



Talbot Primary School - Pupil premium (PP) strategy statement – 2018-19

1. Introduction – What is Pupil Premium?

The Pupil Premium is a government initiative designed to target resources on those children who are deemed to be from a disadvantaged background. Money is provided for pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever6). Pupil Premium has a value of £1320 per eligible pupil and an additional allocation of £1900 for any children who have been looked after for one day or more. There is also a smaller provision made for children who have a parent in the armed services. The government has not stipulated how the money should be spent, but it is clear that the money should be used to promote strategies, which close the gap between the highest and lowest achieving pupils both academically and socially.

2. What will this report aim to do?

This report aims to:

- set out our 2018-19 plan and how we can continue to achieve the best possible outcomes for our children.

An overview of the impact of pupil premium funding on our disadvantaged children over the last three years is available on the parent/carer tab of the school website

At Talbot Primary we have high expectations for all our children regardless of their starting points. The investment of pupil premium funding can take many forms and is consistently evaluated to ensure that pupil premium children make at least good progress from their starting points. Essentially, funding is used to ensure our pupil premium children aim high and for the principles of 'Courage, Truth and Loyalty' upon which the school is based.

Please get in touch with either Mrs Gill (Headteacher) or Mrs Atkinson (School Bursar) if you would like to know more about how we spend our pupil premium funding in school.

3. The context of our school

2018-19

The school accommodated a 'bulge cohort' in Reception in 2016-17. The school is currently at capacity in each year group, with the handful of remaining Nursery places expected to be filled by December 2018. The number of children who do not have English as their first language is approximately 8%. Our percentage from ethnic minority groups is approximately 38%. The percentage of children on the Special Educational Needs is 5%, the same as in 2017-18.



1. Summary information					
Academic Year	2018-19	Total PP budget	£55,400	Date of most recent PP Review	2015
Total number of pupils	39	Number of pupils eligible for PP	39	Date for next internal review of this strategy	January 2019

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Ensuring that children entering Reception show appropriate 'school readiness' characteristics, i.e. secure personal, social, emotional starting points, alongside a good sense of well-being and independence. If these factors are in place, children are in a far better position to start learning.
B.	Supporting improved language acquisition and application skills in core skills of speaking, reading, writing and maths skills at both ends of the academic scale. This is required to develop and support access to the curriculum.
C.	Improving fluency rates in reading, spelling and maths alongside consistent, independent application of core writing skills.
D.	Confident use of subject appropriate vocabulary to support and embed learning, e.g. Maths specific vocabulary to support reasoning explanations and in Reading, to understand key question and efficient retrieval skills.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Maintaining attendance rates for specific PP families to ensure attendance for the whole group is at least 95%
B.	Ongoing parental engagement in Early Help programmes which support their child's well-being, education and progress
C.	Lack of understanding amongst some PP parents of the key national curriculum expectations so they can be aspirational for their children
D.	Supporting PP access to wider opportunities outside of school



3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Increased attendance rates for pupils eligible for PP who also have additional 'high risk' factors, e.g. external agency involvement	Maintain high rates of attendance for all PP children (2017-18: 95.8%) and improve the attendance rate for those children whose attendance is less than 90%. Overall attendance for the group improves to 97%.
B.	Children entering Reception are secure in their personal, social and emotional starting points. They are settled, secure in their routines and learning behaviours, thereby ensuring they are ready to learn. Increased rates of progress from starting points for children new to Reception, focusing on core maths, phonics, writing and Communication, Language and Literacy provision	PP children to make accelerated PSED progress from their starting point where this is below 30-50s. Observations, assessments and stakeholder voice will reinforce this. They will also demonstrate increased engagement in place and sound PSED strategies independently used by children. Where progress is not secured, additional intervention will be swift and consider additional agency support. From baseline assessments, PP children make good progress in all areas and accelerated progress if they have started below that of their peers
C.	Improved language acquisition and application skills in core skills of speaking, reading, writing and maths skills at both ends of the academic scale. This will support enhanced access to the curriculum.	Higher rates of progress for PP children, ensuring more achieve combined Reading, Writing and Maths (RWM) Age Related Expectations by July 2019 Increase the percentage of children who achieve the combined Reading, Writing and Maths Age Related Expectations. Children are confident in their use of subject appropriate vocabulary to support and embed learning, e.g. Maths specific vocabulary to support reasoning explanations and in Reading, to understand key question and efficient retrieval skills.
D.	Improved fluency rates in reading, spelling and maths alongside consistent, independent application of core writing skills.	PP children benefit from additional in school support to increase rates of fluency in reading. PP children in year three and four successfully improve their fluency rates so they are prepared for the new DfE Multiplication test
E.	Continue to build learning behaviours and aspiration amongst PP children	Teachers and support staff utilise a variety of techniques to support access and engagement in learning supporting children's meta-cognition skills, independence and sense of self-esteem.



