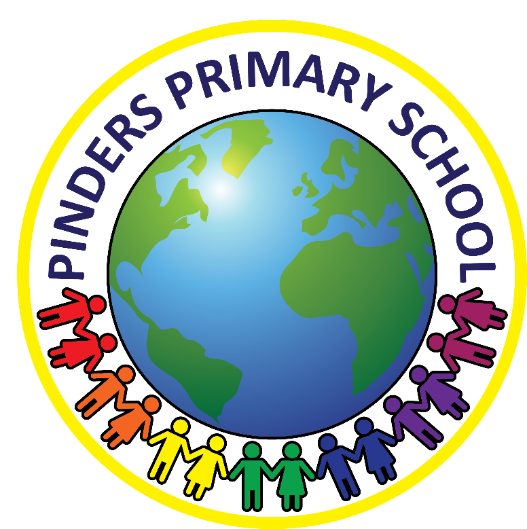
Pupil Premium Strategy

2017 – 2018



**Policy on the use of Pupil Premium Funding**



**Introduction**

Staff and Governors of Pinders Primary School are totally committed to ensuring that provision is made which secures the learning and teaching opportunities that meet the needs of all of the pupils so that all make maximum progress and reach their potential.

Our school welcomes and shares the government’s aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all learners.

We recognise that the Pupil Premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in attainment where this exists. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged.

**Provision**

Pinders is committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best.

**Rationale for decisions about provision**

The rationale for resource deployment is decided by the school, based on the principles stated in our provision map. These are:

* effectiveness and impact so that progress and achievement is maximised for every pupil
* fitness for purpose
* value for money acknowledging appropriate accountability
* equity
* inclusivity

Pupil Premium Funding will be used in the first instance to support the learning needs of children in receipt of free school meals who need extra support, however, this provision may well also include other children who have been identified as ‘vulnerable’.

The school’s leadership team, through class teachers will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going and fixed point assessment to identify children’s learning needs and plan next steps teaching. A range of additional support may be provided that is felt to best meet the child’s needs at the time. The SENCO is also involved in this process. We always seek to provide outstanding quality first teaching for all pupils. Timely, precision teaching intervention is also used to maximise pupils’ progress and attainment.

When considering the deployment and funding of additional support through pupil premium and other school budget monies, we take into account carefully the following options in-order to maximise the impact for the pupil:

* facilitating pupils’ access to education
* facilitating pupils’ access to the school’s curriculum
* support in addition to the provision made in the classroom e.g. specific programmes or targeted interventions
* additional opportunities to enhance or complement the school offer e.g. after school clubs, holiday clubs etc.

Where it is considered that there is a need for alternative provision from external providers that complements the school’s offer, the Head Teacher will agree this following discussion and advice from colleagues and other relevant sources.

**Monitoring and Evaluating Provision**

Once decided, additional provision is monitored session by session by those staff providing support. Adaptations are then made as necessary. The overall effectiveness and impact is evaluated termly usually through year group attainment and progress meetings. Information on pupil progress is shared with parents and consultation events.

In evaluating effectiveness, a range of evidence is used including:

* attainment and progress outcomes;
* feedback from staff, the child, parents and other professionals who may be involved;
* examples of learning through photographs, recorded learning or transcriptions
* anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.

The Governors’ will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports.

**Reporting and Accountability**

It will be the responsibility of the Head Teacher, or a delegated member of staff, to produce a termly report for the Governors’ Curriculum sub- Committee on:

* the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
* the teacher assessment data we collect e.g. phonological assessment, spelling, reading, writing and maths that demonstrates this
* comparative data for all none socially disadvantaged pupils by year group

The Headteacher, with support from SLT, will provide an annual report to the governing body on the school’s progress towards ‘narrowing the gap’ for socially disadvantaged and other ‘vulnerable’ pupils. This will be presented at their first meeting each autumn term.

