



SUNNY BANK PRIMARY SCHOOL

'Excellence as Standard'

Evidencing the impact of Pupil Premium 2018-19

1. Summary information					
School	Sunny Bank Primary School				
Academic Year	2018-2019	Total PP budget	£43,560	Date of most recent PP Review	N/A
Total number of pupils	212	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Apr 2019

2. Current attainment		
In 2017 there were 7 pupils in Y6 eligible for pupil premium. This is 23 % of the cohort.	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average 2016)</i>
% achieving Age-Related Expectation (ARE) or above in reading, writing & maths	100%	97%
% achieving ARE in Reading	100%	100%
% achieving ARE in Writing	100%	97%
% achieving ARE in Maths	100%	100%
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.	Early speech and language – both in terms of understanding and in terms of speech skills have been lower for some pupils eligible for PP, therefore impacts across the curriculum	



B.	Aspirations, self-belief and confidence behaviours at home, family relationships and attitudes to learning – within the group of children eligible for pupil premium there is a need for them to believe that they can achieve, set themselves goals and targets and have high expectations of themselves – High expectations that are expected in school are not always reinforced at home by all family members.
C.	Reading and writing diet and acquisition of wide vocabulary. This is limiting the access to more classical texts for pupils and children with less actual life experiences have not had the opportunity to experience some vocabulary or be introduced to it.
D.	Development of staff knowledge and understanding of provision for more able pupils to ensure an increased number of pupils achieve Greater Depth.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance – primarily linked to term time holidays or a lack of understanding of the importance of school and the negative impact poor attendance has on both learning and development of social skills. This groups persistent absentee attendance figures are higher (8.87%) when compared with the rest of the school 5.6%.
E.	Aspirations, self-belief and confidence behaviours at home, family relationships and attitudes to learning – within the group of children eligible for pupil premium there is a need for them to believe that they can achieve, set themselves goals and targets and have high expectations of themselves – High expectations that are expected in school are not always reinforced at home by all family members.
F.	SEMH – Pupils eligible for pupil premium are more likely to need support around Social, Emotional Mental Health. Supporting children through our nurturing environment and through a mentoring system where a designated member of staff will be able to give time for children to discuss worries or concerns
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
Success criteria	



A.	Improve understanding and language acquisition within the foundation age pupils, measured by assessments and observation.	Pupils eligible for pupil premium funds accelerate quickly with their language skills in order to diminish any difference in attainment by the end of the Foundation Stage.
B.	More pupils have achieved greater depth in one or more subjects by EOY. Pupils with potential to achieve GD will be identified and given additional support (Accelerated Learning Group) to achieve GD by EOY.	Across the school an increased number of pupils will achieve Greater Depth in Reading, Writing and Mathematics.
C.	Accelerated progress for pupils eligible for pupil premium in Y6 and Y2 in R/W/M by EOY after additional provision and/or tuition .	Children involved in ALG's will have shown accelerated progress.
D.	Attendance of the group eligible for pupil premium improves and the difference diminishes between this group and other nationally.	Reduce the number of persistent absentees among pupils eligible for PP to <5%. Overall PP attendance improves to be inline or better than other pupils.
E.	Increased exposure to experiences beyond immediate experiences and literature beyond that they have experienced before which will in turn impact on children's own general knowledge and associated language. Measured by improvement increasing trend in outcomes of writing scores by the end of KS2	In writing scores at the end of KS2 there will be an increasing trend over time for pupils eligible for pupil premium.
F.	Children presenting with SEMH are given time and strategies to discuss and talk about what it is that is a worry. Also provides parents of pupils eligible for pupil premium the confidence that support is there and can be given.	Children presenting with Social, Emotional and Mental Health issues will be identified, referred to a mentor and then further referrals to outside agencies. Also children and parents to be made more aware of support offered through school and outside agencies.



