

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Tupton Primary and Nursery School				
Academic Year	2017/18	Total PP budget	£72,760	Date of most recent PP Review	
Total number of pupils	230	Number of pupils eligible for PP	54	Date for next internal review of this strategy	September 2018

2. Current attainment				
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving the expected standard in reading, writing and maths	End of KS1- 44 %	End of KS2 – 33%		67%
% achieving the expected standard in reading	End of KS1- 68%	End of KS2 – 50%	74%	76%
% achieving the expected standard in writing	End of KS1- 68%	End of KS2 – 33%	67%	74%
% achieving the expected standard in maths	End of KS1- 44 %	End of KS2 – 50 %	82%	86%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Language and social skills in Reception are lower for pupils eligible for PP than for other pupils.
B.	Middle ability pupils who are eligible for PP make less progress across KS 1 & 2, therefore they do not attain as highly as other high ability pupils
C.	Issues such as low self-esteem and behaviour can have a detrimental effect on their academic progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality

4. Desired outcomes (<i>Desired outcomes</i>)		Success criteria
A.	To ensure the difference between PP and non PP children is diminished in KS1 and 2	<ul style="list-style-type: none"> • PP Children's progress to be accelerated (7+ steps on Target Tracker) in reading, writing and maths • Evidence based interventions in place and delivered regularly by trained staff. Entry and exit data shows that progress has been accelerated due to the intervention. • 1:1 tutoring and boosters carried out • Quality First-Teaching ensures that every child receives high quality teaching. • Pupil Premium tracking documents show the additional support that has been received and the effectiveness has been measured.

B.	Effective early interventions in place to avoid differences forming and ensure appropriate and timely interventions are delivered by suitably qualified staff across the school	<ul style="list-style-type: none"> • <i>Early identification and carefully targeted support allows children to attain at least as well as their peers.</i> • <i>Evidence based interventions are used effectively to target specific needs and raise achievement.</i> • <i>Monitoring shows that all interventions are at least good</i> • <i>Specialist subject leaders to be trained to lead interventions and monitor the impact</i>
C.	Improved learning behaviours and resilience for all pupils with a focus on PP children	<ul style="list-style-type: none"> • Growth mindset training has taken place for staff • Growth mindset theories evident in classroom practise • New strategies for children to use when stuck are in place and used effectively • Opportunities planned for children to build independence and resilience • Children understand their role as learners and how they can be effective. • Mindfulness practised in Y5 and Y6
D.	Effective support in place for pastoral issues such as attendance, behaviour and emotional well-being.	<ul style="list-style-type: none"> • Attendance is at least in line with national average • Attendance meetings have been held with parents for children whose attendance is below good • Children with pastoral needs have been identified and suitable interventions/support have been put in place to stop these impacting on learning.

5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Improve quality of teaching in all classes	Quality First-Teaching	Quality First-Teaching ensures that each child receives high quality teaching, thus reducing the need for interventions	Staff meetings Lesson Observations Paired teacher observations Reviews in staff meeting	K Richards and L Shepherd	October 2017 Feb 18 Jun 18
Pupils to have a clear understanding of their progress, attainment and targets.	Customised Learning	Education Endowment Foundation - Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Targeted children will receive weekly 1:1 'check ins' with their key worker, where they will discuss their progress towards targets set for the current term.	Monitoring of target setting documents. Discussions with staff, pupils and parents. LSH to act as key worker	L Shepherd	Jan 2018
Improve attainment in maths	Maths No Problem	'Many children are trained to do calculations rather than being educated to think mathematical' (Noyles, 2007) Develop conceptual understanding, deepen understanding, improve mathematical communication by introducing to Y2, Y5 and Y6 Maths No Problem and the Singapore style of teaching. Then to be rolled out to whole school in September 2018.	Lesson Observations Book Scrutiny Planning scrutiny Pupil Voice Training Costs T Clarke - £550 R Croft/ L Shepherd - £500	T Clarke L Shepherd R Croft	October 2017 April 2018
Develop resilience and independence in all children	Growth Mindset Mindfulness	Education Endowment Foundation research – 'Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress.' Develop Growth Mindsets across school and particularly in upper key stage 2 where evidence shows children in our school are least resilient so that they may meet life and learning challenges more readily. Participate in Derbyshire educational Psychology service's Mindfulness project (Y5, Y6, Y7)	Growth Mindset training for staff – Nov 2017 £300 Growth Mindset workshops for Y5 and Y6 – Nov 2017 £325 Pupil Voice Assessment Information Lesson Observations Pupil baseline questionnaire and re-evaluation at end of project	L Shepherd K Richards	Sept 2017

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attainment in maths in KS 1 & 2	1st Class @ Maths	Studies had shown the effectiveness of this intervention. Increased levels of progress for all children who participated in the intervention last year.	Monitor quality of the intervention teaching Data Analysis	B Elliott	Review impact at the end of each term.
<i>Improve attainment in writing in KS1</i>	<i>Writing intervention: 1 group to support development of writing skills 1 group to target writing at Greater Depth</i>	<i>Teachers identify specific skills that need to be developed and intervention is then delivered by an HLTA.</i>	<i>Intervention observations Pupil Voice Assessment Information</i>	<i>R Croft</i>	<i>Sept 2017</i>
Improve attainment in writing in KS2	1: 1 support for targeted children during extended writing sessions to provide immediate feedback and development points.	HLTA to work alongside children in extended writings sessions to help them formulate and organise ideas and provide instant feedback on the quality of their writing. HLTA will support the children to use new skills they have developed during the week.	Intervention observations Pupil Voice Assessment Information	L Shepherd	Feb 18