This report will follow DfE guidelines but will in essence:

* detail the average progress of those pupils receiving support funded from pupil premium;
* include financial details of how pupil premium was spent

This report will also be published on the school’s website and parents/carers will be informed when this has been done via the school’s Newsletter.

**Complaints**

It has been indicated by the DfE that it is intended that parents will be able to request access to their child’s share of the premium. As the intervention programme will be planned in advance and will account for all of the funding available to the school for these activities, funding will not, therefore, be available to parents to arrange their own chosen interventions. Our policy, therefore, is that this will not be allowed. The Head Teacher will meet with the parent and seek to come to an understanding and agreement about how funding will be best used for the individual if a parent so requests.

Any allegation, complaint, disagreement or appeal regarding the deployment of Pupil Premium Funding will be considered by a panel of Governors convened by the Chair of Governors, as necessary, for this purpose.

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| **Summary Information** | | | | | |
| **School:** | Pinders Primary School | | | | |
| **Academic Year:** | 2017/2018 | **Total PP Budget:** | £68,320 | **Date of most recent PP review:** | Spring  (2016) |
| **Total number of pupils:** | 242 | **Number of pupil eligible for PP:** | 50 | **Date for next PP Strategy Review:** | Autumn 2 (2017) |

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| **Supporting the Whole Child Academic**    The pupil premium is additional monies given to schools to support pupils who are considered disadvantaged. The chosen measure for this is the entitlement of Free School Meals within the past 6 years. The current funding is £1320 per pupil. £68,320 in total. | | | |
| Activity | Outcomes | Expenditure | % of disadvantage impacting against (50 Pupil Premium) |
| **Focus Booster Groups (Years 2 and 6)**  Overview: Pupils in Year 2 and 6 to receive focus intervention within Maths, Reading and Writing after school by 4 teachers. This includes an Easter School Package. | A greater number of children of pupils at or above age related expectations. Increased confidence and self-esteem | Cost: £5000 | 12/50 = 24% will be accessing the focus booster groups. |
| **Maths resources + Revision Materials**  Pupils to use high quality resources to support their learning. | A greater number of children of pupils at or above age related expectations. Increased confidence and self-esteem | Cost: £1638 | 50/50 = 100% will be accessing and using the concrete resources |
| **Cracking Comprehension—KS1 and KS2**  Pupils in Year 1-6 to be taught comprehension skills through high quality comprehension lessons and resources | A greater number of children of pupils at or above age related expectations. Increased confidence and self-esteem with answer higher order reading skills. | Cost: £1000 | 50/50 = 100% will be accessing cracking comprehension |
| **Learning Support Assistants (LSA) through Same Day Intervention**  Pupils are identified if they need further support in maths. This is further support by the Maths Hub Intervention programme which involves the TA’s. | A greater number of children of pupils at or above age related expectations. Increased confidence and self-esteem | Cost: £3626  **Full budget spent on LSA: £293,104** | 50/50 = 100% will be accessing the SDI and the opportunity to be identified for intervention or challenge. |
| **Learning Support Assistants (LSA) One to One Daily Readers x 17**  **15 mins a day** | A greater number of children of pupils at or above age related expectations. Increased confidence and self-esteem | Cost: £10,835  **Full budget spent on LSA: £293,104** | 11/50 – 22% |
| **Learning Support Assistants – Active Marking to facilitate progress** | Children will have greater confidence within their independent work in English and Maths | Cost: £12,741  **Full budget spent on LSA: £293,104** | 50/50 = 100% will be accessing the support within the morning. |
| **Music Lessons/Resources**  Pupils utilise musical instruments and a specialist music teacher to raise engagement and progress in music. | Increased self esteem, improve fine motor skills, increase connections, | Cost: £2000 | 24/50 = 48% of the children will be accessing the specialist music teacher. |
| **Increase writing outcomes**  Author workshops to develop creative writing | Increased ARE in writing, | Cost: £900  **Full budget spent on CPD** | All teachers and LSA have had the training which will affect 50/50 = 100% of the disadvantage children. |
| **Handwriting**  Specialise CPD and Provision will be completed to raise achievement within the presentation standards across school. | Increased expectations within handwriting. | Cost: £1390 | 50/50 = 100% will be accessing the high quality training and resources. |