	Children able to verbalise how they have developed Growth Mindset characteristics and the difference this has made on their learning.
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4. Planned expenditure					
Academic year		2018-19			
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?
Improved fluency rates in reading and maths alongside consistent, independent application of core writing skills.	Interventions (including: 1:1, 1 st Class @ Number IDL)	Some children have specific gaps in their understanding which impact on the ability to reach the expected standard, e.g. spelling application or use of models to support reasoning in maths. By providing additional support the gap is diminished and children succeed.	Formative and summative data used to identify key children for support. This will combine with qualitative data from the class teacher and evidence of application in books	Phase Leaders in conj. with HT	Termly
Improved language acquisition and application skills in core skills of speaking, reading, writing and maths skills at both ends of the academic scale. This will support enhanced access to the curriculum.	Language Champions programme Assertive mentoring Direct narrowing the gap measures informed by assessment for learning	Some children have specific gaps in their understanding of key language which impedes access to the curriculum and subsequent progress rates	Formative and summative data used to identify key children for support. This will combine with qualitative data from the class teacher and evidence of application in books	Phase Leaders in conj. with HT	Termly



<p>Increased rates of progress from starting points for children new to Reception, focusing on core maths, phonics, writing and Communication, Language and Literacy provision</p> <p>Children entering Reception are secure in their personal, social and emotional starting points. They are settled, secure in their routines and learning behaviours, thereby ensuring they are ready to learn.</p>	<p>Staff training on high quality feedback, enhanced provision, Language Champions, Meta-cognition Talk Matters, language expectations and enhancing provision to develop language. Bespoke Early years staff meeting schedule encompassing key prime and specific areas and securing progression across Early Years</p>	<p>An investment to secure longer term change to support all pupils. Many different evidence sources, e.g. Education Endowment Fund (EEF) Toolkit suggest high quality feedback, enhanced environments, modelling and Talk Matters is an effective way to improve attainment</p>	<p>Staff CPD. School Improvement Advisor support. Regular item on all staff meeting schedules to maintain the high profile and ongoing development of practice, i.e. use of new words in the right context to explain learning</p>	<p>HT, AHT and EAL lead</p>	<p>January 2019</p>
<p>Improved progress for all children, including higher ability PP children</p>	<p>Staff training on providing stretch for high attaining pupils across the curriculum, i.e. use of questioning, scaffolds, marking and greater depth in maths. Use of pupil progress meetings to identify children who are at risk of not making at least good progress and/or reaching the combined RWM benchmark</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p>	<p>Staff CPD. Regular book looks to assess how marking is extending and developing PP. Moderation of core subject assessment</p>	<p>SLT</p>	<p>January 2019</p>
Total budgeted cost					£16, 450 (30%)



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?
Specific PP children Years 2-5 are supported to overcome specific barriers in core subjects thereby securing progress	Assertive mentoring for selected children in Years 2-5 Maths Tutor Trust programme in Year 5 and 6	The EEF identifies that mentoring programmes can successfully impact on securing progress for children. Engagement in the Maths Tutor Trust programme in Year 6 in 2017-18 demonstrated that focused, regular support for children can lead to improvements in Maths fluency and arithmetic	Monthly review meetings mentor and mentee. Review of books, discussion on impact with class teacher. Review process in Pupil progress meetings (PPM)	HT	Termly
The needs of PP families with multiple areas of needs are identified early and support put in place to secure engagement	SLT discuss needs of PP children with academic and pastoral staff and ensure that Early Help is put in place as soon as possible Emotional well-being support accessed through The Beck (Guidance and Support)	The EEF and Ofsted identify that early intervention with families is considered best practice. As a school we have found it beneficial to build relationships with parents and families as soon as possible. By doing so, support can be targeted accordingly.	Review meetings as per external agency rationale, e.g. Early help Plans. Reinforced with internal school based reviews via SLT, supervision and PPM	HT	Half-termly
Total budgeted cost					£27,490 (50%)
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?



