

Analysis of PEPP Interventions 2015-16

Intervention	Method	Impact	Cost?	Analysis
<p>Writing</p> <p>Year</p> <p>N R 1 2</p> <p>Term</p> <p>A 1 A 2 S 1 S 2 S 1 S 2</p>	<p>In Aut 1 Aut 2 Spr 1 and Spr 2</p> <ul style="list-style-type: none"> PEPP Teacher planned interventions with class teacher and PEPP Teacher and PEPP TA led interventions pupils targeted through SLT led pupil progress meeting In class support from PEPP Teacher and TA during morning sessions and out of class small differentiated group sessions in afternoon sessions Progress measured against assessment criteria (Autumn) and Step Up <p>In Sum 1 and Sum 2</p> <ul style="list-style-type: none"> Class teacher planned interventions and PEPP TA led interventions Pupils requiring intervention were identified at SLT led pupil progress meeting 1:1 and small group Out of class support Gaps identified and progress measured against step up PEPP Children not making expected progress were targeted for interventions using Step Up. PEPP TAs assessed work completed during interventions and fed back assessments to class teachers 	<p>Year 1</p> <p>36% of PEPP attained ELG for Writing at the end of reception.</p>		<p>In year 1 the teaching and learning profile showed a disparity in quality of teaching in class. This made it difficult to monitor the direct impact of interventions on progress for year 1 without also considering the impact of quality first teaching on raising attainment for all groups of learners.</p> <p>Step up curriculum introduced in Aut 2 provided a robust system for tracking assessment and using formative assessment to inform planning for quality first teaching and for interventions.</p> <p>In Aut 1 Intervention targets for writing were set for using ELG criteria to enable the significant number of children who did not achieve their ELG to 'catch up'.</p> <p>From Aut 2 PEPP Children not making expected progress were targeted for interventions using Step Up.</p> <p>In Aut 2, Spr 1 half termly targets were set for interventions using step up KPIs. Some children attained these targets quickly and others failed to achieve these in the 6 week period – improving communication between those planning and delivering interventions and class teachers was identified as an action</p> <p>In sum1 and sum 2 class teachers planned interventions and these were delivered by PEPP TAs. Weekly objectives were set for intervention groups.</p> <p>PEPP TAs assessed work completed during interventions and fed back assessments to class teachers. Work was not completed in class work books and assessment for work completed in interventions was not always used to inform ongoing assessment against the step up by the class teachers.</p> <p>Teachers need to quality assure Teaching Assistants assessments through ongoing moderation and professional discussions so that these can be used effectively to inform future planning and contribute to ongoing formative assessment was identified as an action.</p> <p>In year 2 PEPP children outperformed non-PEPP children in SATS for Writing. Identifying and implementing the necessary changes to pedagogy and / or curriculum to accelerate progress for all groups of learners and raise attainment was identified as an action.</p>
		<p>In Dec '15 37% of PEPP were 'on track' against step up</p>		
		<p>In Feb'16 38% of PEPP were 'on track' against step up</p>		
		<p>In Mar '16 43% of PEPP were 'on track' against step up</p>		
		<p>In May '16 32% of PEPP were 'on track' against step up</p>		
		<p>In Jul '16 42% of PEPP reached ARE for the end of year 1.</p>		
		<p>Year 2</p> <p>24% of PEPP attained ARE for year 1 in Writing</p>		
		<p>In Dec '15 37% of PEPP were 'on track' against step up</p>		
		<p>In Feb'16 59% of PEPP were 'on track' against step up</p>		
		<p>In Mar '16 56% of PEPP were 'on track' against step up</p>		
		<p>In May '16 70% of PEPP were 'on track' against step up</p>		
		<p>In June '16 53% of PEPP children achieved the expected standard in SATS.</p>		
		<p>In Jul '16 70% of PEPP reached ARE for the end of year 2 when assessed against the step up</p>		

Key Points from Analysis

- Improving the quality of first teaching is the most effective way to raise attainment for all groups of learners.
- All interventions must have SMART targets that enable class teachers and SLT to effectively monitor the effectiveness of interventions.
- Ensure effective use of on going assessment by class teachers, TAs and SLT: ensure moderation of judgements, ensure class teacher has a clear overview on formative assessment and uses this to inform quality first teaching, ensure work produced in interventions provides reliable evidence to inform teacher assessment, monitor effectiveness of interventions and make changes in a timely manner.
- Ensure that staff leading interventions have the skills to effectively lead the planned intervention – some interventions were effective when delivered by TAs who had the appropriate skills and training, some interventions were effective when delivered by Teachers who had the appropriate skills and training.
- Effectively use all available data (assessment and other data) to clearly identify all barriers to learning for pupils through pupil progress meetings.
- SLT to evaluate analysis together and set clear strategic plan for use of PEPP funding.
- SLT to have a clear overview of all interventions and monitor impact of interventions effectively using data, work scrutiny and learning walks.

