

Overview				
Uphall Primary School				
Academic year	2016-2017	Total PP budget	£355,740	Date of review November 2017
Number of pupils	936 (excluding N)	Number of pupils eligible for PP funding	228	

Current attainment at end of 16/17		
KS2	Pupils eligible for PP	Pupils not eligible for PP
% achieving ARE in reading, writing and maths	41.3%	47.3%
% achieving higher standard in reading, writing and maths	0	1.4
Progress score reading	-3.9	-3.58
Progress score writing	-0.39	-2.14
Progress score maths	-1.66	+1.15
KS1	Pupils eligible for PP	Pupils not eligible for PP
% achieving ARE in reading, writing and maths	69%	57.6%
% achieving GD in reading, writing and maths	13.8%	15.3%

Review of impact of strategies to raise achievement of pupils eligible for PPG

1. Strategies to raise the quality of teaching for all

Desired outcome	Actions	Impact	Evaluation	Cost
For all pupils to make good or better progress in reading	Develop new guided reading strategy. Modeling of strategy for teachers. Ensure teaching is NC objective led Set challenging targets Agree and introduce policy; guided reading and marking Monitoring of strategies.	Pupils' achievement at end of KS2 remains below national values and progress remains weak from KS1 to KS2 for all groups. Pupils achievement at end of KS1 and EYFS is in line with national values	Strategy was launched in January 2017. In-school monitoring as well as that by SIP saw improvements in the quality of provision. Teachers' assessment of reading unreliable and expectations low. Teaching was not assessment led. Broad provision for reading requires improving, including levels of talk and ethos for reading. Subject knowledge remains weak and insecure across areas of the school.	500 hours (development time, PDM, monitoring, modelling) 
For all pupils to make good or better progress in writing	Develop new teaching of writing strategy. Modeling of strategy for teachers. Ensure teaching is NC objective led Set challenging targets	Teacher assessment data shows achievement in line with national values; there are concerns about the validity of such data.	Subject knowledge remains weak-teachers understanding of how to plan for purposeful writing over time remains insecure. Teacher's understanding of how to effectively and accurately assess writing, and to use the assessment outcomes to inform planning remains weak.	200 hours (development time, PDM, monitoring, modelling)

	Agree and introduce policy; planning for writing and marking Monitoring of strategies. Introduce a new assessment of writing strategy.	Pupils achievement at end of KS1 and EYFS is in line with national values		
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2. Targeted strategies designed to raise the achievement of PPG pupils

Desired outcome	Actions	Impact	Evaluation	Cost
For 80% of PPG pupils to achieve/exceed ARE at end of KS in reading, writing and maths	Before/after school booster Targeted group work	41.3% of pupils achieved ARE+ at end of KS assessments	<ul style="list-style-type: none"> • Within school tracking showed steady progress. • Performance at end of year assessments was very weak and well below national values. • Although improvements in attainment in the order of 20% were seen, this was not enough to substantially improve overall outcomes, which needed to see outcomes improve by 100%+. • Substantial increases in % of PPG pupils attaining at the higher than expected standard have been evidenced with a 7 fold increase in this group's attainment. Attainment of PPG in reading at 'higher than expected standard' exceeded national values. • Inconsistencies in assessment processes, inconsistent groupings and links between assessment and teaching led to this strategy's ineffectiveness. 	£49,000 
For 80% of PPG pupils to achieve/exceed ARE at end of Y5 in reading, writing and maths	Targeted interventions	84% of PPG pupils at ARE+ reading, 70% for writing and 84% maths All pupils made 6+ steps progress Progress from Y4 to Y5 was very strong for PPG	<ul style="list-style-type: none"> • School data is reliant upon within school teacher assessment- supported by cross year group moderation. • Interventions show good impact • End of year 5, mock end of Y6 SATs showed 77% with a scaled score of 85; 68% with a scaled of 90 or more • If impact data is verified then the Y5 interventions had a good impact. 	£44,000 

<p>For 80% of PPG pupils to achieve ARE in reading, writing and maths at end of Y4 and end of Y3</p>	<p>Targeted interventions Small group tuition</p>	<p>89% of PPG pupils at ARE+ reading, 74% for writing and 89% maths</p> <p>All pupils made 6+ steps progress</p> <p>Progress from Y3 to Y4 was very strong for PPG</p>	<ul style="list-style-type: none"> School data is reliant upon within school teacher assessment- supported by cross year group moderation. Beginning of Y5 benchmarked assessments show that cohort average achievement on average within 'expected' for the age range Based upon the above, the evidence suggests that the interventions show good impact. 	<p>£75,000</p> 
<p>For 80% of PPG pupils to achieve ARE in reading, writing and maths at end of Y1 and Y2</p>	<p>Reading and maths interventions</p>	<p>69% of PPG pupils achieved at the expected levels across all 3 subjects</p> <p>89% achieved expected + in reading</p> <p>82% achieved expected + in maths</p>	<ul style="list-style-type: none"> PPG achievement at end of Y2 improved significantly during academic year 16/17 PPG achievement was stronger than non-PPG and also stronger than PPG nationally and locally. % of pupils working at greater depth in all 3 subjects increased for PPG on previous year to 13.8%, outstripping local and national values for achievement at this level. Achievement at greater depth in reading improved strongly to 38% as did achievement at greater depth in maths (31%) Achievement in phonics, although showing a dip from last year, remains strong and above local values for PPG pupils as well non-PPG pupils for the school 	<p>£35,000</p> 
<p>For 80% of PPG pupils to achieve GLD by end of Reception</p>	<p>Intervention programmes</p>	<p>85% of PPG pupils achieved a GLD</p>	<ul style="list-style-type: none"> Achievement of PPG pupils shows significant impact with PPG pupils' achievement outstripping that of the non-PPG pupils 	<p>£35,000</p> 

<p>For pupils attendance to be above 96% and all to make good progress.</p>	<p>Breakfast club Extended school activities Art therapy Counseling Music tuition</p>	<p>Attendance 97% (Y6)</p>	<ul style="list-style-type: none"> • Impact of these clubs upon measurable achievement is difficult to measure/quantify suffice to say that motivation for school was positively impacted upon. • Attendance in Y6 was above year group averages for the pupils that attended before and after school provision, although achievement was well below national values. 	
<p>All PPG pupils to make good progress 80% of pupils achieve at ARE+</p>	<p>Leadership</p>		<ul style="list-style-type: none"> • Tracking systems introduced helped to identify pupils at risk of not meeting targets and develop personalized provision e.g. provision of clubs, laptops • Barriers to learning addressed for some pupils but not all, or was too late to impact upon achievement 	<p>£9000 </p>
<p>All PPG pupils have access to and engaging with reading that is motivating and engaging.</p>	<p>Librarians</p>			<p>Unable to measure impact </p>

PPG pupils make good progress	Romanian speaking TA	80% of pupils achieve at ARE+		£9000
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How reliable are within school assessments for reading?

	TT (at b)	TT national % at ARE (data for end of Autumn 2)	RS average % at expected for this time of year	GLS
1	16%	31%		
2	45%	27%	No data	The mean Standard Age Score for this group is significantly below the national average.
3	63%	26%	38%	The mean Standard Age Score for this group is significantly below the national average
4	32%	25%	45%	The mean Standard Age Score for this group is significantly below the national average.
5	48%	25%	52%	The mean Standard Age Score for this group is not significantly different from the national average.
6	60%	24%	38% (many pupils did not finish paper B in the allocated time)	The mean Standard Age Score for this group is not significantly different from the national average.

