

# Pupil premium strategy statement

1. Summary information					
School	Primary				
Academic Year	2017/18 18/19	Total PP budget	£42 080	Date of most recent PP Review	
Total number of pupils	217	Number of pupils eligible for PP	31	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	27.3	61%
Average progress in reading	100.9/-0.2/50%	105.3/77%
Average progress in writing	1.62 70%	81%
Average progress in maths	3.16/104.4/70%	105.3/80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Disadvantaged children's basic skills in Reading, Writing, Speech and language are low on entry to Foundation Stage.
<b>B.</b>	Aspirations are low and are disadvantaged pupils are not attaining higher levels.
<b>C.</b>	Social and emotional skills are less well developed in these pupils.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Parental engagement for this group of pupils is significantly lower than other groups.
<b>E.</b>	Opportunities for pupils to take part in wider curriculum and enrichment activities due to low income.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Raise attainment of PP pupils in Reading, Writing and Maths so that they attain closer to non PP pupils.	Individual targets have been set.
<b>B.</b>	Develop enthusiastic, ambitious life-long learners.	Learning behaviours in lessons is outstanding. Pupils are able to respond effectively to feedback. Pupils are able to self-assess.

<b>C.</b>	Raise the profile of the PP children in school, who they are and their needs.	Staff would know who PP children are, who is underachieving, targets and FFT aspire targets. Staff will put children forward for specific support.
<b>D.</b>		

### 5. Planned expenditure

**Academic year**                      **£62700 (£80000 actually with CLA, adopted from care, EYPP)**

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Standards in writing are in line with Non-PP children.	<p>Consultant support</p> <p>On-going work from staff in school</p> <p>Talk for writing training</p>	<p>Marking and feedback – EEF research shows that this has the biggest impact at a low cost.</p> <p>Continuing to develop a progressive long-term plan for writing.</p> <p>Pupils enter with low levels in speech and language. Whole school approach to supporting writing.</p>	<p>Lesson observations</p> <p>Book scrutiny</p> <p>Learning walk</p> <p>Data drops</p>	SH	Ongoing – see assessment and monitoring calendar
Standards in maths are in line with non-pp children	<p>Maths training staff meeting</p> <p>Work alongside colleagues from other schools to share good practice.</p> <p>3 staff attending TRG with WRMH.</p> <p>Maths mastery specialist teacher support.</p>	<p>To continue to develop staff.</p> <p>Low cost – working with members from other schools.</p>	<p>Lesson observations</p> <p>Book scrutiny</p> <p>Learning walk</p> <p>Data drops</p>	MC & KOB	<p>Ongoing – see assessment and monitoring calendar</p> <p>Learning walk feedback – MC and KOB</p>
Standards in reading are in line with non-pp children	<p>Reading events planned – target parents for invites.</p> <p>Training – staff whole school approach to guided reading.</p> <p>Library – ongoing work to revamp and allow access to books.</p> <p>Reading books – update and sort out particularly book banded ones in KS1</p>	<p>Parental engagement</p> <p>Developing consistency throughout school.</p> <p>Enjoyment and access to quality texts.</p>	<p>Lesson observations</p> <p>Book scrutiny</p> <p>Learning walk</p> <p>Data drops</p> <p>Monitor parents attendance at events</p> <p>Pupil voice – enjoyment of reading, quality of texts, books used in lessons.</p>	SH & English team	<p>Ongoing – see assessment and monitoring calendar</p> <p>Termly review of events – parent lists</p> <p>PP pupil voice and reading focused pupil voice. (Spring Term)</p> <p>Feb PM reviews</p>

