



## Delph Side Community Primary School Pupil Premium Strategy 2017 -2018

| 1. Summary Information                                |            |                                       |             |                                       |          |
|---|------------|---------------------------------------|-------------|---------------------------------------|----------|
| Academic Year   | 2017/18    | Total Combined PP budget              | £101,112.00 | Date of most recent PP Review         | 6/10/17  |
| Total PP budget Main School                           | £99,000.00 | Number of pupils eligible for EYFS PP | 6           | EYFS PP                               | £2112.00 |
| Amount per pupil                                      | £1320.00   |                                       |             | Amount per pupil                      | £352.00  |
| Total number of pupils                                | 185        | Number of pupils eligible for PP      | 75          | Date for next internal review of this | 16/1/18  |
| <b>2017 attainment KS2</b>                            |            |                                       |             |                                       |          |
|   |            | <i>Pupils eligible for PP (13)</i>    |             | <i>National Average (other)</i>       |          |
| % achieving ARE or ARE+ in reading, writing and maths |            | 15%                                   |             | 67%                                   |          |
| % achieving ARE or ARE+ in reading                    |            | 23%                                   |             | 77%                                   |          |
| % achieving ARE or ARE+ in writing                    |            | 85%                                   |             | 81%                                   |          |
| % achieving ARE or ARE+ in maths                      |            | 62%                                   |             | 80%                                   |          |
| % achieving ARE or ARE+ in GPS                        |            | 75%                                   |             | -                                     |          |
| <b>Targeted attainment for 2018 KS2</b>               |            |                                       |             |                                       |          |
|   |            | <i>Pupils eligible for PP (11)</i>    |             | <i>National Average (other)</i>       |          |
| % achieving ARE or ARE+ in reading, writing and maths |            | 55%                                   |             | -                                     |          |
| % achieving ARE or ARE+ in reading                    |            | 64%                                   |             | -                                     |          |
| % achieving ARE or ARE+ in writing                    |            | 64%                                   |             | -                                     |          |
| % achieving ARE or ARE+ in maths                      |            | 72%                                   |             | -                                     |          |
| <b>2017 attainment KS1</b>                            |            |                                       |             |                                       |          |
|   |            | <i>Pupils eligible for PP (9)</i>     |             | <i>National Average (other)</i>       |          |
| % achieving ARE or ARE+ in reading, writing and maths |            | 56%                                   |             | Awaiting data                         |          |
| % achieving ARE or ARE+ in reading                    |            | 56%                                   |             | Awaiting data                         |          |



|   |                                   |                                 |
|---|-----------------------------------|---------------------------------|
| % achieving ARE or ARE+ in writing                    | 56%                               | Awaiting data                   |
| % achieving ARE or ARE+ in maths                      | 56%                               | Awaiting data                   |
| <b>Targeted attainment for 2018 KS1</b>               |                                   |                                 |
|   | <i>Pupils eligible for PP (8)</i> | <i>National Average (other)</i> |
| % achieving ARE or ARE+ in reading, writing and maths | 63%                               | -                               |
| % achieving ARE or ARE+ in reading                    | 63%                               | -                               |
| % achieving ARE or ARE+ in writing                    | 63%                               | -                               |
| % achieving ARE or ARE+ in maths                      | 63%                               | -                               |

#### Attendance 2016-2017

**PP children 91.3%**

**Non PP children 93.94%**

## 2. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers

- |    |   |
|----|---|
| A. | Key skills in Reading behind non PP and National PP   |
| B. | Reasoning skills in Maths behind non PP and National PP   |
| C. | Early speech and Language – both in terms of understanding language and in terms of speech skills. These have been lower for some pupils eligible for PP, therefore this impacts across the curriculum. |

### External Barriers

- |    |  |
|----|--|
| D. | Attendance of PP children below that of other children |
| E. | Self-esteem issues/aspirations/goals/confidence        |