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| **Supporting the Whole Child Enrichment/engagement**    The pupil premium is additional monies given to schools to support pupils who are considered disadvantaged. The chosen measure for this is the entitlement of Free School Meals within the past 6 years. The current funding is £1320 per pupil. £68,320 in total. | | | |
| Activity | Outcomes | Expenditure | % of disadvantage impacting against (50 Pupil Premium) |
| **Outdoor Environment**  To have rich and engaging activities through break and lunch periods. | Developed emotional, social and physical education | Cost: £2000 | 50/50 |
| **Subsided Trips (Activities, food, basic needs)**  School Trips and residential subsided to ensure access for all children. | Raise aspiration, motivation and engagement. Improved behaviour. Give a purpose/meaning to learning. | Cost: £500 | TBC |
| **Broaden children’s experiences**  Children’s universities | Raise aspiration, motivation and engagement. Give a purpose and breadth to their learning.. Engage parents into educational activities with their children. | Cost: £400 | 22/50 – 44% |
| **Subsidised Enrichment Activities**  School clubs and activities to be created for children to access. | Raise aspiration, motivation and engagement. Improve behaviour. Give a purpose/meaning to learning. Teach life skills. | Cost: £1000 | TBC |
| **Raise Aspirations**  Primary Futures | Raise aspiration, motivation and engagement. Improve behaviour. Give a purpose/meaning to learning. Teach life skills. | Cost: £500 | 50/50 = 100% will be involved in the primary futures programme. |

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| **Supporting the Whole Child Well Being**    The pupil premium is additional monies given to schools to support pupils who are considered disadvantaged. The chosen measure for this is the entitlement of Free School Meals within the past 6 years. The current funding is £1320 per pupil. £68,320 in total. | | | |
| Activity | Outcomes | Expenditure | % of disadvantage impacting against (50 Pupil Premium) |
| **Family Support Work**  Our family Support Worker works with families and children to provide pastoral care in school time and summer holidays | Pupils with additional needs supported through CAF. Increased confidence and self-esteem. Pupils happier at school and at home, more able to access learning. | Cost: £5000  Full Salary: £7901.33 | On average 8/50.  This changes throughout the year |
| **Learning mentor—Emotional and Behavioural Support + Attendance Officer**  To work with a range of children’s personal, social and emotional behaviours. | Increased confidence and self-esteem. Pupils happier at school and at home, more able to access learning. Learning mentor supports at lunchtime with social skills and interaction. | Cost: £10800  Full Salary: £21,377.74 | 28/50 – 57% |
| **Breakfast club**  Free places for those in most need to breakfast club. | Increased attendance and increased confidence in academic and achievements. | Cost: £500 | 2/50 – 4% |
| **Attendance Initiatives.**  To encourage attendance to school with termly rewards and events. | More access to learning, consistent teaching and progress. | Cost: £1500 | 50/50 – 100% |
| **Learning mentor—Attendance Officer**  To work with children and families to raise attendance. | To increase attendance by working with disadvantage children and parents | Cost: £5000 | 50/50 – 100% |
| **Behavioural Awards**  Rewards for Team points and Diddi Dots + Whole school behavioural training. | Children making positive choices towards all their behaviours throughout the day. | Cost: £2000 | 50/50 -100% |

**EYFS**

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|  | **2014/2015** | | **2015/2016** | | **2016/2017** | |
|  | **Disadvantage** | **Non-Disadvantage** | **Disadvantage** | **Non-Disadvantage** | **Disadvantage** | **Non-Disadvantage** |
| **Pinders Actual** | 75% | 64% | 50% | 71% | 0% | 70% |
| **National %** | 51% | 69% | 51% | 69% |  |  |
|  | Disadvantage children made better attainment than the national picture and better attainment than the non-disadvantage children. |  | Disadvantage children make the same attainment as the national picture. |  | One child has significant medical needs effecting attendance. |  |

