

Pupil Premium Impact Grid

| Identified Need | Strategy | Impact |
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| To improve the achievement of ethnic minority pupils. | <ul style="list-style-type: none"> • Employ a Teaching Assistant to support and extend pupils from ethnic minority backgrounds. | <ul style="list-style-type: none"> • 100% of ethnic minority background pupils made progress. • EMAG achieve at least as well as pupils from a non-ethnic minority background. |
| To improve pupil's social communication skills, improves confidence and raise their self-esteem. | <ul style="list-style-type: none"> • Employ an in school speech and language therapist. • Run a wide and exciting range of extra curricula clubs. • Provide mentoring support to develop pupil's self-esteem. • Run social communication groups. • Use a reading dog to extend pupils communication ability and raise their confidence. • Music tuition. | <p>Ofsted Quote "Pupils get along with one another very well. At break times, many pupils chat in small friendship groups whilst others play more active games. Pupils are very tolerant of one another and treat other pupils with respect." 2013</p> <p>Parent Quote "My daughter has come on leaps and bounds since attending this school, her confidence has improved greatly and her speech is better." 2015</p> |
| To improve pupils achievement through a reduction in behaviour incidents. | <ul style="list-style-type: none"> • Introduction of "The Zone". A space where mentoring and behaviour support is offered. • Introduction of The Sensory Room. • Introduction of a chill out space for pupils with social and | <p>Ofsted Quotes "Staff, pupils and the vast majority of parents and carers are extremely positive about behaviour and safety in and around school, Pupils are very proud of their school and this helps to reinforce the very</p> |

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| | emotional need for time out. | positive climate for learning." "Pupils sometimes choose to take themselves to 'The Zone' at break times in order to get support and calm down. This makes a difference to their behaviour." |
| To provide additional mentoring support to meet emotional and social needs of pupils. | <ul style="list-style-type: none"> • Increased the protection and welfare officer's hours. • Continue with the peer mentoring programme. • Staff CPD • Additional support for vulnerable pupils. | <p>Within the academic year 2014/2015 the additional need for emotional time out and support decreases by 41%.</p> <p>Within the academic year 2015/2016 the additional need for support...</p> |
| To improve pupils receptive and expressive language skills. | <ul style="list-style-type: none"> • Employ an in school speech and language therapist. • SLT does 1:1 speech and language therapy • Small group therapy. • Staff training • Liaison with parents • Speech and communication targets are set and evaluated. • Writers reports to identify gaps in pupils expressive and receptive language skills and works with | <p>Staff Quote</p> <p>"It is fantastic that I can refer students for speech and language support when the need arises instead of waiting on a list for an external speech and language therapist to come into school."</p> <p>"Mrs Stackhouse has imparted a great deal of knowledge and strategies which help me in my day-to-day teaching. This</p> |

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| | teaching staff to address the gaps. | knowledge informs my planning. She is invaluable." "Children are communicating better and their behaviour has improved" | | | | | | | | | |
| Provide enrichment opportunities for most able and gifted and talented pupils in the arts. | <ul style="list-style-type: none"> • Peripatetic music teacher provides individual and small group music tuition on a range of instruments including violin and keyboard. • Performing Arts club runs weekly. • Educational visits to live theatre performances. | <p>Children have begun to gain confidence in their performance skills and will regularly perform their instruments in whole school assemblies.</p> <p>Children will take part in whole school productions with great confidence.</p> | | | | | | | | | |
| To improve the pupils ability and confidence within reading. | <ul style="list-style-type: none"> • Establish and maintain an up to date and well resources library. • Employ a dedicated Teaching Assistant to support pupils progress within reading. • Run an after school library club. • | <p>Since employing the dedicated Reading Support TA the new strategies that have been used have improved children's reading of high frequency words in the first part of this academic year.</p> <table border="1"> <tr> <td></td> <td>100 high frequency words read</td> <td>200 high frequency words read</td> </tr> <tr> <td>2015-2016</td> <td>43 children achieved.</td> <td>14 children achieved</td> </tr> <tr> <td>Sept 2016-Present</td> <td>63 children achieved</td> <td>25 children achieved.</td> </tr> </table> | | 100 high frequency words read | 200 high frequency words read | 2015-2016 | 43 children achieved. | 14 children achieved | Sept 2016-Present | 63 children achieved | 25 children achieved. |
| | 100 high frequency words read | 200 high frequency words read | | | | | | | | | |
| 2015-2016 | 43 children achieved. | 14 children achieved | | | | | | | | | |
| Sept 2016-Present | 63 children achieved | 25 children achieved. | | | | | | | | | |