5. Planned expenditure					
Academic year		2018-2019			
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?
Continue to embed and improve the understanding and language acquisition within the foundation age pupils, measured by assessments and observations.	<p>Ensure the core texts available to the children expose children to repetition, rich vocabulary alongside phonetically decodable texts. Targeted support through early assessment of phonic acquisition.</p> <p>Targeted support from Deputy Head to work with target children on language skills</p>	<p>Literature and sharing books has proven impact on the development of early language.</p> <p>The introduction of the power of reading project has had a big impact on the quality of text and the links being made through the curriculum and the opportunities for teachers to embed the vocabulary throughout the day.</p> <p>focused targeted support sessions will impact on children's language skills</p>	<p>Engagement with texts and pupil feedback, including parent workshop.</p> <p>Assessment and observational data. Support staff to attend internal S&L therapy sessions and where possible attend external in order to ensure consistency of support.</p> <p>Pupil progress meetings will have focus on children eligible for pupil premium.</p>	AH (Deputy Head) AHarrop TOB	<p>Termly Pupil Progress with EYFS Lead and class teacher</p> <p>Dec 2018</p> <p>April 2019</p> <p>July 2019</p>



<p>The embed the aspirations, confidence and self-belief of identified pupils as eligible for pupil premium will improve and increase as evidenced in increased contributions with in the classroom, progress and attainment scores, pupil and parental voice and feedback</p>	<p>Continuing to develop the use of Building Learning Power across school.</p> <p>Increase exposure to professionals and a variety of enrichment activities across the curriculum.</p> <p>Offer opportunities for the children to travel both outside of school and outside of the local community and see other parts of the surrounding areas and country.</p> <p>The continuing investment in children's university to encourage children's learning outside of school</p>	<p>Embedding a culture in classrooms – and across the school – that systematically cultivates habits and attitudes that enable young people to become better learners; face difficulty and uncertainty calmly, confidently and creatively.</p> <p>Students who are more confident of their own learning ability learn faster and learn better. They concentrate more, think harder and find learning more enjoyable. They do better in their tests and external examinations.</p> <p>Give children the opportunities to listen to and see professionals from outside of education and TV to see real opportunities for them to aspire towards.</p> <p>Often children have not travelled outside of the local area. These opportunities will open up children to the wider world – the vast opportunity along with various career pathways (Parliament, Theatre and film production)</p> <p>Children who engage in outside learning with parents and other family members gain a wider knowledge of the world and therefore are able to apply this in the classroom.</p>	<p>Opportunities for pupils to travel on whole school trips (Pantomime) and class trips to various places of interest linked to topics outside of the locality.</p> <p>Themed days / weeks across the school and linked projects across the MAT (parliament / interfaith / online-safety / anti-bullying weeks). Careers and Aspirations week across the school and in year 6 and a linked project across the MAT. Linking this with the Transition project for Year 6 going into Year 7</p> <p>Observations / drop-ins of lessons to observe the learning culture around the school. Pupil voice completed termly by LoL's.</p> <p>Embedding the principles of BLP – further development of Sumoji's to continue to promote BLP across the school. Hold parent workshops to support parents understanding of the importance and relevance of BLP at Sunny Bank.</p>	<p>TB AH LoL Class Teachers TA's</p>	<p>Reviewed termly with children through pupil voice.</p> <p>Observed through learning walks / drop-ins /</p> <p>Building Learning Power mentoring sheets – Shared with pupils and parents at parents' evenings.</p>
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<p>Continue to expose children to experiences beyond immediate experiences and literature experiences and literature beyond that that they have experienced before. This will in turn impact on children's own general knowledge and associated language skills.</p>	<p>Review of literature and balance of text types and genre exposure – Linking in with the introduction of the Power of Reading Project</p> <p>Annual review of the curriculum to secure and widen the array of enrichments, WOW moments, visits and visitors.</p> <p>The mastery approach across the school. Teachers to continue to develop and embed to mastery approach in maths – the use of consistent language across the school.</p>	<p>Number of pupils achieving GD in writing is below national – We have seen an increase in GD writers since the project started.</p> <p>Giving writing a purpose linked to a core text that is being taught across the curriculum immerses the children within it and develops writing skills across the curriculum.</p> <p>Developing teaching of writing through the implementation of the writing journey gives quality time on reading and developing genres at text level – immersing children with the text – vocabulary skills</p> <p>Review of the curriculum to develop the use of the core text throughout the curriculum to ensure children are engaged, learning is purposeful and that they are given opportunities to develop their skills and fulfil their potential.</p> <p>The mastery approach – this has been developed through maths and has a positive impact on children's learning. This will be developed through other subjects in various different ways to impact on the pupils that need challenge to better themselves across the curriculum.</p>	<p>Leaders of Learning monitoring of GD across school within their subject.</p> <p>Monitoring and evaluating the writing journey across school – Monitoring the impact of this on the quality of writing / stamina for writing / quantity of writing being produced by the children.</p> <p>Monitoring of the curriculum to ensure that it is engaging and purposeful that gives pupils the opportunities to develop and transfer reading, writing and maths skills across all subjects.</p> <p>Percentage of pupils achieving GD across the curriculum and skills being transferred across subjects.</p> <p>A greater number of children across the curriculum will achieve GD in particular PP children and more children will diminish the difference across the curriculum from the peers</p>	<p>AH LoL Class Teachers</p>	<p>Termly pupil progress meetings</p> <p>Tracking (KLG) grids</p> <p>Data analysis – Tracker+</p> <p>Measured by improvement increasing trend in outcomes of writing and reading scores by the end of KS1 and KS2 and at the end of each Year group.</p>
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<p>Continue to embed staff knowledge and understanding of provision for 'more able' pupils to ensure an increased number of pupils achieve 'Greater Depth'.</p>	<p>Programme of CPD for all staff. Joint leadership project on the more able PP child with local cluster schools.</p>	<p>Number of pupils eligible for PP achieving GD is higher than national average in Key Stage 1 and Key Stage 2 due to the focus and training staff have had. This trend needs to continue and needs more work for it to be fully implemented across the school.</p> <p>Curriculum includes opportunities to work at greater depth; impact on progress evident. More able pupils to achieve 'greater depth'.</p>	<p>Professional reading and a programme of CPD linked to mastery and working at Greater Depth will be planned for staff meetings, training days and directed time during Key Stage meetings. Release time for LoL to develop GD within their subject</p> <p>Deputy Head to focus on PP children targeted at pupil progress meeting for GD.</p>	<p>AH LoL Class Teachers</p>	<p>Case studies will be developed and monitored across the year. Greater Depth Termly tracking grid discussed at pupil progress meetings. April 2018</p>
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<p>Children presenting with an SEMH need are given time and strategies to discuss and talk about their needs.</p> <p>Also opportunities for parents of pupils eligible for pupil premium the confidence that support and advice can sought after and given.</p>	<p>An increasing number of pupils are presenting with issues around Social, Emotional and Mental Health.</p>	<p>Children's SEMH needs has a significant impact on their learning and progress through the curriculum</p> <p>SEMH needs can lead to poor attendance / Behaviour / relationships with peers and adults all this can have a significant impact on a child's academic and social ability</p>	<p>Continuation of the mentoring system set up within school – Any child identified by staff to be displaying a need for a mentor will be added to the mentoring list.</p> <p>Regular meeting with outside agencies regarding workshops / group work for children with a SEMH need to access within school</p> <p>Regular training for staff to support children with an SEMH need.</p> <p>Recording system to be set up to record time spend with children being mentored.</p>	<p>AH Class Teachers Mentors</p>	<p>Regular monitoring of Mentoring list</p> <p>Recording system to monitor the work and time invested in children with SEMH needs</p>
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Total budgeted cost
£11,000