## 3. Desired Outcomes

## Success Criteria

- |    |   |  |
|----|---|--|
| A. | KS2 PP reading scores to improve<br>- Targeted 64% to achieve ARE in reading<br>- Targeted 55% to achieve ARE combined<br>(Closing the gap to national) | <ul style="list-style-type: none"> <li>Data reflects a higher proportion of PP Pupils are achieving ARE in reading compared to cohort baseline (Summer 2017)</li> <li>Data reflects PP progress is at least Good</li> <li>Learning Walks and Work Scrutiny evidence consistently good teaching of reading and children making progress (as monitored through the SIP)</li> </ul> |
|----|---|--|



|           |  |   |
|-----------|--|---|
|           | <p>A: Reviewed Sep 2018</p>  | <ul style="list-style-type: none"> <li>• 70% of Disadvantaged pupils achieved ARE in reading in the KS2 SATS results in 2018, an increase of 47% from 2017</li> <li>• 30% of Disadvantaged pupils achieved Greater Depth in the KS2 SATS results in 2018, an increase of 22% from 2017</li> </ul>   |
| <p>B.</p> | <p>KS2 PP maths scores to improve</p> <ul style="list-style-type: none"> <li>- Targeted 72% to achieve ARE in maths</li> <li>- Targeted 55% to achieve ARE combined</li> </ul> <p>(Closing the gap to national)</p> <p>KS1 PP maths scores to improve</p> <ul style="list-style-type: none"> <li>- Targeted 63% to achieve ARE in maths</li> <li>- Targeted 63% to achieve ARE combined</li> </ul> | <ul style="list-style-type: none"> <li>• Data reflects a higher proportion of PP Pupils are achieving ARE in Maths compared to cohort baseline (Summer 2017)</li> <li>• Data reflects PP progress is at least Good</li> <li>• Learning Walks and Work Scrutiny evidence consistently good teaching of reading and children making progress (as monitored through the SIP)</li> <li>• Mastery Maths approach embedded and used across the school successfully</li> </ul>   |
|           | <p>B: Reviewed Sep 2018</p>  | <ul style="list-style-type: none"> <li>• 100% of Disadvantaged Pupils achieved ARE in Mathematics in the KS2 SATS in 2018, an increase of 38% from 2017</li> <li>• 20% of Disadvantaged Pupils achieved Greater Depth in the KS2 SATS in 2018, an increase of 12% from 2017</li> <li>• 70% of Disadvantaged Pupils achieved ARE combined in the KS2 2018 SATS, an increase of 55% from 2017.</li> <li>• 0% of Disadvantaged pupils achieved Greater Depth Combined which is a decrease of 8% from 2017</li> <li>• 56% of KS1 Disadvantaged Pupils achieved ARE. This is below the target that was set at the start of the year. However, One Disadvantaged pupil who was targeted to achieve ARE left the school during the spring term and an additional Disadvantaged pupil, with Special Educational Needs joined the cohort making the percentage targeted and on target change.</li> </ul> |



|                      |  |   |
|----------------------|--|---|
| C.                   | PP pupils in EYFS make better than average progress towards speech and language goals                              | <ul style="list-style-type: none"> <li>• WellComm assessment reflect that PP pupils are making significant progress towards targets</li> <li>• Learning walks and monitoring evidence consistently good teaching of WellComm</li> <li>• Specific children targeted and monitored</li> </ul>   |
| C: Reviewed Sep 2018 |  | <ul style="list-style-type: none"> <li>• Only 6% of Nursery children in were working at the age expected level for speech and language on entry to nursery in 2017. At the end of the year, in June, this percentage had increased to 46% of children working at the expected level.</li> <li>• 82% of Reception pupils achieved the Early Learning Goal for Communication and Language with only 68% on track to achieve it at the start of the year baseline assessments.</li> <li>• 38% of Disadvantaged Pupils achieved GLD in 2018 an increase of 25% from 2017</li> </ul>   |
| D.                   | PP attendance to be at least in line with 'other' pupils and moving closer to the national figure                  | <ul style="list-style-type: none"> <li>• Appointment of attendance lead as part of the Senior Leadership Team</li> <li>• Attendance to have high profile in school</li> <li>• Half termly monitoring of attendance shows a closing of the gap</li> </ul>  |
| D: Reviewed Sep 2018 |  | <ul style="list-style-type: none"> <li>• Attendance continues to be a focus area. In 2017 – 2018, attendance of Disadvantaged Pupils was 92.05%, 2.6% below that of Other Pupils. However, this is still an increase on 2016-2017 where attendance of Disadvantaged Pupils was 91.14%with a difference of 3.3% below that of Other Pupils.</li> <li>• Attendance will take its own strand of the SIP this academic year and continues to be driven forward by the SLT attendance lead and Learning mentor.</li> <li>• 17 referrals were made to PAST for attendance support last year and of them, 100% were Disadvantaged Pupils.</li> </ul> |
| E.                   | Targeted pupils show increased resilience in learning and impacts on pupils progress in reading, writing and maths | <ul style="list-style-type: none"> <li>• Data reflects targeted pupils have made at least expected progress in reading, writing and maths.</li> <li>• Growth mindset PAQ reflect increase in resilience/confidence</li> </ul>   |



