

Mid-year review of the impact of Pupil Premium strategy (2019-20)

(Deadline: Friday 1st February 2019)

As we approach the mid-way point in the academic year, the mid-year Pupil Premium strategy review process provides an opportunity for school leaders to evaluate the impact of their chosen strategies for 2018-19 and consider how they are going to adapt any that are not yet having as much impact as intended.

The process also provides an opportunity for senior leaders to create an anonymised disadvantaged pupil case-study showing how an individual child has benefitted from the school's provision, including pupil premium funded strategies. This should be approximately 400 words in length and is likely to address social, emotional and academic aspects of the child's learning.

School	PP Lead	Barriers to learning identified in current PP strategy
Constantine	C. Savage	<ul style="list-style-type: none">-Some disadvantaged pupils lack social confidence and/or find it difficult to manage their emotions in readiness for learning; this currently prevents them from being ready to take advantage of all learning opportunities -Some disadvantaged pupils lack motivation due to fear of failure and are therefore adverse to taking risks in their learning. -Maths provision needs to enable disadvantaged learners to achieve outcomes that compare favourably with others. - For a small minority of disadvantaged pupils, persistent absence is impacting negatively on all aspects of learning and progress.

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Chosen strategies in order of impact (List strategies in order of the impact they are having with highest impact first and lowest impact last.)	Newly introduced or existing strategy (N or E)	Evidence of impact since September 2018 and actions now required (Provide both qualitative and quantitative evidence wherever possible)
The explicit teaching of maths for mastery.	Existing - ongoing	Training has been given to the maths coordinators which will have the greatest impact when cascaded down to teachers over the next term. Further training and support is also being offered by the Maths Hub. The mastery approach to maths will support an all-round understanding of maths concepts and will develop strategies for children to use their prior learning to support new learning. A larger emphasis will be given in the teaching to pupils about problem solving and reasoning. The impact of this will begin in to be seen over the next term as it becomes embedded into the system ready for a 2019 Autumn Start.
Building on from Learning Powers and Olympic Values, further resilience techniques and strategies for success will be taught through the explicit teaching of growth mindset strategies. This will be delivered whole class after the training has been given to teachers in early March 2019.	New	Due to the previous DP Coordinator moving on, the impact of the learning has been lessened as there was no-one to drive it forward. However, a new coordinator is now in place and she will be able to offer advice support and guidance on promoting positive learning behaviours and strategies. Some impact of the Building Learning Powers strategies and the Olympic Values has become embedded into the school as pupils are more able to talk about themselves as learners. However, they are not always able to say which strategies they might use if they were to become stuck. They are also less likely to give up trying quite quickly to achieve a task when it gets tricky. The impact of building this forward into a school that grows resilient learners will begin to have impact in the next term as the strategies become embedded into the classroom, building and playground. Further training is to be given at the end of March to further embed resilience strategies and a joint terminology/key words to be used across the school.

