



Pupil premium strategy statement

1. Summary information					
School	Scarcliffe Primary School				
Academic Year	2017/18	Total PP budget	10 @ £1320 £13,200	Date of most recent PP Review	Jan 2018
Total number of pupils	89	Number of pupils eligible for PP	10	Date for next internal review of this strategy	April 2018

2. Current attainment		
	<i>Pupils eligible for PP (National average for all)</i>	<i>All Pupils (National average for all)</i>
KS1 – 14 pupils (2 disadvantage) KS2- 12 pupils (1 disadvantage)		
% achieving age expected or above in reading, writing and maths at Y2/Y6	KS1 50% (67%) KS2 0% (53%)	KS1 64% (60%) KS2 42% (61%)
% achieving expected standard in reading	KS1 100% (74%) KS2 0% (66%)	KS1 86% (74%) KS2 50% (71%)
% achieving expected standard in writing	KS1 50% (65%) KS2 0% (74%)	KS1 76% (65%) KS2 67% (76%)
% achieving expected standard in maths	KS1 100% (73%) KS2 0% (70%)	KS1 79% (73%) KS2 42% (75%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Language skills and maths ability are lower on entry for many pupils eligible for PP than for other pupils this can impact on reading and maths progress.
B.	Many pupils (50%) who are disadvantaged also have special educational needs which can have an impact on attainment.
C.	Many children who are disadvantaged have pastoral needs which must be addressed in and out of school.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Financial issues eg. not having the money for school trips etc.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve reading inference and comprehension skills and maths outcomes for pupils eligible for PP.	High quality interventions in place. Assertive mentoring in place. Increased TA time to support high quality feedback and 1:1 reading strategies. Pastoral needs addressed through positive play. Data shows children are closing the gap or that the gap is eradicated.
B.	Early identification and support in place for those children who have language difficulties and strategies in place to overcome these barriers.	Pupils identified early using ECAT programme. Activities carried out with pupils who need extra support with speech and language and social needs. Good progress or accelerated progress for those who are receiving extra support. IEPs in place for all children on SEN register. Children identified on vulnerable pupil tracker.
C.	Ensure pastoral and learning support is in place for those pupils who are both disadvantaged and SEN to ensure that they have the best chance of making good progress and attainment.	Tracked (and identified as soon as falling behind). Supported in class and through pre & post teaching and interventions as appropriate. Individual education plans. Tracking shows good progress. High quality 1:1 feedback regularly given. Bubble time in place throughout school. Positive play in place for those children who need pastoral support. Assertive mentoring in place.
D.	Support children and families who are affected by poverty so that children are able to access the wider curriculum activities such as trips, music tuition etc	Children have access to the same opportunities as their peers. Where families need support, it is given in relation to book bag/uniform purchases etc. Increased participation of pupils in wider school activities.

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?
High quality feedback provided.	Detailed and regular 1:1 verbal feedback provided to target children, by both teacher and TA. Assertive mentoring (6 meetings with each child per year) used to identify strengths and next steps in children's learning.	The EEF suggests that 8 months of progress can be gained for relatively low cost. Assertive mentoring = 20 hours x £40 per hour = £800 per annum.	Rewrite the marking and feedback policy alongside teachers. CPD time to read educational research about the impact of marking and feedback. Monitoring activities to ensure all staff are following the feedback policy.	Ian Marsh	April 2017
Develop children's meta-cognition skills.	Learning pit and resilience introduced in assemblies. TAs and teachers to spend more time discussing 'learning to learn.' Pupil conferencing/assertive mentoring in place. Pre and post learning implemented in core subjects for gap analysis.	The EEF suggests that an increased awareness of meta-cognition can lead to +8 months progress for relatively low cost.	Headteacher to introduce in assemblies to all children in KS2 initially. Have a 'learning to learn' day. In school CPD for staff to introduce the importance of meta-cognition. Monitoring and evaluating activities to link to reflecting and learning to learn.	Ian Marsh	July 2017
Ensure that all children have access to manipulatives in all maths lessons.	Purchase resources and scheme to support the implementation of mastery maths- MathsNoProblem. Resources = £2000	The Maths Hubs have released a number of research papers highlighting the huge, positive impact that manipulatives can have a children's understanding in maths. The new curriculum requires concepts to be taught through concrete-pictorial and abstract methods too.	Purchase high quality resources linked to each year group. Monitoring activities to include a focus on use of manipulatives. Governors to ensure manipulatives are used in maths and that children have free access to them.	Ian Marsh	Ongoing – launched in September. Next formal review with staff – February 2018.
Total budgeted cost					£2800
End of Year Review of Expenditure:					
Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.			Lessons learned (and whether you will continue with this approach)		

Books show an increased amount of verbal feedback for all children – especially pupil premium. This still needs to be consolidated as some HA PP children are not receiving as much feedback as required to maximise progress.

Manipulatives in maths have had a big impact on pupil understanding in mathematics. Open mornings, lesson observations and learning walks all reveal high quality use of manipulatives to develop deeper understanding. This has had a positive impact on maths attainment in school.

Pupil conferencing is up and running in school. The vulnerable pupil tracker has shown that this is having an impact, although there is a question as to whether the class teacher would be best placed to carry out pupil conferencing.

HA children still need 1:1 feedback in order to move their learning on. Reemphasise the importance of achieving full potential and not the age expected standards. To enhance and continue.

Outcomes in maths at the end of KS2 were not as required. Time is needed for the changes to teaching and learning to have an impact on end of KS2 outcomes.

Continue with pupil conferencing, but free class teachers up to complete them on a 1:1 basis each half term.