E: Reviewed Sep 2018

- *Whole school approach adopted for Growth Mindset.*
- *6 pupils in Year 6 had small group coaching sessions. 100% achieved ARE in Maths, 67% achieved ARE in writing and 67% achieved ARE in reading.*
- *All pupils demonstrated increased resilience and positive mindset to the SATS*



## Planned Expenditure

### 1. Improving Outcomes

| Desired Outcome                  | Action/ Approach         | What is the evidence & rationale for this choice?  | How will you measure the impact?  | Staff lead                              | When will you review implementation?   |
|----------------------------------|--------------------------|--|---|---|--|
| To improve attainment in reading | Comprehension strategies | EEF research shows that by directly teaching comprehension strategies, pupils can make up to five months additional progress.  | Termly Pupil Progress meetings<br>Data analysis   | Jonathan Fyne                           | Termly – PP meetings<br>Dec 2017<br>March 2018<br>June 2018<br><b>Total cost: £2400</b>  |
|                                  | Everyday reading         | The school recognises that high percentages of its pupil premium children are working below ARE for reading. Children who do not read at home need to be heard read on a daily basis to provide high quality 1-1 reading opportunities | Monitoring shows targeted pupils are reading regularly<br>Data analysis                     | Jonathan Fyne                           | Termly – PP meetings<br>Dec 2017<br>March 2018<br>June 2018<br><b>Total cost: £11400</b> |
|                                  | Targeted intervention    | EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.  | Termly Pupil Progress meetings<br>Data analysis<br>Weekly discussions with staff delivering | Liz Burton<br>Ian Morris<br>Laura James | Termly – PP meetings<br>Dec 2017<br>March 2018<br>June 2018<br><b>Total cost: £9165</b>  |



|                                |   |   |  |   |  |
|--------------------------------|---|---|--|---|--|
| To improve attainment in Maths | Purchase Maths Mastery Scheme of Work       | EEF research reports that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. | Work scrutiny<br>Regular Learning walks<br>Data analysis<br>Termly pupil Progress meetings<br>Formal lesson observations<br>PAQ<br>Staff meeting agenda item | Liz Burton                              | Ongoing throughout the year<br>Formally –<br>Dec 2017<br>Mar 2018<br>June 2018 |
|                                | <b>Total cost: £6500</b>                    |   |  |   |  |
|                                | To be part of a Maths Mastery research hub. | EEF research states Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress  | Staff meeting agenda item<br>Observations  | Liz Burton<br>Chloe Breckell            | Ongoing throughout the year<br>Formally – Dec 2017<br>Mar 2018<br>June 2018    |
| <b>Total cost: £550</b>        |   |   |  |   |  |
| Targeted intervention          |   | EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.   | Termly Pupil Progress meetings<br>Data analysis<br>Weekly discussions with staff delivering  | Liz Burton<br>Ian Morris<br>Laura James | Termly – PP meetings<br>Dec 2017<br>March 2018<br>June 2018                    |
|                                |   |   |  |   | <b>Total cost: £9165</b>   |
| <b>Total Budgeted Cost</b>     |   |   |  |   | <b>£39,180</b>   |