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<p>Constantine provides a range of interventions that ably supports academic achievement and there will has been a drive to make SMART targets: to make interventions precision taught. However, the school is less able to provide social and emotional support.</p>	<p>New</p>	<p>Due to the implementation of a new SEN document from September, new DP documents are being introduced over the remaining academic year. This is so they can align with the SEN documents due to the statutory requirement elements that are part of the SEN Code of Practice. This plus advice from the Executive Headteacher stating information needed for DP pupils needs to be reduced means key information only will be collated. This can then be cut and pasted quickly as necessary into SEN and OA documentation.</p> <p>LD has developed easier plans to complete in a 'SMART' format so DP pupils are clearly labelled as DP, not as SEN or On Alert as many of our DP pupils are achieving well. There is also a minimum requirement for teachers to evaluate provision/intervention for pupils half termly and to meet with parents at least annually. This is monitored by the DP Lead.</p> <p>DP pupils will be also be more closely monitored to establish what further support both academically and from a wellbeing aspect is needed and provision is much more targeted on an individual basis. The DP Lead has a synopsis of all DP pupils in the school. She has met with all their teachers to discuss their needs. She has also made contact and chatted/conferenced with all the children.</p> <p>Constantine is evaluating and developing more nurture activities and interventions. This will include looking at identifying the needs of specific pupils, looking to see what is needed, then trying inventive and innovative ways to support the social and emotional needs of the pupils. This has already begun with some pupils receiving nurture time in a morning to settle them into school. Mindfulness activities such as colouring, meditation, emotions coaching, music and kinaesthetic activities have been incorporated into the classroom in the afternoons to support DP pupils.</p>
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		<p>An enhanced, interactive intervention group is also running, which aims to give knowledge and support to some DP pupils about developing emotional intelligence. The teacher running this is experienced in the field.</p> <p>More nurture support is hoping to be developed in the future and financial and staffing implications are being investigated which may be able to provide further support in the new academic year.</p>
Absence – Constantine is working with parents to encourage school attendance and this has had some positive effects.	New	Constantine has contact with the parents of the few pupils affected and regular communication is now taking place. Meetings will be held to further encourage attendance and this is being regularly monitored by both the SLT and the DP Lead. Attendance has improved and it is expected that this will continue.
Training for the DP Lead, for LAB members and for teachers	New	<p>The DP Lead is attending the three-day training conference on Maximising the Impact of Pupil Premium. She is cascading this training to staff throughout the year in both regular training sessions and in staff meetings. Training was given to LAB members by Andy Brumby and LD attended a LAB Board meeting where she was able to give information and be questioned by LAB Members. A regular monitoring and evaluation programme has been established for all DP pupils. It will be monitored by the DP Lead and overseen by SLT and LAB on a termly basis.</p> <p>Andy Brumby has also delivered training to support staff on Every Child needs a Champion, supporting positive language and support for DP children.</p>
<p>Anonymised success story – case study (400 words)</p> <p>xxxx is a male, FSM Ever 6, Year 4 pupil who started school in reception. He is assessed as SEND and a recent observation by the TLAT SEND Co-ordinator has recommended an ADHD and ASD referral. He is also waiting for a CAMHS appointment,</p>		

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xxxxs attainment is working slightly below expected level. He has consistently been just below expectation since the beginning of school, yet his reasoning test produced a high score. His KS1 results were all at expected levels. If his learning behaviours are right he can still work at expected level, however he struggles with resilience for problem solving and reasoning. Small group work with the TA or teacher is gradually working through these barriers and it is expected that by the end of this term he will be solidly meeting expectations. He has made big leaps forward in English and again, when his attitude is right, can work at expected level. The support he got in interventions means he now write joined up, neat handwriting. This has speeded up his work, so he can write more, and his writing is developing in terms of accuracy, ideas, and understanding of what is required to make writing interesting. As he doesn't read at home he receives reading support at least three times a week from an adult, reading comprehension activities twice a week and also reads alone as part of the Accelerated Reader Programme.

xxxx and his family have had a range of support, including family support worker, social work case worker and he has been on the Child Protection Register since February 2018. His main barriers to learning are behavioural and focus/concentration issues. He has a history of touching others, sometimes with a moderate level of violence. He has outbursts in class, finds it difficult to follow instructions, shouts out and has self-soothing behaviours such as picking at items of clothing and rocking. He finds it difficult to control his emotions; happy, sad or angry.

The school is supporting xxxx's behaviour for learning by providing specific whole class teaching in growth mindset strategies. He also receives further nurture time and support. When he first comes in he meets with a TA in designated intervention time. She goes through what the day will look like, so he feels prepared for each lesson. He also has time out and nurture activities in class as needed. Maths mastery training for teachers has enabled his fluency of maths to improve and he is receiving support on problem-solving and reasoning. It is expected that the support he has received will allow him to develop behaviours for learning in a progressive and helpful manner.

Mid-year reflections (senior leaders)

Although there was a slower start to the year, and some aspects of the development of provision for DP pupils were delayed due to staff changes, we are now confident that monitoring of provision is moving forwards quickly. Constantine feel a full programme of support, monitoring, evaluation and pupil conferencing is now established and the process will be easier and more manageable to follow and implement.

Information we have gleaned this year, and the training we have been given has enabled us to look at the provision for DP pupils with fresh eyes. We will be looking to the new academic year to see if any of our practise or staffing can be altered to provide more individual provision

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to further support DP pupils. A new system will be introduced early in the summer term to ensure a consistent approach is followed throughout the school and as the children move year groups.

Mid-year reflections (LAB members)

Thank you for this thorough mid-year review and your attendance at the March LAB meeting. The progress of disadvantaged pupils is evidently a high priority for the school. Alignment with SEN documentation, liaison with SENDCO and plans in a SMART format should add to efficiency. The case study provided a useful insight into the support strategies employed. An opportunity for 'book looks' for writing and maths is also a useful way to monitor the impact on pupils' learning as well as performance data when available. Jude Carroll