	HLTA PM targets linked to reading challenges Book club in school – target PP children.				
All pupils have access to quality first teaching.	Release time for Literacy and Maths leaders to support teachers to achieve outstanding teaching.	Quality first teaching has greatest impact on progress.	Lesson observations and drop-ins. Literacy and maths leader's action plans, evaluations and reports.		
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved outcomes for pupils who have speech and language difficulties.	1 half day per week of SaLT support.	Early identification and support has accelerated progress of pupils. Training for staff to ensure programmes are implemented and reviewed.	SaLT to monitor progress. Report to Governors on impact.	BG & CW	SEND register update and rolling programme of reviews from SaLT
Close the gap between PP and Non PP at end of KS2.	1:1 tuition HLTA mentoring Targeted and specific interventions (not just RWM)  Timetable review to allow additional time for intervention to take place.	Gap closing but attainment is still below National Standard in R, Wr, Ma.	Half termly progress checks in R, Wr, Ma. Pupil progress meetings.	SE & KF	4 times yearly pupil progress meetings.  PP lead to assess data after each drop.
Improve & monitor attendance Reduction in persistent absence Vulnerable families access Family support worker, CAF Vulnerable pupils access counselling.	Learning mentor attends Guidance and Support meetings. Referrals made. Learning mentor & HLTAs carries out small group and individual support for social, emotional development.	Research (Babcock, 2016) suggests that addressing social and emotional needs of PP children/families improves outcomes.	Half termly attendance monitoring. Fast track attendance monitoring. Case studies.	SB, AR, CW, BG, KF	Half termly reviews
<b>Total budgeted cost</b>					£76000
<b>iii. Other approaches</b>					

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?
Equal opportunities to access extra-curricular/enrichment activities.	Funding to allow pupils to have access to school trips, residential. Pupils targeted and given priority access to some extra-curricular activities.	To allow children to access activities that they would not otherwise be able to.  To build self-confidence and resilience.	Monitor pupils who access activities against PP register.	KF, PR	Summer 2019
					£4000
<b>Total budgeted cost</b>					£80000

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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)	Cost
Improve quality of teaching and learning.	External adviser and consultancy  £500 / day £400 x 6 consultant	GLD=50% (3 year improving trend. In-line with LA). Gap narrowed from -78(2016) to -29(2018). Phonics screening check remains steady- 67%(2017), 63%(2018). Broadly in-line with LA. KS1(4 pupils)- 0% in R,Wr. 25% in Maths. KS2(8 pupils) Attainment shows a 3 year improving trend in all 3 subjects as does scaled score in Maths. Combined also shows a 3 year improving trend. Better than La in all areas. Progress is still an issue for PP pupils at KS2.	Effective intervention and good quality teaching are closing the gap in EYFS and Year 1. Intervention in EYFS is focussed around the whole child.  Staff need to identify PP pupils who are not on track for FFT targets.	£2,900
Teachers' National Curriculum subject knowledge needs updating in line with higher expectations and skills content for each year group.	Ongoing CPD within school and LA	???????	Clear understanding of progression of skills, knowledge and understanding in writing and maths. Staff clear about what EXS looks like in each year group.  Further work needed around GDS.	£10 000
Early Years provision and environment needs to be in line with up to date expectations	Enhance the basic provision. CPD with LA consultant 2 x days	Prevent gaps occurring in the first instance. Key worker system, early intervention. Early identification. (see EYFS data above)		£3700
No teachers had laptops to plan, assess and review (& HLTAs)	Teachers able to have PPA time together to plan , assess and	Pitch, pace and differentiation will be better Moderation - parity of opportunity in both classes. Assessment will be more accurate and moderated across and within year groups.		£4000

	moderate together.			
September 2017 – staffing restructure 16 classes with part time HLTA support	<p>HLTAs are focusing on in class support to share the responsibility of differentiated QFT learning.</p> <p>All children, including PP learners receive similar support (due to general low standards).</p>	<p>In all year groups floor standards need to be met as a minimum.</p> <p>RWM – end of current year targets  Y1 – 85%  Y2 – 85% RM, 78% writing  Y3 – 68, 76, 80 (70,33,63)  Y4 – 77, 65, 75 (67,45,58 -July 17)  Y5 – 72, 66, 72 (53,35,45 -July 17 (        ) )  FFT10  Y6 – 97, 96, 96 (FFT10)  July 17 (48, 29, 39)</p>	<p>Add table from gov report and summary of data</p> <p>Identify cohorts with specific weaknesses and make sure intervention is targeted appropriately.</p>	£50000
The reporting to Governors about PP spending and impact needs to be regular and full of clarity about the impact of the strategy on disadvantaged learners' achievement.	<p>JR to assist with Dec review and feedback to Governors</p> <p>PP lead to write annual PP report in Spring 2018 after review. (provide report to full GB)</p>	<p>Quality of information and reporting measures.</p> <p>Clarity and understanding from all staff and Governors, with clear responsibility from all.</p>	<p>Governor visits ensured that data was shared and understood. PP governor was able to speak about the data with governors and at JRG. PP governor was able to discuss ideas with PP lead in school.</p>	LA support (free due to coasting schools agenda)