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?
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<p>Continue and maintain an upward trend diminishing the different in the attainment gap between pp pupils and other pupils in Y6 in R/W/M at end of Key Stage 2</p>	<p>ALGs implemented and reviewed half-termly.</p> <p>Intervention Strategy launched and implemented.</p>	<p>Impact of ALG input assessed and monitored.</p> <p>On entry and exit data collated and analysed.</p> <p>Impact of Intervention Strategy assessed and monitored.</p> <p>On entry and exit data collated and analysed.</p>	<p>Implemented over a time-limited period e.g. 6 weeks.</p> <p>Planned with class teacher.</p> <p>Structured programmes.</p>	<p>AH VC/AF TAs Class Teachers</p>	<p>Monitoring and reporting on the interventions.</p> <p>Impact Report completed termly.</p> <p>Termly data analysed for R,W,M</p>
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<p>Ensure targeted pupils achieve age expectation in R/W/M.</p> <p>Ensure targeted pupils achieve greater depth in reading and maths.</p>	<p>Daily teaching support for Y6, Y2 and small group tuition; additional tuition for more able pupils (ALGs).</p> <p>Additional morning support from Mr Harris for pupil premium targeted children</p>	<p>Targeted support used to develop accelerate learning for targeted children across the school – particularly in Y2 and Y6.</p> <p>Mastery learning approaches show high and moderate impact for low cost – ALG focus for specific groups.</p> <p>Approaches will allow more able pupils to accelerate and achieve GD.</p>	<p>ALG and additional support planning will be monitored and impact discussed at pupil progress meetings.</p> <p>Continuing the case study of the effectiveness of provision for a more able child showing the impact and progress made.</p>	<p>AH</p> <p>All staff</p>	<p>Planning and impact monitored termly.</p>
<p>Total budgeted cost £30,000</p>					