Improve communication of KS2 children – boost their language skills and help them to catch up with their peers	Talk Boost KS2 targeted intervention for children in Y5 initially.	Cohort identified with large number of PP children with speech, language and communication needs impacting on them accessing learning. TB programme evidences that in trial of TB <ul style="list-style-type: none"> - 67% caught up with their peers in understanding language - 85% of parents saw their child's language improve - Learning in the classroom was easier; children joined in more, took part in discussions more and listened more 	Baseline and re-assessment as part of programme. Impact on termly ARE Observations of impact back the classroom	L Shepherd B Elliott	At the end of every 8 week programme
Improve listening, communication, behaviour, questioning, reasoning	Philosophy For Children (P4C)	Whole school priority to improve speaking and listening skills. A research project into the impact of P4C in 50 primary schools in the UK, over 4 years by the Education Endowment Foundation was published in July 2015. <ul style="list-style-type: none"> ▪ Significant gains in verbal and non-verbal reasoning ▪ Improvements in listening, communication, behaviour, questioning, reasoning, reading and understanding 	SAPERE Level 1 qualification Support and feedback from P4C trainer Pupil voice Observations Training cost £1500	K Richards	Sept 2018
Increase attainment in reading and writing	Precision Teaching for reading and spelling.	Targeted work ensures that children can read and spell key words.	Intervention observations Pupil Voice Assessment Information	H Atkinson	October 2017 March 2018 July 2018
Improve attainment of middle attaining PP children	Learning Mentor support	Targeted children receive support from a learning mentor who helps them to identify targets to improve their learning and then with the child measures their progress towards meeting them. Strategies for overcoming problems are developed and children take a greater responsibility for their own learning.	Learning mentor records Pupil Voice Parents	H Dobson	Sept 2018

Improve the teaching of comprehension and skills and deliver targeted interventions for PP children.	Inference Training	Inference training will train all staff to deliver high quality comprehension lessons and then TLAs to deliver a ten week intervention for two 40 minute sessions per week to groups of four children. EEF research has shown that these strategies have a high impact for a relatively low cost.	Intervention observations Pupil Voice Assessment Information	A Jones	December 17 April 18 July 18
Improve speaking and listening skills in EYFS	ECAT	ECAT: raises children's achievement in early language development increases practitioner knowledge and understanding of children's early language development and how to support it increases parental understanding of and involvement in their children's language development	Intervention observations EYFS GLD	J Roberts	Termly
TLA providing interventions for disadvantaged pupils in EYFS	Range of support depending on specific needs including purchasing of resources.	Additional TLA hours in the EYFS gives staff the ability to specifically target disadvantaged children and help to ensure that differences do not develop from an early stage. Children are better prepared for their school life and therefore more successful.	Intervention observations EYFS GLD	J Roberts	Termly

Improve physical development in EYFS	Balance Bikes	Elements of physical literacy underpin the foundations of the Balanceability programme, with all activities designed to promote the motivation, confidence and physical competence of a child. Balanceability also helps to underpin co-ordination , visual motor and auditory skills, and standards in reading and comprehension	Intervention observations EYFS GLD	J Roberts	Feb 2018 May 2018 July 2018
Meet end of Key Stage expectations	Boosters and one to one tuition for Y6	Boosters support identified needs of children and help them to be prepared for sitting the tests in May	SATS outcomes	<i>K Richards</i> <i>T Clarke</i>	<i>Jan 2018</i>
Total budgeted cost					£18878.13

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support children and families with non-academic issues	Pastoral Manager	Support for families has improved attendance, behaviour and attainment. Addressing social and emotional issues impacts positively on academic achievement.	Case studies Attendance figures Parent feedback	H Dobson K Richards	July 18
Improve confidence and independence	Forest Schools	The activities in Forest Schools promote independence, problem solving, co-operation and resilience. All of the skills impact positively on academic achievement as well as general well-being.	Monitor observation Pupil Voice Teacher and parent feedback	J Lowe	July 2018 Plus Pupil progress meetings
Improve social skills, confidence and self-image	Nurture group	Small group support for children who have confidence issues, problems building or sustaining friendships or problems outside of school. Nurture group gives them the opportunity to address these issues.	Monitor observation Pupil Voice Teacher and parent feedback	M Chatterton S Roberts	December 17 April 18 July 18
Provide emotional support and help develop coping strategies.	Listening Ear /ELSA	Children have the opportunity to discuss issues that may be impact on their learning	Monitor observation Pupil Voice Teacher and parent feedback	H Dobson	Easter 2018
Provide support to families with issues at home that impact on learning in school.	Family Resource Worker	Support for families around behaviour, boundaries, bedtimes etc are proving effective and impacting positively on behaviour and learning in school.	Pupil Voice Teacher and parent feedback	H Dobson K Tait K Richards	Sept 2017
Individualised spending plans	Subsidised trips, uniform, equipment. Support to attend out of school activities	Allow disadvantaged children to access all additional activities and ensure they have the correct equipment and clothing.	Pupil Voice Parental feedback	K Richards	Ongoing

Total budgeted cost	£51945
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