**Year 1 Phonics**

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|  | **2014/2015** | | **2015/2016** | | **2016/2017** | |
|  | **Disadvantage** | **Non-Disadvantage** | **Disadvantage** | **Non-Disadvantage** | **Disadvantage** | **Non-Disadvantage** |
| **Pinders Actual** | 60% | 64% | 60% | 84% | 80% (4/5) | 67% |
| **National %** | 65% | 79% | 65% | 79% |  |  |

**Year 1 Analysis (Academic Year 2016/2017)**



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| **Reading Attainment** | | | | |
|  | **Expected** | | **Greater depth** | |
|  | **All (30)** | **Disadvantage (6)** | **All (30)** | **Disadvantage (6)** |
| **School** | 70% (21) | (5) 83% | 13% (4) | 0% |
| **NA** | 74% (2016) | 78% (2016) | 24% (2016) | 27% (2016) |

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|  | | **Emerging** | | **Expected** | | | **Exceeding** | | | **Emerging** | | **Expected** | | | **Exceeding** | | |
|  | | All | **Disadvan** | **All** | | **Disadvan** | **All** | **Disadvan** | | **All** | **Disadvan** | **All** | | **Disadvan** | **All** | **Disadvan** | |
| **Cohort** | | 9 | 1 | 17 | | 5 | 4 | - | | 9 | 1 | 17 | | 5 | 4 | - | |
| **School %** | | 0% | 0% | 100% | | 100% | 100% | - | |  |  | 0% | | 0% | 100% |  | |
| **NA %** | | 36% | 39% | 85% | | 87% | 99% | 99% | | 2% | 2% | 20% | | 21% | 65% | 66% | |
| **Difference** | | -36% | -39% | +15% | | +13% | +1% | - | | -2% | -2% | -20% | | -21% | +45% |  | |
| **Writing Attainment** | | | | | | | | | | | | | | | | |
| 30 | **Expected** | | | | | | | | **Greater depth** | | | | | | | |
|  | **All** | | | | **Disadvantage (5)** | | | | **All** | | | | **Disadvantage** | | | |
| **School** | 70% | | | | (5) 83% | | | | 7% (2) | | | | 0% | | | |
| **NA** | 74% (2016) | | | | 78% (2016) | | | | 24% (2016) | | | | 27% (2016) | | | |

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|  | **Emerging** | | **Expected** | | **Exceeding** | | **Emerging** | | **Expected** | | **Exceeding** | |
|  | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** |
| **Cohort** | 9 | 1 | 17 | 5 | 4 |  | 9 | 1 | 17 | 5 | 4 |  |
| **School %** | 0% | 0% | 100% | 100% | 100% |  | 0% | 0% | 0% | 0% | 50% |  |
| **NA %** | 30% | 33% | 82% | 83% | 98% | 99% | 1% | 1% | 13% | 14% | 52% | 53% |
| **Difference** | -30% | -33% | +18% | +17% | +2% | - | -1% | -1% | -2% | -14% | = |  |

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| **Maths Attainment** | | | | |
|  | **Expected** | | **Greater depth** | |
|  | **All** | **Disadvantage** | **All** | **Disadvantage** |
| **School** | 77% (23) | 100% (6) | 7% (2) | 0% |
| **NA** | 74% (2016) | 78% (2016) | 24% (2016) | 27% (2016) |

