

Hollinswood Primary School and Nursery Impact Report – 2015-2016

Issue		Action	Evaluation/Impact
<p><i>How can we ensure PPG pupils in the Foundation stage make accelerated progress in order to close the attainment gap with their peers in Communication and Language and Physical Development?</i></p>	<p>% of pupils achieving in PD and CL is similar to non-PPG pupils.</p>	<p>Inclusion leader to complete case studies for targeted pupils to identify any barriers to learning and then to plan interventions based on findings.</p> <p>Forest School Leader to plan and lead Forest School's interventions to provide opportunities for targeted pupils to develop skills in CL and PD.</p> <p>Birmingham Rep drama tutor to work with children in Reception to develop pupil's language and communication skills.</p>	<p>The number of PPG pupils increased across the year from 3 to 7 so difficult to compare the data, term by term.</p> <p>In comparison to National the overall % of pupils achieving the expected standard is below the National figure in both CL and PD, however it is evident from internal monitoring that the PPG pupils targeted made good or better progress over time.</p>
<p><i>How can we improve provision for phonics and reading to ensure that PPG pupils attain in line with national figures?</i></p>	<p>Phonics – close the gap between PPG and Non-PPG.</p> <p>Close the gap between PPG and Non PPG to achieve 2B+</p>	<p>Literacy co-ordinator to track PPG pupils in phonics and identify those that are not on track to pass.</p> <p>Ensure provision is in place for these pupils and impact is measure half termly.</p> <p>Literacy co-ordinator and inclusion leader to plan a smaller intervention group to target PPG pupils that are not making expected progress.</p> <p>Research and purchase a scheme.</p>	<p>% of PPG pupils achieving the expected standard in phonics (75%) is below the National figure (83%), however from further analysis it is apparent that 10% of the PPG pupil are also SEN with significant learning difficulties in reading and writing. One of the pupils is awaiting a place at Haughton.</p> <p>% of PPG Year 2 pupils achieving the expected standard in reading is above the National standard for the same group of pupils (+13%). All of</p>

		<p>Inclusion leader to lead a Reading for pleasure group – Chatter books targeted at PPG pupils.</p> <p>Children to choose own guided reading texts.</p> <p>Half termly library visits</p>	<p>the PPG pupils achieved the expected standard.</p>
<p><i>How can we ensure that Year 3 PPG pupils achieve in line with their peer and with national figures.</i></p>	<p>Raise % of PPG girls in Year 3 achieving age appropriate and above age appropriate in reading to bring in line with their peers.</p> <p>Raise % of PPG children in Year 3 achieving age appropriate in writing to bring in line with their peers.</p> <p>Raise % of PPG pupil achieving age appropriate in Maths to bring in line with their peers and with National.</p>	<p>Reading TA training led by SENCo and DHT focussed on using Solo Taxonomy,</p> <p>Daily reading opportunities for PPG pupils NOT just least able, led by TAs.</p> <p>Increased opportunities for oral comprehension.</p> <p>Half-termly visits to library to motivate learners. Target group of PPG pupils so they are able to choose books based on their preferences.</p> <p>Writing Intervention led by 1:1 tutor with a focus on assess/analysing/editing/redrafting.</p> <p>Targeted PPG pupils given daily verbal feedback.</p>	<ul style="list-style-type: none"> 71% of pupils have achieved National Standard in Reading. This is in line with predictions at mid term and only slightly lower than Autumn %ages. (some movement this year). PPG are outperforming their peers (24%). No noticeable gap between EAL and Non EAL pupils. 65% of Pupils have achieved National Standard in Writing. This is a 10% increase based on Autumn 1 predictions. 13% increase since Summer Mid which is suggesting intervention has had a good impact on pupil progress this term. PPG

		<p>Inclusion leader to plan and implement a writing project with a context that appeals to PPG pupils.</p> <p>Maths Solo taxonomy training for all teaching and non-teaching staff. Co-coaching strategy used to trial the strategy in Mathematics. PPG pupils provided opportunities for reasoning and explaining.</p>	<p>outperform their peers (18%).</p> <ul style="list-style-type: none"> 65% of pupils have achieved National Standard in Maths. This is almost in line with Autumn 1 predictions. Girls outperform boys by 18%. No noticeable difference between PPG and their peers.
<p><i>How can we improve provision in spelling to ensure that all PPG pupils achieve in line with their peers and with national figures in the SPAG test?</i></p>	<p>Gap with national figures between % of PPG pupils achieving a level 4 and a level 5 in SPAG will close.</p>	<p>Literacy co-ordinator to research and purchase a spelling scheme to ensure continuity and progression across the school.</p> <p>Inclusion leaders to research a spelling intervention for PPG pupils struggling with spelling.</p> <p>Literacy co-ordinators to plan and lead a workshop for parents focused on spelling. Class teachers to target PPG pupils to ensure maximum participation.</p>	<p>% of PPG pupils achieving the expected standard in EGPS is significantly above National (95% in comparison to 78%).</p> <p>% of pupils achieving the higher standard in EGPS is in line with the National figure.</p>
<p><i>How can we ensure that identified PPG pupils are receiving access to appropriate resources and adult input to support homework allowing</i></p>	<p>Pupils attending the homework club make more than expected progress in reading, writing and maths.</p>	<p>Identified pupils are invited to access homework club.</p>	<p>Maths % of pupils achieving the expected standard is above the national average (80% compared to 75%)</p>

