**THOMAS GRAY VULNERABLE PUPILS IMPACT STATEMENT 2014/2015**

* **Providing small group work for pupils entitled to vulnerable pupils funding with experienced teachers and TA’s focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement. Also additional 1:1 support for pupils entitled to vulnerable pupils funding for example teaching assistants delivering 1:1 precision teaching programmes on a daily basis and teachers delivering after school 1:1 tutor sessions.**
* **Average attainment in Year 1 writing is secure 1 for vulnerable pupils and secure 1 for non-vulnerable pupils; therefore indicating impact of additional staff as there is no gap. Average attainment in Year 1 mathematics is secure 1 for vulnerable pupils and secure 1 for non- vulnerable pupils; therefore indicating impact of additional staff as there was not a gap. Average attainment in Year 2 writing was 15 points for vulnerable pupils and 15.5 points for non-vulnerable pupils; therefore indicating impact of additional staff as the gap was 0.5 points which is equivalent to approximately four weeks. Average attainment in Year 2 in mathematics is 16.1 points for vulnerable pupils and 16.7 points for non-vulnerable pupils; therefore indicating impact of additional staff as there is a minimal gap of 0.6 equating to approximately 5 school weeks.**
* **Key Stage 2 data was skewed due to annulment of papers and associated issues.**
* **Additional teaching staff/teaching assistant staff for guided reading daily sessions in Key Stage 1. Average attainment of vulnerable pupils in Year 1 Beginning 1+; average attainment of non-vulnerable pupils Secure 1. The gap in attainment is half a step, one point, which equates to approximately half a term. Average attainment of vulnerable pupils in Year 2 was 14.7 points; average attainment of non-vulnerable pupils was 15.2 points based on end of summer term in-school data. The gap therefore is 0.5 points, approximately 4 weeks lower. It should be noted however that both the vulnerable and non-vulnerable pupils made accelerated progress with an average of 5 points progress in Year 2.**
* **Small group support on PSED interventions enabling pupils to develop socially and emotionally to enable to access the curriculum fully. This support is provided by the Nurture Base staff; Well Young Person team; School Counsellor, school employs a counsellor 1 day per week; off-site provision. All pupils in the Phoenix room, (Nurture Base) attained an increased score on the Boxall profile indicating accelerated progression in their development of Personal, social and emotional skills. Reception pupils placed in the Nurture Base, a cohort of 11 vulnerable pupils over the year, averaged above expected progress in the Personal, Social and Emotional Development areas. The expected progress is 3 steps, the Nurture Base pupils made an average of 4.45 steps in Managing Feelings and Behaviour; an average of 4.81 steps in self confidence and self awareness; an average of 5.9 steps in making relationships. It should also be noted that the Nurture Base pupils made accelerated progress in Health and Self Care with an average of 4.54 steps.**
* **Speech Therapy support. School has trained staff, including TA’S and the school SENCO. These staff deliver individual and paired speech and language programme. The school also buy in a private speech and language therapist to assess children and give guidance on support programs. End of year Reception class data indicates that vulnerable pupils, 61% of the cohort, averaged above expected progress in Speaking and Understanding. The expected progress is 3 steps, the vulnerable pupils made an average of 5.12 steps in Speaking and 4.53 steps in Understanding. In both areas the progress of vulnerable pupils was higher than non-vulnerable pupils.**
* **Educational visits. All educational visits, including residential trips and visitors are subsidised. The visits enrich the curriculum, particularly in developing children’s real life experiences as a foundation for writing. The residential trips focus on the development of Personal, Social and Emotional skills, in particular building self-esteem and confidence. Impact is indicated by attainment in writing at the end of Key Stage 1, with 93.3% of vulnerable pupils working within Year 2 expectations based on in school end of year data. The impact of the development of personal and social skills is evident through specific examples and Boxall profiles, but all through the ‘can do’ culture of the school. Key Stage 2 data was skewed due to annulment of papers and associated issues leading to lack of evidence for writing moderation.**
* **An additional experienced 0.6 teacher for 3 terms to boost upper Key Stage 2 pupils. Key Stage 2 data was skewed due to annulment of papers and associated issues.**
* **Development of the ‘Heursitic’ play in the Foundation Stage to accelerate children’s communication and language skills. Evidence base for the pupils’ characteristics of learning was developed and enhanced to ensure secure judgements across the Foundation Stage. Average progress of vulnerable pupils in Communication and Language was accelerated. The expected progress is 3 steps, the vulnerable pupils made an average of 5.12 steps in Speaking and 4.53 steps in Understanding. In both areas the progress of vulnerable pupils was high than non-vulnerable pupils. Also the average progress of the vulnerable pupils was accelerated in Moving and Handling at 5 steps, this progress was 0.1 steps higher than non-vulnerable pupils.**
* **ICT/Computing. The continuation of loan payment for 28 Ipads and also additional loan payments for 40 mini Ipads to enable ICT to be used effectively and support learning through increased engagement of pupils;. Purchase of APPs to enhance the learning of pupils. Staff continuing to attend Ipad training to ensure that the provision of the use of ICT is at least good**. **Lesson observations in all subjects indicate a higher level of engagement when ICT is used effectively. In school evidence indicates that here is no gap between the attainment of vulnerable and non-vulnerable pupils**
* **Pastoral support. The continued employment of a pastoral officer to continue to support children and their families with attendance/ punctuality issues. Vulnerable pupils whose attendance falls below 90% are monitored and targeted directly, with the support of the Education Welfare Officer via an SLA and celebrating fantastic attendance. Persistent absentee data showed that, of the pupils whose attendance was below 90% during the academic year 2013/2014; seventy five percent increased their attendance in the academic year 2014/2015, several pupils made fantastic with improvements of over forty percent. Also it should be noted that over fifty percent of the persistent absentees raised their attendance above 90%.**
* **Staff training for teaching and non-teaching staff in the core subjects, to ensure high quality provision. Learning walks by Senior Leadership team and external consultants indicate that learning across the school is good in the majority of classes with outstanding features.**
* **Additional staff member in the Foundation stage to enable higher quality provision, through more intervention during continuous provision and additional guided groups. In house Reception dates shows that average progress is accelerated in all areas for vulnerable pupils, including the key focus area of writing. Average progress in writing for vulnerable pupils is 4.82 steps, which is above the expected average progress of 3 steps. There is no significant gap in progress in any areas of learning and in the majority progress of vulnerable pupils is slightly higher than non-vulnerable pupils.**