| 2. Removing Barriers to Learning  |  |   |  |                             |  |
|---|--|---|--|-----------------------------|--|
| Desired Outcome   | Action/ Approach                           | What is the evidence & rationale for this choice?   | How will you measure the impact?   | Staff lead                  | When will you review implementation?   |
| Pupils to show increasing resilience  | Play Therapy                               | The EEF identifies that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself   | Reviewed half termly in pastoral meetings<br>Pupils progress<br>Observation and assessment of pupils attitudes to learning               | Liz Burton<br>Carolyn Lock  |  |
|   |  |   |  |                             | <b>Total cost: £4800</b>   |
| To improve EYFS Speech, language and communication so that pupils can access the wider curriculum | WellComm Intervention Programme            | EEF evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families. | Data analysis of EYFS speech and language data<br>Observations and assessments of the children<br>Discussions at pupil progress meetings | Heather Hains               | Termly PP meetings<br>Dec 2017<br>Mar 2018<br>June 2018  |
|   | School based Speech and Language therapist | EEF evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families. | Weekly meetings with SENCO<br>Targeted pupils assessed by SLT twice yearly<br>Data analysis  | Heather Hains<br>Liz Burton | <b>Total cost: £8550</b><br>Ongoing throughout the year<br>Formally –<br>Dec 2017<br>Mar 2018<br>June 2018<br><b>Total cost: £2090</b> |





|  |                                |   |   |                               |               |
|--|--------------------------------|---|---|-------------------------------|---------------|
| To support families – making school accessible                           | Learning mentor family support | EEF research shows that by focusing on social and emotional learning, pupils can make additional progress. The school recognizes that for many of PP families, additional family support is required and this is delivered via onsite pastoral support  | Pupil/parent attitudinal questionnaire<br>Learning Mentor to complete CAFs and TAFs<br>Learning mentor logs<br>Update meetings with SLT.      | Carolyn Lock                  |               |
| <b>Total cost: £5000</b>   |                                |   |   |                               |               |
| To ensure all children are ready to learn at the start of the school day | Breakfast club                 | The school breakfast club is attended by almost half of the pupils and has proved to be invaluable over the last 3 years to ensure children are ready to start the day of learning having been fed and supported.   | Termly Pupil Progress meetings<br>Data analysis<br>Weekly discussions with staff<br>% of pupils attending school<br>% increase in punctuality | Carolyn Lock<br>Ian Morris    |               |
| <b>Total cost: £9730</b>   |                                |   |   |                               |               |
| To support pupils learning in class                                      | Additional adult support       | As the EEF research indicates, having additional adults (TAs) in the classroom who work collaboratively with the teacher to secure outcomes has a positive impact. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit. | Termly Pupil Progress meetings<br>Data analysis<br>Weekly discussions with staff  | Liz Ormerod<br>Class Teachers |               |
| <b>Total cost: £28200</b>  |                                |   |   |                               |               |
| <b>Total Budgeted Cost</b>   |                                |   |   |                               | <b>£58382</b> |