<p>Ensuring that children develop confidence and self-esteem in order to develop positive relationships with peers and adults</p>	<p>Nurture group programme, ranging from 1:1 to small, year group sessions. Robust assessment of progress for these sessions to evaluate impact over time.</p>	<p>We have found that if children feel emotionally supported and anchored in school they are in a better position to be ready to learn. We also see a marked reduction in the number of occasions children are upset during unstructured times, e.g. play and lunch time. Pupil interviews also show how these children develop their ability to identify adults who they can seek out if they need help</p>	<p>Regular discussions with the Learning mentor to review and adapt provision as required</p>	<p>SLT</p>	<p>Termly</p>
<p>Supporting transition to formal settings, between year groups and schools</p>	<p>Additional nurture support for children who struggle emotionally with change and transition between classes. Robust assessment of progress for these sessions to evaluate impact over time</p>	<p>Once support is put in place there is a marked reduction in anxiety for these children. The structured programme of support is discussed with parents and is bespoke for each child. Ofsted identify how smooth transition, both academic and pastoral supports attainment and progress. We have a long tradition of this in and with schools</p>	<p>In addition to specific KS2 to 3 High school transition meetings, school allocates three one-hour staff meetings in July to support class teacher transition discussions. For PP children with additional needs, meetings are held with parents to shape and inform bespoke support.</p>	<p>Phase Leaders Class Teachers SLT</p>	<p>October 2018 and June 2019</p>
<p>Providing all children with access to a rich, varied curriculum upon which to develop learning</p>	<p>PP free access to after-school clubs, educational workshops, trips and residential programmes</p>	<p>Some PP children lack life experience and this impacts on how they may approach their learning, i.e. they are not able to draw upon a rich background of experience and vocabulary. Some PP children also have a lower sense of well-being. By providing PP children with free access we are increasing their life experiences</p>	<p>Infrastructure established to ensure that all PP children are given free access to Bronze Award, Low Mill, clubs, trips and educational workshops</p>	<p>DHT</p>	<p>July 2019</p>
<p>Total budgeted cost</p>					<p>£11460 (20%)</p>



5. Review of expenditure – <i>this will be conducted at the end of the academic year</i>				
Academic Year		2018-19		
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
ii. Targeted support				
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
iii. Other approaches				
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
Providing all children with access to a rich, varied curriculum upon which to develop learning	PP free access to after-school clubs, educational workshops, trips and residential programmes	Increased engagement for PP children. Additional 1:1 support provided for PP children to access clubs. Verified through parent, staff and pupil voice.	Continue approaches implemented in 2017-18.	

Attainment profile for 2017-18			
	<i>Talbot PP pupils – July 2018</i>	<i>Talbot cohort average – July 2018</i>	<i>All pupils – National average 2018</i>



KS2 % pupils achieving the expected standard (combined reading, writing and maths)	50% (2/4)	80%	64%
KS2 % of pupils achieving the expected standard in reading	100% (4/4)	85%	75%
KS2 % of pupils achieving the expected standard in writing	75% (3/4)	93%	78%
KS2 % of pupils achieving the expected standard in maths	50% (2/4)	90%	75%
KS1 % of pupils achieving the expected standard in reading	75% (3/4)	78%	76%
KS1 % of pupils achieving the expected standard in writing	75% (3/4)	76%	68%
KS1 % of pupils achieving the expected standard in maths	75% (3/4)	82%	75%
Year 1: Phonics Screener	67% (4/6)	88%	83%
End of Foundation Stage: GLD	50% (2/4)	78%	72%

6. Additional detail

Our full strategy document can be found online at: <http://www.talbot.leeds.sch.uk/>