Actions

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Intervention		Method		Impact		Cost?
Writing		<ul style="list-style-type: none"> Class teachers planned interventions and these were delivered in class by PEPP funded HLTA through small group activities and through targeted support in whole class teaching and play support in continuous provision. 		In Dec '15 7% of PEPP attained ARE for Writing		<p>In Reception the teaching and learning profile improved in Sum 1 following the appointment of a new EYFS coordinator/class teacher. This made it difficult to monitor the direct impact of interventions on progress for reception without also considering the impact of quality first teaching on raising attainment for all groups of learners. There remained a disparity in the quality of teaching in class between the 2 classes.</p> <p>Interventions were targeted at children who were just below ARE expectations and these were effective in raising attainment for these learners.</p> <p>Ongoing assessment formative assessment was used effectively to inform planning for interventions.</p>
				In Feb '16 48% of PEPP attained ARE for Writing		
				In Mar'16 19% of PEPP attained ARE for Writing		
				In May'16 33% of PEPP attained ARE for Writing		
				In EYFS profile 41% f PEPP attained their ELG for Writing		
				In July '16 50% of PEPP attained ARE for Writing		
Year						
N	R	1	2			
Term						
A 1	A 2	S P 1	S p 2	S 1	S 2	

Analysis of PEPP Interventions 2015-16									
Intervention		Method		Impact		Cost?		Analysis	
Writing		<ul style="list-style-type: none">Class teachers planned interventions and these were delivered in class by PEPP funded HLTA through small group activities and through targeted support in whole class teaching and play support in continuous provision.		In Dec '15 7% of PEPP attained ARE for Writing				<p>In Reception the teaching and learning profile improved in Sum 1 following the appointment of a new EYFS coordinator/class teacher. This made it difficult to monitor the direct impact of interventions on progress for reception without also considering the impact of quality first teaching on raising attainment for all groups of learners. There remained a disparity in the quality of teaching in class between the 2 classes.</p> <p>Interventions were targeted at children who were just below ARE expectations and these were effective in raising attainment for these learners.</p> <p>Ongoing assessment formative assessment was used effectively to inform planning for interventions.</p>	
				In Feb '16 48% of PEPP attained ARE for Writing					
				In Mar '16 19% of PEPP attained ARE for Writing					
				In May '16 33% of PEPP attained ARE for Writing					
				In EYFS profile 41% of PEPP attained their ELG for Writing					
				In July '16 50% of PEPP attained ARE for Writing					
Year									
N	R	1	2						
Term									
A 1	A 2	S 1	S 2	S 1	S 2				

Analysis of PEPP Interventions 2015-16

Intervention	Method	Impact	Cost?	Analysis
Fine Motor Year N R 1 2 Term A 1 A 2 S 1 S 2 S 1 S 2	<ul style="list-style-type: none"> Class teacher planned interventions and interventions were delivered by TA Interventions were delivered weekly 1:1 and in small focus groups. Pupils targeted through SLT led pupil progress meeting Progress measured using Development Matters and ABC does pencil grasp tracking system 	In Dec '15 15% of PEPP attained ARE for moving and handling		<p>Fine motor interventions were effective in enabling children who were just below ARE on development matters to 'catch up' during Spr 1 and spr 2</p> <p>In summer term the Introduction of dough gym as part of quality first teaching implemented by new EYFS lead had a significant impact on raising attainment in moving and handling for all groups of learners.</p>
		In Feb '16 37% of PEPP attained ARE for moving and handling		
		In Mar'16 44% of PEPP attained ARE for moving and handling		
		In May'16 59% of PEPP attained ARE for moving and handling		
		In EYFS profile 56% of PEPP attained their ELG for moving and handling		
		In July '16 64% of PEPP attained ARE for moving and handling		