### 3. Improving Punctuality and Attendance

| Desired Outcome                     | Action/ Approach               | What is the evidence & rationale for this choice?  | How will you measure the impact?   | Staff lead                  | When will you review implementation?                                     |
|-------------------------------------|--------------------------------|--|--|-----------------------------|--|
| To improve Pupil Premium attendance | Daily Breakfast Club           | The school recognises that many pupils in the school are late or not attending school at all. PP Pupils need to be in school regularly to benefit from quality first teaching. NFER research identifies addressing attendance as a key step. | Attendance monitored on a weekly/half termly and termly basis<br>Reported to governors termly<br>Reported to parents half termly<br>Registers collected on a daily basis | Ian Morris/<br>Carolyn Lock | Weekly<br>Half termly<br>Termly<br><br><b>Total cost: £350</b>           |
|                                     | SLT Leader of Attendance       | PP Pupils need to be in school regularly to benefit from quality first teaching. NFER research identifies addressing attendance as a key step. By appointing an SLT lead, PP attendance is monitored and addressed on a weekly basis.        | Attendance monitored on a weekly/half termly and termly basis<br>Reported to governors termly<br>Reported to parents half termly<br>Registers collected on a daily basis | Ian Morris                  | Weekly<br>Half termly<br>Termly<br><br><b>Total cost: £350</b>           |
| To improve Pupil Premium attendance | Learning Mentor first response | School recognises that contact needs to be made with families as soon as they are not present for school or they will miss entire sessions of learning.  | Register collected on a daily basis<br>Attendance monitored on a daily and weekly basis<br>Pupils targeted for support   | Carolyn Lock                | Daily<br>Weekly<br>Half termly<br>Termly<br><br><b>Total cost: £2850</b> |
|                                     |                                |  |  |                             | <b>£ 3550</b>  |
| <b>Total Budgeted Cost</b>          |                                |  |  |                             |  |



## Pupil Premium Strategy Review 2017-2018

### Successes

- 100% of Disadvantaged Pupils achieved ARE in KS2 Maths SATS
- 70% of Disadvantaged Pupils achieved ARE in KS2 Reading SATS
- 70% of Disadvantaged Pupils achieved ARE Combined in KS2 SATS
- 20% of Disadvantaged Pupils achieved Greater Depth in Maths KS2 SATS
- 30% of Disadvantaged Pupils achieved Greater Depth in reading KS2 SATS
- 82% of Reception Pupils achieving the ELG for communication and language
- Increase of 40% of Nursery pupils working at the age expected level for speech, language and communication
- 63% of Disadvantaged Pupils regularly access the school's breakfast club.
- 73% of CAFs completed were to access support for Disadvantaged families.

### Next Steps

- Focus on the % of Disadvantaged pupils achieving Greater Depth Combined in KS2 SATS
- Focus on KS1 Disadvantaged pupils achieving ARE and ARE + for Reading writing and maths
- Improved attendance of Disadvantaged Pupils – diminishing the difference
- Disadvantaged pupils in EYFS to be offered 30 free hours on a trial basis.
- Review how to tackle persistent absentees.
- New initiatives to be taking place in school to engage and support Pupil Premium families and overcome barriers to learning.
- Additional family support/parenting programs
- To continue to diminish the difference between Disadvantaged Pupil's attainment and that of Other Pupils.

In House data:

|    | Disadvantaged Pupils % |    |     | Other Pupils % |     |     |
|----|------------------------|----|-----|----------------|-----|-----|
|    | R                      | W  | M   | R              | W   | M   |
| Y1 | 50                     | 50 | 50  | 63             | 68  | 63  |
| Y2 | 67                     | 44 | 56  | 82             | 82  | 73  |
| Y3 | 57                     | 56 | 57  | 90             | 80  | 80  |
| Y4 | 69                     | 69 | 63  | 80             | 80  | 100 |
| Y5 | 77                     | 77 | 77  | 53             | 47  | 53  |
| Y6 | 80                     | 80 | 100 | 100            | 100 | 100 |

In House data shows that as Disadvantaged Pupils progress through the school, the difference between attainment of Disadvantaged and Other Pupils does begin to diminish.



Phonics Screening:

| Year 1        | 2017                          | On Track March 2018 | Phonics Test June Result 2018 |
|---------------|-------------------------------|---------------------|-------------------------------|
|               | 84%<br>National: 81%          | 59%<br>17/29        | 83%<br>24/29                  |
| <b>PP</b>     | 63%<br>5/8<br>National: 83%   | 50%<br>5/10         | 70%<br>7/10                   |
| <b>Non PP</b> | 93%<br>14/15<br>National: 83% | 63%<br>12/19        | 89%<br>17/19                  |

The year 1 phonics screening check has been a success this year. We have increased the percentage of Disadvantaged pupils achieving the standard. In addition, the gap between Disadvantaged pupils and Other pupils has narrowed by 11%.