



PPG End of year report
2017 - 2018-07



KALEIDOSCOPE
Multi-AcademyTrust

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1. Overview:

47 children on roll
9 Forces
21 FSM
16 Ever 6
1 LAC

Migration (Number of children who joined throughout the year)

Joined PPG-

Rec - 1

Year1 - 1

Year 2 - 2

Year 3 - 3

Year 4 - 1

Year 5 - 3

Year 6 0

PPG Children Left

Year 3 - 1

Number of PPG children to leave at the end of the 2017/2018 academic year:

Year 6 - 8

Government Initiatives

FSM eligibility - following the introduction of universal credit on 1st April 2018, a pupil's FSM status will be protected until the end of the universal credit roll out period i.e. 31st March 2022 or until their phase of education at that time ends. This applies even if their circumstances change and they would no longer meet the eligibility criteria.

Staffing

This year we have been able to offer the same level of staffing to carry out the same level or more of interventions. Although next year, we will have to look closely at the hours we provide due to a workplace

2. Provision of interventions across the school:

Year 1 - reading buddy, phonics

Year 2 - maths (1st class), SATS focus, reading buddy

Year 3 - maths (1st class), wordblaze (writing), reading buddy

Year 4 - wordblaze (writing), maths (1st class), reading buddy

Year 5 - maths (number sense), writing, reading buddy

Year 6 - maths (success @ arithmetic), reading buddy

3. Pupil profiles

Researched from Westhaven, these new forms were put in place this year to ensure that every child has their own file with all current and relevant information. These forms are filled in through discussion with the class teacher on a 1:1 basis at the start of the year.

Includes:

- information from the class teacher about the child
- information about parental engagement, outside agencies etc
- end over year levels
- target for pupil premium spending
- status/funding amount
- provision provided each year from PPG
- Clubs attended

The benefits from these are that both the class teacher and the PPG coordinator gain important information that informs the type of intervention or support they require.

- Individual social, emotional & behaviour profile.

These forms allow the PPG coordinator, class teacher and the Learning mentor to track social and emotional aptitudes and attitudes towards learning throughout the year. It is based on a score system that can be analysed and monitored on a regular basis.

4. PPG Strengths:

- New pupil profiles in place.
- Increased teacher involvement (pupil profiles & teacher/pupil questionnaires).
- New social, emotional & behaviour forms for learning mentor support.
- Dyscalculia testing for 4 children.
- Tracker updated to show concerns & linked closely with SENCO.
- Staff CPD - maths training will feed into interventions.
- Offered camp subsidiaries to 5 PPG children.
- Offered extra curricular activities for PPG.
- Managed budget effectively down to the penny.
- New reading buddy who is very enthusiastic.

PPG Areas for development

- Observing & monitoring of interventions
- Careful monitoring of interventions by PPG coordinator & maths lead.
- Reading buddy to continue (yrs 1-5 terms 1 & 2, yrs 1,2,3,5 & 6 terms 3 & 4 for SATS, yrs 1,3,4 & 5 terms 5 & 6).
- Closer links with SEN.
- Reduced offer for clubs etc, how can we improve?
- Researching other resources that are free to offer the pupils with more emphasis on the more able that don't require catch up interventions.

5. PPG children end of year assessments by year group (not broken down as per intervention, offered to all PPG children).

* showed progress - children who showed progress on the tracker from their starting point at the beginning of the year to the end of year. (Even though they may not be ARE)

Reception - both children GLD.

Year 1 - (2) 100% ARE or better combined.

Year 1 (2 pupils)	%ARE	% showed progress	Headlines
R	100%	100%	
W	100%	100%	
M	100%	100%	

Year 2 - (6) 33% ARE or better combined.

Year 2 (6)	%ARE	% showed progress	Headlines
R	60 %	83%	1 child with severe learning needs / global delay.
W	33%	83%	
M	50%	83%	

Year 3 - (7) 71% ARE or better combined.

Year 3 (7)	%ARE	% showed progress	Headlines
R	86%	100%	All pupils showed progress from their starting point.
W	71%	100%	
M	86%	100%	

Year 4 - (10) 30% ARE or better combined.

Year 4 (10)	%ARE	% Showed progress	Headlines
R	80%	90%	1 child SEN/LAC with severe learning difficulties. Repeated interventions (1:1).
W	60%	80%	
M	40%	90%	

Year 5 - (12) 25% ARE or better combined.

Year 5 (12)	%ARE	% showed progress	Headlines
R	58%	67%	1 child severe behaviour issues. 3 children joined mid year. Maths an area highlighted.
W	58%	75%	
M	42%	50%	

Year 6 - (8) 88% ARE or better combined.

Year 6 (8)	%ARE	% showed progress	Headlines
R	100%	100%	Extra LSA support in class to assist small groups including PPG children.
W	88%	100%	
M	100%	100%	

Phonics screening	Year 1 (1)	100%
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SALT	(2)	Both children need extra support due to speech & language difficulties. One child is following a programme for VLS.
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