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Intervention			Method				Impact			Cost?		Analysis
Language Groups			<ul style="list-style-type: none">• PEPP Teacher planned and delivered interventions using Well Comm for interventions in Spring 1• Class teacher planned interventions and interventions were delivered by TA in Spr 2, sum 1 and sum 2 using Well Comm• Interventions were delivered out of class in small differentiated groups• Pupils targeted through SLT led pupil progress meeting• Progress measured using Well Comm and Development Matters				In Dec '15 15% of PEPP attained ARE for Speaking					Well Comm screening tool was used effectively by class teacher to screen children and plan effective interventions
							In Feb '16 41% of PEPP attained ARE for Speaking					
							In Mar '16 19% of PEPP attained ARE for Speaking					
							In May '16 70% of PEPP attained ARE for Speaking					
Year							In EYFS profile 67% of PEPP attained their ELG for Speaking					Interventions delivered by Class Teacher and PEPP funded TA were effective in raising attainment for PEPP children in understanding and speaking.
N R 1 2							In July '16 67% of PEPP attained ARE for Speaking					
Term												
A 1 A 2 S 1 P 1 S 2 S 2												
							In Dec '15 19% of PEPP attained ARE for Understanding					Impact of interventions was measurable using clear assessment criteria from the Well Comm screening toolkit and development matters.
							In Feb '16 41% of PEPP attained ARE for Understanding					
							In Mar '16 26% of PEPP attained ARE for Understanding					
							In May '16 70% of PEPP attained ARE for Understanding					
							In EYFS profile 67% of PEPP attained their ELG for Understanding					In Reception the teaching and learning profile improved in Sum 1 following the appointment of a new EYFS coordinator/class teacher. This made it difficult to monitor the direct impact of interventions on progress for reception without also considering the impact of quality first teaching on raising attainment for all groups of learners. There remained a disparity in the quality of teaching in class between the 2 classes.
							In July '16 64% of PEPP attained ARE for Understanding					
												In summer term the Introduction of Snack and Chat and improvement in weekly planning for CL as part of quality first teaching implemented by new EYFS lead had a significant impact on raising attainment in speaking and understanding.

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Intervention		Method				Impact			Cost?	Analysis
Music Go Round		<ul style="list-style-type: none">Interventions were delivered weekly in small focus groupsThe interventions were planned and delivered by an external provider.Two nursery TAs attended the sessions as part of their CPD in using Music to support PSED and CL.				Children's involvement levels increased in sessions. CPD for staff was effective and TAs are now confident to lead music interventions with groups of learners to support attainment and progress in listening and attention, speaking, understanding and PSED.				Direct impact on PEPP pupils progress and attainment is not measurable for this intervention. Ensure specific measurable intervention targets are identified for all interventions and rigorously track progress and attainment towards these to monitor the effectiveness of intentions on raising attainment was identified as an action.
Year		<ul style="list-style-type: none">All PEPP children received the interventionThe intervention supported children's development in PSED, CL and creative development								Intervention was successful in delivering effective CPD for 2 teaching assistants to support children's CL and PSED using music groups – PSED and CL are identified as priorities for Early Years interventions using baseline data for children at our school. Ensuring opportunities are planned for these TAs to use these skills to raise attainment was identified as an action.
Term										
A 1	A 2	S P 1	S p 2	S 1	S 2					

Analysis of PEPP Interventions 2015-16												
Intervention			Method				Impact			Cost?		Analysis
Play and Language			<ul style="list-style-type: none">Interventions were delivered weekly in small focus groups to parents and children.Parents and children attended 2 sessions.The interventions were planned and delivered PEPP funded HLTA and class teacher				Children's and parents involvement levels increased in sessions. 80% of PEPP parents attended sessions.					Direct impact on PEPP pupils progress and attainment is not measurable for this intervention. Intervention was successful in engaging parents in their child's learning but further evidence of impact on outcomes for pupils needs to be gathered to enable school to identify the overall effectiveness of this intervention.
Year			All PEPP children received the intervention									Ensure specific measurable intervention targets are identified for all interventions and rigorously track progress and attainment towards these to monitor the effectiveness of intentions on raising attainment was identified as an action.
Term			The intervention supported children's development in PSED, CL, reading and creative development									
A 1												
A 2												
S P 1												
S p 2												
S 1												
S 2												
			</									

Analysis of PEPP Interventions 2015-16															
Intervention			Method			Impact			Cost?		Analysis				
Nurture group			<ul style="list-style-type: none">• Class teacher planned interventions and interventions were delivered by PEPP funded TA• Interventions were delivered weekly small focus groups and in the continuous provision as focussed activities.• Pupils targeted through SLT led pupil progress meeting• Progress measured using Development Matters			In Dec '15 0% of PEPP attained ARE for Self Confidence & Self Awareness					Nurture group interventions were effective in enabling children who were just below ARE on development matters to 'catch up' during Sum 2. Data and ongoing assessment was used effectively to identify children and set targets for interventions.				
						In Feb '16 55% of PEPP attained ARE for Self Confidence & Self Awareness									
						In Mar'16 83% of PEPP attained ARE for Self Confidence & Self Awareness									
						In May'16 64% of PEPP attained ARE for Self Confidence & Self Awareness									
						In July '16 79% of PEPP attained ARE for Self Confidence & Self Awareness									
Year															
N			R			1							2		
Term															
A 1			A 2			S P 1							S p 2		