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|  | **Emerging** | | **Expected** | | **Exceeding** | | **Emerging** | | **Expected** | | **Exceeding** | |
|  | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** |
| **Cohort** | 9 | 1 | 17 | 5 | 4 |  | 9 | 1 | 17 | 5 | 4 |  |
| **School %** | 22% | 100% | 100% | 100% | 100% |  | 0% | 0% | 0% | 0% | 50% |  |
| **NA %** | 36% | 40% | 86% | 87% | 99% | 99% | 2% | 2% | 18% | 20% | 59% | 61% |
| **Difference** | -14% | +60% | +14% | +13% | +1% |  | -2% | -2% | -18% | -20% | -9% |  |

**Year 2 Analysis (Academic Year 2016/2017)**



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| **Reading Attainment** | | | | |
|  | **Expected** | | **Greater depth** | |
|  | **All (30)** | **Disadvantage (5)** | **All (30)** | **Disadvantage (5)** |
| **School** | 70% (21) | (3) 60% | 16% (5) | 0% |
| **NA** | 74% (2016) | 78% (2016) | 24% (2016) | 27% (2016) |

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| 28/29 | | **Emerging** | | **Expected** | | | **Exceeding** | | | **Emerging** | | **Expected** | | | **Exceeding** | | |
|  | | All | **Disadvan** | **All** | | **Disadvan** | **All** | **Disadvan** | | **All** | **Disadvan** | **All** | | **Disadvan** | **All** | **Disadvan** | |
| **Cohort** | | 11 | 2 | 14 | | 3 | 5 | - | | 11 | 2 | 14 | | 3 | 5 | - | |
| **School %** | | 18% | 0% | 100% | | 100% | 100% | - | | 0% | 0% | 0% | | 0% | 100% |  | |
| **NA %** | | 36% | 39% | 85% | | 87% | 99% | 99% | | 2% | 2% | 20% | | 21% | 65% | 66% | |
| **Difference** | | -18% | -39% | +15% | | +13% | +1% | - | | -2% | -2% | -20% | | -21% | +45% |  | |
| **Writing Attainment** | | | | | | | | | | | | | | | | |
| 30 | **Expected** | | | | | | | | **Greater depth** | | | | | | | |
|  | **All** | | | | **Disadvantage (5)** | | | | **All** | | | | **Disadvantage** | | | |
| **School** | 72% | | | | 80% | | | | 13% (4) | | | | 0% | | | |
| **NA** | 74% (2016) | | | | 78% (2016) | | | | 24% (2016) | | | | 27% (2016) | | | |

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| 28/29 | **Emerging** | | **Expected** | | **Exceeding** | | **Emerging** | | **Expected** | | **Exceeding** | |
|  | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** |
| **Cohort** | 11 | 3 | 19 | 2 | 2 | - | 11 | 3 | 19 | 2 | 2 | - |
| **School %** | 27% | 67% | 89% (17) | 100% | 100% |  | 0% | 0% | 11% (2) | 0% | 100% | - |
| **NA %** | 30% | 33% | 82% | 83% | 98% | 99% | 1% | 1% | 13% | 14% | 52% | 53% |
| **Difference** | -3% | +34% | +7% | +17% | +2% | - | -1% | -1% | -2% | -14% | +48% |  |

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| **Maths Attainment** | | | | |
|  | **Expected** | | **Greater depth** | |
|  | **All** | **Disadvantage** | **All** | **Disadvantage** |
| **School** | 73% (22) | 40% (2) | 6% (2) | 0% |
| **NA** | 74% (2016) | 78% (2016) | 24% (2016) | 27% (2016) |

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|  | **Emerging** | | **Expected** | | **Exceeding** | | **Emerging** | | **Expected** | | **Exceeding** | |
|  | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** |
| **Cohort** | 9 | 2 | 19 | 3 | 2 | - | 9 | 2 | 19 | 3 | 2 | - |
| **School %** | 22% | 0% | 95% | 67% | 100% |  | 0% | 0% | 0% | 0% | 100% |  |
| **NA %** | 36% | 40% | 86% | 87% | 99% | 99% | 2% | 2% | 18% | 20% | 59% | 61% |
| **Difference** | -14% | -40% | +9% | -20% | +1% |  | -2% | -2% | -18% | -20% | +41% |  |

