



Richard Avenue Primary School

Pupil Premium – 2018-19

Impact Analysis



	Actions	Proposed Impact	Impact Assessment
1.	Targeted small group work providing pupils with additional support across Rec-Y6.	Accelerated learning across the key subject areas Increased independence in pupils' own learning	DP Pupils are making the same if not better progress than non-DP pupils across the school.
2.	Additional targeted tuition for Year 6 pupils in Literacy and Numeracy to support the new curriculum	Accelerated learning across the key subject areas Increased independence in pupils' own learning	Attainment of DP was above that of non-DP pupils in reading. Gap is wider in maths. Update with progress scores when available.
3.	Continued employment of an Attendance Company (Att100) to provide targeted intervention to support pupils and their families with regard to attendance and punctuality	Improved levels in percentage attendance and punctuality in identified children, leading to improved attainment Reduction in the number of pupils who are persistently absent (PA)	This impact will be updated when attendance figures are available for 18-19.
4.	School Priority 3 – SLT led priority to close the attainment gap for Disadvantaged Pupils.	Tighter tracking of Disadvantaged pupils will lead to more timely and appropriate interventions resulting in an improvement in outcomes.	Attainment gaps very variable across the school. However DP are making at least the same progress as non-DP pupils.
5.	Development of the role of counsellor to provide emotional support for identified pupils	Improved self-esteem and wellbeing of pupils Pupils barriers to learning lowered through effective behaviour intervention	Children have been supported with mental well being and self esteem through focussed sessions with the school counsellor.

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6.	LAF project providing well-being support for those children identified at need.	Raise self-esteem of those children taking part in the programme to impact on pupil's own learning. Enable the pupils to take part in the curriculum more readily.	Whole school heights and weights so that parents are now more aware of any issues. Children have been targeted to attend clubs and other extended services as required.
7.	Employment of a Family Liaison Officer whose sole focus is to support identified children and families with regards to issues affecting the family which impact upon school and the wellbeing and attainment of the pupils at our school	Reduction of family issues affecting pupils' social and emotional wellbeing which will impact upon attainment by reducing barriers to learning Improvement in the self-esteem and wellbeing of pupils	Families have been supported with a number of complex issues and this has allowed children to be more settled at school.
8.	Targeted support for pupils working below age related expectations linked to rigorous whole school data tracking system with specific focus on DP	Accelerated learning across the key subject areas Increased independence in pupils' own learning	DP Pupils are making the same if not better progress than non-DP pupils across the school.
9	School priority 2 – Embedding the new strategies to teach reading and to instil a love of reading for all pupils. Whole staff CPD to improve the attainment in reading.	Accelerated learning across the key subject areas Increased independence in pupils' own learning Accelerated progress within Reading and Comprehension	Y3-5 in reading DP Pupils are making better progress than non-DP. In Y2 progress is inline. Progress in Y1 is at least expected but below non-DP. Attainment is higher.
10.	Funding subsidy for school visits	Allowing pupils to experience first-hand visits and visitors which are used as a focus to support learning within key subject areas Increased attainment by widening experiences to be used in learning	Fantastic opportunities have been provided for children who otherwise would not be able to experience. Impact on progress and attainment in school.

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11.	Personalised intervention for new starters especially those who have EAL	Increased independence in pupils' own learning Improved self-esteem and wellbeing of pupils Accelerated learning across the key subject areas	DP Pupils are making the same if not better progress than non-DP pupils across the school. New starter induction now embedded so that all children are supported by named staff.
12.	To upskill staff in the use of the arts in all curriculum areas to stimulate and motivate children to want to learn.	Learning experiences enriched across a range of curriculum areas. Children are motivated and inspired to learn leading to better outcomes.	Staff CPD delivered so that all are aware of how to integrate the arts in to all subjects to inspire children.
13.	Behaviour and Emotional Well Being Support/Nurture Group for pupils	Improved self-esteem and wellbeing of pupils Pupils barriers to learning lowered through effective behaviour intervention	Nurture group has continued to provide focussed space and time for vulnerable children with stimulating activities that promote key social skills.
14.	Whole staff CPD on mental health awareness from CHAMS.	Staff more skilled in identifying and addressing mental wellbeing of children. Vulnerable children will be better prepared for learning and therefore outcomes will improve.	Staff more aware of spotting the signs of mental health issues in children and more able to support children in school.