Analysis of PEPP Interventions 2015-16																
Intervention				Method				Impact				Cost?	Analysis			
Language Group				<ul style="list-style-type: none">• Class teacher planned and delivered intervention using Well Comm for interventions in Spring 1• Class teacher planned and interventions were delivered by PEPP funded TA in Spr 1, Sum1 and Sum2.• In Spr 1 and spr 2 and sum 2interventions were delivered out of class in small focus groups.• In Sum 2 interventions were delivered in continuous provision.• Pupils targeted through SLT led pupil progress meeting				In Dec '15 0% of PEPP attained ARE for speaking					Well Comm screening tool was used effectively by class teacher to screen children and plan effective interventions			
								In Feb '16 44% of PEPP attained ARE for speaking					Interventions delivered by Class Teacher and PEPP funded TA were effective in raising attainment for PEPP children in understanding and speaking.			
								In Mar '16 83% of PEPP attained ARE for speaking								
								In May '16 68% of PEPP attained ARE for speaking								
								In July '16 75% of PEPP attained ARE for speaking								
Year													Impact of interventions was measurable using clear assessment criteria from the Well Comm screening toolkit and development matters.			
N	R	1	2													
Term																
A	A	S	S	S	S											
1	2	P	p	1	2											
Progress measured using Well Comm and Development Matters																

Analysis of PEPP Interventions 2015-16													
Intervention			Method				Impact				Cost?	Analysis	
Maths			Spr 1 and Spr 2 <ul style="list-style-type: none">• PEPP Teacher and TA led interventions• Pupils targeted through SLT led pupil progress meeting• 1:1 and small group• Out of class support• Progress measured against assessment criteria In Sum 1 and Sum 2 <ul style="list-style-type: none">• Class teacher planned interventions and PEPP TA led interventions• Pupils requiring intervention were identified at SLT led pupil progress meeting• 1:1 and small group• Out of class support• Gaps identified and progress measured against step up• PEPP Children not making expected progress were targeted for interventions using Step Up. PEPP TAs assessed work completed during interventions and fed back assessments to class teachers				Year 1					<p>No maths interventions were in place during the Autumn term as Reading and Writing were identified as priorities for interventions for the Autumn Term.</p> <p>Step up curriculum introduced in Aut 2 provided a robust system for tracking assessment and using formative assessment to inform planning for quality first teaching and for interventions.</p> <p>In year 1 the teaching and learning profile showed a disparity in quality of teaching in class. This made it difficult to monitor the direct impact of interventions on progress for year 1 without also considering the impact of quality first teaching on raising attainment for all groups of learners.</p> <p>Year 1 maths data in Dec'15 showed PEPP children performing significantly below ARE for maths. Step Up was used effectively by maths lead to set specific interventions for PEPP pupils. These interventions were delivered by PEPP funded Teacher. Significant progress was made by year 1 PEPP pupils as a direct result of these timely and focussed interventions.</p> <p>In sum1 and sum 2 class teachers planned interventions and these were delivered by PEPP TAs. Weekly objectives were set for intervention groups.</p> <p>PEPP TAs assessed work completed during interventions and fed back assessments to class teachers. Work was not completed in class work books and assessment for work completed in interventions was not always used to inform ongoing assessment against the step up by the class teachers.</p> <p>Teachers need to quality assure Teaching Assistants assessments through ongoing moderation and professional discussions so that these can be used effectively to inform future planning and contribute to ongoing formative assessment was identified as an action.</p> <p>In year 2 PEPP children outperformed non-PEPP children in SATs for Maths. Identifying and implementing the necessary changes to pedagogy and / or curriculum to accelerate progress for all groups of learners through quality first teaching and raise attainment was identified as an</p>	
							46% of PEPP attained ELG for Maths at the end of reception.						
							In Dec '15 11% of PEPP were 'on track' against step up						
							In Feb'16 58% of PEPP were 'on track' against step up						
Year			In Sum 1 and Sum 2				In Mar '16 31% of PEPP were 'on track' against step up						
N	R	1	2	In May '16 44% of PEPP were 'on track' against step up									
Term							In Jul '16 53% of PEPP reached ARE for the end of year 1.						
A	A	S	S	S	S	Year 2							
1	2	P	p	1	2	55% of PEPP attained ARE for year 1 in Maths							
		1	2			In Dec '15 56% of PEPP were 'on track' against step up							
						In Feb'16 78% of PEPP were 'on track' against step up							
						In Mar '16 65% of PEPP were 'on track' against step up							
						In May '16 66% of PEPP were 'on track' against step up							
						In June '16 70% of PEPP children achieved the expected standard in SATs.							
						In Jul '16 79% of PEPP reached ARE for the end of year 2 when assessed against the step up							