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?
Attendance – primarily linked to term time holidays or a lack of understanding of the importance of school and the negative impact poor attendance has on both learning and development of social skills. This groups persistent absentee attendance figures are higher (8.87%) when compared with the rest of the school (5.6%).	<p>Incentives for good attendance – Weekly class incentives and rewards, ½ termly celebration certificates</p> <p>Penalty notice letters handed out to parents.</p> <p>Develop parents knowledge and understanding of the negative impact of poor attendance on both academic and social skills.</p>	<p>Attendance figures for this group serve as a barrier and reduces the capacity to reach their maximum potential.</p> <p>Some parental attitudes are uninformed however in some cases; this is simply due to absence linked to holidays being taken during term time. These absences have been unauthorised but this is proving not to be a deterrent.</p>	Data analysis and close tracking of the target group from HT, DHT and admin team to monitor impact and feedback	AH / TB Office staff	<p>BLP pupil meeting</p> <p>Parents evenings</p> <p>Pupil progress meetings</p>



<p>Aspirations, self-belief and confidence behaviours at home, family relationships and attitudes to learning – within the group of children eligible for pupil premium there is a need for them to believe that they can achieve, set themselves goals and targets and have high expectations of themselves – High expectations that are expected in school are not always reinforced at home by all family members.</p>	<p>School council, eco-council</p> <p>Roles and responsibilities around school including enterprise opportunities with school fairs etc.</p> <p>Developing parental knowledge and understanding of BLP and how they impact on their children's attitudes to learning.</p>	<p>Early impact of increased roles and responsibilities shows positive engagement and raised confidence levels</p> <p>Sense of greater contribution to the wider community can have an impact on self-belief.</p> <p>Helping develop knowledge and understanding of BLP within parents will have a positive impact on all areas of school life. (Clubs / homework / positive attitudes / attendance)</p>	<p>Pupil and parental survey alongside staff reports to measure impact and feedback.</p>	<p>TB AH Class teachers TA's</p>	<p>Number of incentives launched including eco-council, school council, tech Jedi's, forest schools, prefects.</p>
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<p>Eligible pupils have same opportunities for enrichment activities as other pupils.</p>	<p>Provide funding for pupils eligible for pupil premium to go on day trips, take part in enrichment activities at school including music tuition or trips. Gifted and talented days for maths and writing aimed at Year 5 and 6 children.</p>	<p>Some pupils have very limited enrichment opportunities. This allows for planned enrichment such as music tuition, trips etc.</p> <p>Raise self-belief in children and provide opportunities to show case their work and see other children's work.</p>	<p>Monitor involvement and plan specific trips e.g. theatre experiences.</p> <p>List of trips and WOW activities and costs</p>	<p>AH Class teachers</p>	<p>Annual review of pupil involvement in trips, extra-curricular experiences etc.</p>
<p>Purchasing of applications to support learning</p> <p>Chris Wordie time – Coding club</p> <p>Setting up iPad accounts</p>	<p>IT used to support and enhance the learning of the children. Increases engagement of children therefore increases progress within the lesson or subject.</p>	<p>Children's engagement and enthusiasm for learning increases when it can be supported by the use of technology.</p> <p>Allows children to work in different ways and encourages them to use technology to support and enhance learning.</p>	<p>Monitor the use of iPads within the classrooms – using the recording systems of the applications monitor the progress being made by children and the usage.</p> <p>Expectations of seeing work produced and displayed in different ways</p>	<p>PD LoL</p>	<p>LoL subject leaders reports / monitoring / feedback.</p>
<p>Total budgeted cost</p>					<p>£47500</p>



6. Additional detail

In order to be more effective we will:

1. Create a Pupil Premium Strategy Statement in order to be more strategic in pupil premium spending and to be more specific when reporting on impact for individual pupils. The strategy will result in greater clarity and improved achievement due to the specific focus on spending. The strategy will be published on the website in in September 2018 and reviewed in January 2019 and at the end of the academic year.
2. The Head Teacher, Pupil Premium Lead and School Business Manager will meet termly to update the Pupil Premium Provision Map. The Governing Body will receive a written report each term from the Pupil Premium Lead. A governor will monitor the End of Year Website Strategy Report.
3. The progress of pupils eligible will be monitored termly by the Pupil Premium Lead and discussed at pupil progress meetings. The progress of pupils towards Age Related Expectations (ARE) in each cohort will be available to governors in the Pupil Premium Leads termly report.