<p><i>them to consolidate learning more effectively, most specifically the basic skills of reading, writing and maths?</i></p>		<p>Appropriate resources are available to support homework including laptops/iPad.</p> <p>Basic skills are consolidated.</p>	<p>Writing % of PPG pupils achieving the expected standard is in line with the National standard.</p> <p>Reading % of PPG pupils achieving the expected standard is slightly below the expected standard.</p>
<p><i>How can we ensure that PPG pupils with social, emotional and behavioural difficulties are supported well, so that they continue to make good progress and attain as well as their peers?</i></p>	<p>Boxall Profiles demonstrate that targeted pupils make good progress over time.</p>	<p>Identified PPG pupils to attend the nurture group, four afternoons a week led by nurture group leaders. Children supported to develop emotional, social and behavioural difficulties. Progress to be measured using the Boxall Profile.</p>	<p>Nurture group monitoring led by LA Advisor – March 2016</p> <p>The children arrived in a calm, positive manner. Due to the consistent routine in place they all settled down to begin the adult led activity in a compliant manner. The adults positioned themselves around the table in order to provide support to specific children. I observed a considerable amount of improvement in children I had met during my last visit, in the level of compliancy and also confidence levels to speak in front of others.</p> <p>Before the teaching begins the children have the opportunity to talk about their morning in class. Positive experiences are celebrated, difficulties acknowledged and solutions discussed as a group. In doing this demonstrates the importance of the transitions the children make throughout the day,</p>

			<p>the links between them and the encouragement of transferring strategies learnt within the Nurture Group.</p> <p>Nurture Group staff carefully consider the children's developmental stages when completing the weekly planning, ensuring a creative curriculum which engages. I visited on a day when a SEAL topic was being covered. After an initial whole group discussion children were required to complete a worksheet, focusing on their 'uncomfortable' feelings. Appropriately, two pupils of a lower developmental stage worked with an adult away from the group, to enable more discussion to take place.</p> <p>The children's free play part of the session followed and they were offered the choice of three activities. At this time the Nurture Group staff played alongside, modelling appropriate language and encouraging extension to the play. Children playing together were given the opportunity to play alone to develop positive interactions with their peers and solve problems</p>
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			<p>which arose independently. There was, however, an adult nearby if required to intervene.</p> <p>Snack time followed and there were lots of conversational skills being developed.</p> <p>There is a consistent reward system in place, whereby each child receives individual stickers, but they also go towards a whole group reward.</p> <p>Some of the children I met during my previous visit have begun to make the transition back in to their mainstream classes. This has been done at a pace appropriate to each individual child and has proved successful. This process has allowed the introduction of new children in Jigsaw. The current group is an appropriate mix of children, with differing needs.</p> <p>This is a Nurture Group which is improving with each visit I make. Staff members are taking on board suggestions and adapting them to fit within the setting. The consistent routine helps the children feel safe and secure and it was evident that</p>
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			they develop positive, trusting relationships, knowing that their feelings will be acknowledged.
<p><i>How can we close the gap in attendance between PPG pupils and non-PPG pupils?</i></p> <p><i>How can we improve the punctuality of PPG pupils in the morning?</i></p> <p><i>How can we reduce the % of persistent PPG absentees?</i></p>	<p>Attendance % of PPG pupils is similar to non-PPG pupils.</p> <p>The % of persistent absentees has reduced.</p> <p>% of pupils that are late in the mornings has reduced.</p>	<p>Continue to buy into EWO external support to track PPG pupils and families, planning intervention to improve overall % of attendance and persistent lates.</p> <p>Inclusion leader and PPG admin assistant to support families in improved attendance/punctuality i.e phone calls home, collection of children from home if necessary, children encouraged to attend breakfast club.</p>	<p>The % of sessions missed for PPG pupils is below the figure the previous year, however the figure is still higher than the National figure.</p>