**Year 3 Analysis (2016/2017)**



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| **Reading Attainment** | | | | |
| 30 | **Expected** | | **Greater depth** | |
|  | **All** | **Disadvantage** | **All** | **Disadvantage** |
| **School** | **(16) 53%** | **(6/10) 60%** | **(0) 0%** | **(0/10) 0%** |
| **NA\*** | 66% | 71% | 19% | 23% |

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|  | | **Low** | | **Middle(2C/2B)** | | | **High (2A/3)** | | | **Low** | | **Middle(2C/2B)** | | | **High (2A/3)** | |
|  | | All | **Disadvan** | **All** | | **Disadvan** | **All** | **Disadvan** | | **All** | **Disadvan** | **All** | | **Disadvan** | **All** | **Disadvan** |
| **Cohort** | | 20 | 5 | 10 | | 5 | - | - | | 20 | 4 | 10 | | 5 | - | - |
| **School %** | | 25% (5) | 20% (1) | 100% (10) | | 100% (2) | - | - | | 0% (0) | 0% | 0% (0) | | 0% | - | - |
| **NA %\*** | | 17% | 18% | 63% | | 67% | - | - | | 1% | 1% | 10% | | 11% | - | - |
| **Difference** | | +8% | +2% | +37% | | +33% |  |  | | +0% | -1% | -10% | | -11% | - | - |
| **Writing Attainment** | | | | | | | | | | | | | | | | |
| 30 | **Expected** | | | | | | | | **Greater depth** | | | | | | | |
|  | **All** | | | | **Disadvantage** | | | | **All** | | | | **Disadvantage** | | | |
| **School** | **(12) 40%** | | | | **(5/10) 50%** | | | | **(0) 0%** | | | | **(0) 0%** | | | |
| **NA\*** | 74% | | | | 79% | | | | 15% | | | | 18% | | | |

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|  | **Low** | | **Middle(2C/2B)** | | **High (2A/3)** | | **Low** | | **Middle(2C/2B)** | | **High (2A/3)** | |
|  | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** |
| **Cohort** | 21 | 6 | 9 | 4 | - | - | 21 | 6 | 9 | 4 |  |  |
| **School %** | 14% (3) | 17% (1) | 100% (9) | 100% (4) |  |  | 0% | 0% | 0% | 0% |  |  |
| **NA %\*** | 20% | 22% | 76% | 78% | 97% | 98% | 0 | 0% | 6% | 7% |  |  |
| **Difference** | **-6%** | **-5%** | **+24%** | **+22%** |  |  | **-** | **-** | **-6%** | **-7%** |  |  |

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| **Maths Attainment** | | | | |
|  | **Expected** | | **Greater depth** | |
|  | **All** | **Disadvantage** | **All** | **Disadvantage** |
| **School** | **50% (15)** | **60% (6/10)** | **0%** | **0%** |
| **NA** | 70% | 75% | 17% | 20% |

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|  | **Low** | | **Middle(2C/2B)** | | **High (2A/3)** | | **Low** | | **Middle(2C/2B)** | | **High (2A/3)** | |
|  | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** |
| **Cohort** | 20 | 6 | 10 | 4 |  |  | 20 | 6 | 10 | 4 |  |  |
| **School %** | 33% (3) | 33% (2) | 100% (10) | 100% (4) |  |  | 0% | 0% | 0% | 0% |  |  |
| **NA %** | 19% | 21% | 68% | 71% |  |  | 1% | 1% | 7% | 8% |  |  |
| **Difference** | **+15%** | **+12%** | **+32%** | **+29%** |  |  | **-1%** | **-1%** | **-7%** | **-8%** |  |  |

