS, KS1 and KS2 to provide higher staff: pupil ratios for all children, scaffolding both pastoral and academic needs	0.3 GTA	Medium / High Impact: difficult to assess directly impact of pastoral provision; however, pupil surveys across all ages indicate strong outcomes in following aspects: “I feel well supported in school” “Adults help me”. Conferencing outcomes indicate strong pastoral support is appreciated. Academic provision evidenced through good progress in EYFS and outcomes in KS2; high GDS in KS1.

Action	Time/Cost	Impact
Experiences and Curriculum		
Enrichment fund – additional opportunities to experience life “beyond the wire” – aim for 2 trips / events 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	£3,500	High Impact: Children given opportunity to explore a range of exciting experiences which feed straight back into curriculum. Learning is purposeful and anchored in experience. EEF recommendations re: outdoor learning actioned with commensurate impact on progress. Transport subsidies for trips facilitate these – a large number of parents have noted that the cost of trips without subsidy would be prohibitive for their children's engagement.
SEND Support, including Training and Development		
SENCO Release Time - to support increased workload with high turnover of pupils, high levels of SEN and frequent EHCAR applications.	0.1 DHT	High Impact: 3 successful EHCAR applications this year generating a further £20,000 worth of Element 3 funding to support highest need pupils. SENCO training for all staff has borne fruit in quality first provision. External reviewers (LA, TSA, PSR) comment of strong leadership of SEN.
ATA time - Senior ATA to complete SEN administration /cover for reviews and oversee SALT programmes	0.4 - ATA	Medium / High Impact: valuable role which has substantially streamlined SEND provision and facilitated high quality support for vulnerable pupils. Impact mitigated through period of absence and transitional change of role towards end of year.
Education Psychologist time	5 days £470 per day	High Impact: a wider range of pupils (beyond those awaiting statutory assessment) have been able to benefit from quality EP provision in school. Staff provided with resources, advice and immediate impact on high needs pupils.
Programmes and Resources		
GL Assessment – online Assessment platform	£2000	Medium / High Impact: programme has been invaluable for baselining pupils and providing instant formative assessment information. Some limitations in terms of relationship to final outcomes; correlation exercises underway for 2018 dataset.
Target tracker – online tracking product	£784 per year	High Impact: programme is intrinsic to progress tracking and formative assessment of service pupils. By utilising this software, staff can effectively target gaps in learning and rapidly build pupil confidence and well-being by addressing curriculum bias and experiential disadvantage.
IDL English subscription	£450 per year	High Impact: significant improvements in results for vast majority of pupils accessing IDL package; e.g. Y6 reading, 94% ARE (on entry >70%) Regular activity and home access supports service pupils to feel confident.
IDL numeracy subscription	£450 per year	Medium / High Impact: programme roll out slower than that of IDL English; with corresponding reduction in impact proportionate to time available. However, current evidence suggests strong impact moving forward.