Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Ardeley St Lawrence Primary School and Nursery				
Academic Year	17/18	**Total PP budget**	£17,000	**Date of this PP Review**	July 2017
Total number of pupils	51	**Number of pupils eligible for PP**	12	**Date for next PP Strategy Review**	July 2018
Academic Year	17/18	**Total EYPP budget**	£475		
		Number of pupils eligible for EYPP	1		

2. Current attainment – Summer 17		
	Pupils eligible for PP	*Pupils not eligible for PP*
% achieving EXS or above in reading, writing & maths	N/A	N/A
Progress score in Reading (RAISE KS2 2016)	N/A	N/A
Progress score in Writing (RAISE KS2 2016)	N/A	N/A
Progress score in Maths (RAISE KS2 2016)	N/A	N/A
% making at least min suff. progress in Reading (in HfL pink box = good progress)	9 (75%)	35 (89.7%)
% making at least min suff. progress in Writing (in HfL pink box = good progress)	9 (75%)	33 (84.6%)
% making at least min suff. progress in Maths (in HfL pink box = good progress)	7 (58.3%)	33 (84.6%)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	PPG children supported to close the gap in reading as this enables them to access the wider curriculum
B.	Children with multiple vulnerabilities supported to make good progress in their area of need
External barriers *(issues which also require action outside school, such as low attendance rates)*	
C.	Parents require support for equal access to curricular/extra curricular activities & school equipment
D.	Parents request support with emotional and behavioural issues at home

4. Outcomes *(Desired outcomes and how they will be measured)*		Success criteria
A.	PPG children supported to close the gap in reading as this enables them to access the wider curriculum	Exit data diminished between PP and non PP in reading
B.	Children with multiple vulnerabilities supported to make good progress in their area of need	Identified children receive additional support to meet their needs. They make good progress (3 steps) and/or meet their SEN targets
C.	Children have equal access to activities and equipment	Children will have equal access to all opportunities
D.	Parents are given support with emotional and behavioural issues at home	Parents feel supported and have appropriate strategies to use

5. Planned expenditure					

Academic year	**2017-18**				

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 well?	Staff lead	When will you review implementation?
PPG children supported to close the gap in reading	Use of TA in class to develop skills Reading Recovery teacher to continue until the end of Academic Yr 2017.	Key children identified and specific barriers to learning removed within the classroom. EEF research	Data will be reviewed to monitor the gap between attainment and progress of PPG vs 'other'.	PP Lead	July 2018 (end of year data)
			Total budgeted cost		£4978

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?
Children with multiple vulnerabilities supported to make	Use of TA intervention to support children	EEF research shows that good use of TAs is to help support pupils with independent	Data will be tracked to look at effectiveness of both interventions and % achieved	SEND Lead PPG Lead	July 2018 (end of year data)

good progress their area of need	both with meeting short term targets. Provide interactive ways to target weak areas.	learning skills. EEF research shows that short interventions and development of independent learning skills is a value for money support. Research and purchase online activities to help with spelling and memory.	of Support Plan targets where applicable.		
			Total budgeted cost	£ 9166	

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?
Vulnerable children and families are supported to provide equal access to curricular/extra curricular activities & school equipment	Funding is provided for French lessons, other paid clubs, uniform, swimming and school residential		Tracking of pupils and what they have accessed	PP Lead	March 2018 (in line with financial year)

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?
Parents are given support with emotional and behavioural issues at home	School contribution to a family support worker		Review referrals to ensure they are being dealt with	SENCO	March 2018 (in line with financial year)
				Total budgeted cost	£1800

From "Effective pupil premium reviews- A guide developed by the Teaching Schools Council" May2016

Annex 5: Useful links and resources

When reviewing how pupil premium funding is currently spent, school leaders and governors will find the following documents and sources of evidence invaluable:

- The [EEF toolkit](#) provides details on the effectiveness and cost-effectiveness of a range of interventions, and the evidence base that underpins them. The [EEF evaluation toolkit](#) helps schools to understand which approaches might work best for their pupils. The [Families of Schools database](#) is a tool to help facilitate collaboration between schools facing similar challenges to help them learn from one another.

- Ofsted's Jan 2013 report, [The pupil premium: how schools are spending funding successfully](#) summarises successful and unsuccessful approaches to pupil premium use. The accompanying [analysis and challenge toolkit](#) helps schools to identify where there are gaps in attainment between disadvantaged pupils and others. An [update on the progress schools have made using their pupil premium funding to raise achievement for eligible pupils](#) was published in July 2014.

- The [Pupil Premium Awards website](#) provides an inspirational insight into what successful schools are doing with their pupil premium.

- [Making Best Use of Teaching Assistants](#), published by the EEF, and [Teaching Assistants (TAs): a guide to good practice](#) by Oxford Primary are essential reads that will help to ensure the effective deployment of support staff.

- Sir John Dunford's 2014 article, [Using the pupil premium effectively: an evidence-based approach to closing the gap](#) from the Teaching Leaders Quarterly (Spring 2014 edition) is helpful reading for middle leaders, who have an important contribution to make to the effective use of the pupil premium as well as his Ten-point plan for spending the pupil premium successfully.

- NFER's research [Supporting the attainment of disadvantaged pupils](#) focuses on schools that are successful in raising the attainment of disadvantaged pupils, as well as those who aren't so successful (see figure 1 below).

Figure 1: What are the most effective ways to support disadvantaged pupils' achievement?

Department for Education

nfer — Evidence for Excellence in Education

What are the most effective ways to support disadvantaged pupils' achievement?

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
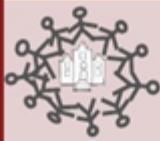
2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.

3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.

4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.

5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.

6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.

7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

This briefing, by Caroline Sharp, Shona MacLeod, Amy Skipp and Steve Higgins, is based on national research with primary, secondary and special schools across England. A full research report and a summary for school leaders are also available from the Department for Education and NFER websites: http://www.education.gov.uk/researchandstatistics/research and www.nfer.ac.uk/publications/PUPP01