National Average is used from 2015/2016 Year 6 NA

**Year 4 Analysis**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading Attainment** | | | | |
| 30 | **Expected** | | **Greater depth** | |
|  | **All** | **Disadvantage** | **All** | **Disadvantage** |
| **School** | **59%** | **75%** | **7%** | **0%** |
| **NA\*** | 66% | 71% | 19% | 23% |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 23/30 | | **Low** | | **Middle(2C/2B)** | | | **High (2A/3)** | | | **Low** | | **Middle(2C/2B)** | | | **High (2A/3)** | | |
|  | | All | **Disadvan** | **All** | | **Disadvan** | **All** | **Disadvan** | | **All** | **Disadvan** | **All** | | **Disadvan** | **All** | **Disadvan** | |
| **Cohort** | | 8 | 2 | 8 | | - | 13 | 6 | | 8 | 2 | 8 | | - | 13 | 6 | |
| **School %** | | 0% | 0% | 0% | |  | 100% | 100% | | 0% | 0% | 0% | | - | 15% | 0% | |
| **NA %\*** | | 17% | 18% | 63% | | 67% | 95% | 96% | | 1% | 1% | 10% | | 11% | 46% | 49% | |
| **Difference** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |
| **Writing Attainment** | | | | | | | | | | | | | | | | |
| 30 | **Expected** | | | | | | | | **Greater depth** | | | | | | | |
|  | **All** | | | | **Disadvantage** | | | | **All** | | | | **Disadvantage** | | | |
| **School** | **59%** | | | | **75%** | | | | **7%** | | | | **0%** | | | |
| **NA\*** | 74% | | | | 79% | | | | 15% | | | | 18% | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 23/30 | **Low** | | **Middle(2C/2B)** | | **High (2A/3)** | | **Low** | | **Middle(2C/2B)** | | **High (2A/3)** | |
|  | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** |
| **Cohort** | 9 | 1 | 13 | 6 | 7 | - | 9 | 1 | 13 | 6 | 7 | - |
| **School %** | 0% | 0% | 77% | 100% | 100% | - | 0% | 0% | 0% | 0% | 29% | - |
| **NA %\*** | 20% | 22% | 76% | 78% | 97% | 98% | 0% | 0% | 6% | 7% | 39% | 40% |
| **Difference** | **-20%** | **-22%** | **+1%** | **+22%** | **+3%** | **-** |  |  | **-6%** | **-7%** | **-10%** | **-** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Maths Attainment** | | | | |
|  | **Expected** | | **Greater depth** | |
|  | **All** | **Disadvantage** | **All** | **Disadvantage** |
| **School** | **65%** | **75%** | **10%** | **0%** |
| **NA\*** | 70% | 75% | 17% | 20% |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **23/29** | **Low** | | **Middle(2C/2B)** | | **High (2A/3)** | | **Low** | | **Middle(2C/2B)** | | **High (2A/3)** | |
|  | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** |
| **Cohort** | 7 | - | 6 | 1 | 11 | 6 | 7 | - | 6 | 1 | 11 | 6 |
| **School %** | 0% | - | 50% | 0% | 100% | 100% | 0% | 0% | 0% | 0% | 27% | 0% |
| **NA %\*** | 19% | 21% | 68% | 71% | 97% | 97% | 1% | 1% | 7% | 8% | 43% | 45% |
| **Difference** | **-19%** | **-** | **-18%** | **-71%** | **+3%** | **+3%** | **-1%** | **-1%** | **-7%** | **-8%** | **-16%** | **-45%** |