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?
Increased support for PP children in Class 3 resulting in accelerated progress.	Increase TA support in Class 3 so that there is a class teacher and TA for all core subjects. (60% of Pupil Premium children are in class 3 – increased support for those children). COST - £4515 per annum.	Although the EEF suggests that TAs have low impact for high costs, the additional hours mean that it is possible for the TA and class teacher to spend more focussed time with PP children to give detailed feedback, discuss meta-cognition and to carry out 1:1 support. All these strategies are proven to have high impact.	Careful tracking of children through school data system and at pupil progress meetings. Monitor and evaluate the role of the TA in class 3.	Jack Horton (class teacher) supported by Ian Marsh	April 2018.
Improve speech and language skills in the foundation stage	IEPs in place for SEN children with speech and language difficulties. ECAT approach adopted by class teacher. Staff have increased awareness of key strategies for developing language in EYFS – led by Lucy Baldwin.	There is evidence to show that early intervention can make 5 months progress (EEF toolkit). By intervening early we are increasing the chances of the children catching up to their peers before the end of the FS. Also, they are less likely to develop reading and writing difficulties.	Lead is the Class 1 teacher who has had the ECAT training and supported staff with this. It will be monitored by SLT and discussed both informally and through Pupil Progress Meetings. Lucy to meet with FS staff to ensure consistency in focus and practise.	Miss Baldwin in conjunction with Ian Marsh	Every term through pupil progress data & meetings. Next FS team meeting – Jan 2018.
Ensure high quality maths interventions are in place to fill gaps and accelerate progress.	Specific targeted support delivered by teacher/TA, including intervention and diagnostic testing. TA Time to run intervention = 3 hours per week. £11 x 3 x 39 weeks = £1287 per year. 1 st Class@Number 1 and 2 and Success at Arithmetic purchased	This support (targeted individual and group) will help to develop maths strategies and confidence in school. The programme is tried and tested and comes highly recommended from within the cluster of schools. Data from baseline to post intervention shows on average 10 months progress in maths.	Diagnostic testing will show progress, alongside data and classroom work. SENCo monitors provision ensuring (alongside class teacher) that the intervention is effective. Teachers and TAs to receive substantial training and high-quality resources linked to the intervention. Focussed monitoring activities – including observations of intervention.	Teachers monitored by Ian Marsh	Every term through pupil progress data & meetings. Following first 10 week cycle – February 2018.

Ensure pastoral and learning support is in place for those pupils who are both disadvantaged and SEN to ensure that they have the best chance of making good progress and attainment.	Support for children with SEN and PP is identified on the provision map with focused IEPs where necessary; support is identified in this way and personalised to the child's needs. Support is delivered by the teacher and/or TA and may include – reading intervention; targeted maths or phonics group; pre & post teaching. Positive play is in place for targeted children. Bubble time in place across school.	Personalising the child's needs in this way means that teaching can be planned and approaches used which will best impact those needs. Maslow's hierarchy of needs theory shows that children must feel safe, have a sense of belonging and have high self-esteem before they are ready to access learning. These strategies aim to ensure these are in place so children can make rapid progress. Positive play training = £600. TA Time is 1.5 hours per week = £645 per year.	SENCo monitors the provision and this is discussed termly focused with teachers/TAs to review impact	Teachers monitored by SENCo & Ian Marsh	Approaches are regularly reviewed to assess impact and effectiveness and at least every term through pupil progress data & meetings.
1/1 pupil premium children obtains greater depth in maths at the end of KS2 (2018).	1:1 tuition in place. (10 weeks @ £20 per week) = £200.	The EEF suggests that 1:1 support has an impact of +5 months. This approach has been used historically and has had a very positive impact on progress.	Carefully planned support using gap tasks. Close monitoring of the content of sessions. High quality teachers used to deliver the sessions. Access to manipulatives to ensure sound understanding of concepts.	Jack Horton and Ian Marsh.	Throughout the process – Starting January 2018.
Total budgeted cost					£9947
End of Year Review of Expenditure:					
Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.			Lessons learned (and whether you will continue with this approach)		
Increased TA time in Class 3 resulted in specific targeted intervention, both pastoral and academic for PP children. See intervention analysis for impact. Speech and language in place in EYFS resulting in both children achieving ELG in speaking. Interventions for maths, reading and Positive Play in place. See evaluation of intervention sheets.			Continue with support in Year 4 and 5 next year. Devise strategic intervention plan to ensure progress is maximised through intervention. Continue to support these children, plus any additional children in Class 1 next year. Establish groups from September and devise strategic plan for interventions.		

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 who are affected by poverty so that children are able to access the wider curriculum activities such as trips, music tuition etc	Bespoke support as and when parents show a need; for example we may offer to pay or part pay for new items of uniform, educational visits or music tuition. We may also offer cheap or free breakfast club and/or after-school club depending on need.	Children's life opportunities are increased and this impacts on their well-being and progress. Children are not disadvantaged/ access the same as other children, consequently raising their self-esteem and confidence. Breakfast and afterschool clubs help to ensure pupils are fed as well also supporting childcare for families.	Provision is monitored through the Provision Map and also through reviewing registers/looking at take up of activities.	Ian Marsh	Termly
Total budgeted cost					£500
End of Year Review of Expenditure:					
Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.			Lessons learned (and whether you will continue with this approach)		
<p>Children have accessed residential (Y2 – Y6) which have all been part funded by Pupil Premium block.</p> <p>Some music sessions supported by funding.</p> <p>After school sports clubs part funded.</p> <p>Trips subsidised by PP allocation.</p>			<p>Continue to fund enrichment activities, but make these more personalised to individuals – see Pupil Premium Information Sheets.</p>		