National Average is used from 2015/2016 Year 6 NA

**Year 5 Analysis**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading Attainment** | | | | |
| 30 | **Expected** | | **Greater depth** | |
|  | **All** | **Disadvantage** | **All** | **Disadvantage** |
| **School** | **(17) 57%** | **(3/6) 50%** | **0%** | **0%** |
| **NA\*** | 66% | 71% | 19% | 23% |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Low** | | **Middle(2C/2B)** | | | **High (2A/3)** | | | **Low** | | **Middle(2C/2B)** | | | **High (2A/3)** | | |
|  | All | **Disadvan** | **All** | | **Disadvan** | **All** | **Disadvan** | | **All** | **Disadvan** | **All** | | **Disadvan** | **All** | **Disadvan** | |
| **Cohort** | 10 | 2 | 12 | | 2 | 8 | 2 | | 10 | 2 | 12 | | 2 | 8 | 2 | |
| **School %** | 30% (3) | 50% (1) | 67% (8) | | 100% (2) | 88% (7) | 50% (1) | | 0% | 0% | 0% | | 0% | 0% | 0% | |
| **NA %\*** | 17% | 18% | 63% | | 67% | 95% | 96% | | 1% | 1% | 10% | | 11% | 46% | 49% | |
| **Difference** | +13% | +32% | +4% | | +33% | -8% | -46% | |  |  | -10% | | -11% | -46% | -49% | |
| **Writing Attainment** | | | | | | | | | | | | | | | |
|  | **Expected** | | | | | | | **Greater depth** | | | | | | | |
|  | **All** | | | **Disadvantage** | | | | **All** | | | | **Disadvantage** | | | |
| **School** | **17 (57%)** | | | **(3/6) 50%** | | | | **0%** | | | | **0%** | | | |
| **NA\*** | 74% | | | 79% | | | | 15% | | | | 18% | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Low** | | **Middle(2C/2B)** | | **High (2A/3)** | | **Low** | | **Middle(2C/2B)** | | **High (2A/3)** | |
|  | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** |
| **Cohort** | 10 | 2 | 15 | 3 | 5 | 1 | 10 | 2 | 15 | 3 | 5 | 1 |
| **School %** | 20% (2) | 0% | 53% (8) | 67% (2) | 80% (4) | 100% | 0% | 0% | 0% | 0% | 0% | 0% |
| **NA %\*** | 20% | 22% | 76% | 78% | 97% | 98% | 0% | 0% | 6% | 7% | 39% | 40% |
| **Difference** | **=** | **-22%** | **-23%** | **-9%** | **-17%** | **+2%** | **-** | **-** | **-6%** | **-7%** | **-39%** | **-40%** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Maths Attainment** | | | | |
|  | **Expected** | | **Greater depth** | |
|  | **All** | **Disadvantage** | **All** | **Disadvantage** |
| **School** | **57%** | **67% (4/6)** | **0%** | **0%** |
| **NA\*** | 70% | 75% | 17% | 20% |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **23/29** | **Low** | | **Middle(2C/2B)** | | **High (2A/3)** | | **Low** | | **Middle(2C/2B)** | | **High (2A/3)** | |
|  | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** |
| **Cohort** | 9 | 1 | 14 | 2 | 8 | 3 | 9 | 1 | 14 | 2 | 8 | 3 |
| **School %** | 33% (3) | 0% | 43% (6) | 50% (1) | 100% | 100% | 0% | 0% | 0% | 0% | 0% | 0% |
| **NA %\*** | 19% | 21% | 68% | 71% | 97% | 97% | 1% | 1% | 7% | 8% | 43% | 45% |
| **Difference** | **+15%** | **-21%** | **-25%** | **-21%** | **+3%** | **+3%** | **-1%** | **-1%** | **-7%** | **-8%** | **-43%** | **-45%** |

National Average is used from 2015/2016 Year 6 NA

**Year 6 Analysis (2016/2017)**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading Attainment** | | | | |
| 31 | **Expected** | | **Greater depth** | |
|  | **All** | **Disadvantage (10)** | **All** | **Disadvantage (10)** |
| **School** | **48%** | **30%** | **19%** | **20%** |
| **NA** | 71% | 71% | 19% | 23% |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27/31 | | **Low** | | **Middle(2C/2B)** | | | **High (2A/3)** | | | **Low** | | **Middle(2C/2B)** | | | **High (2A/3)** | |
|  | | All | **Disadvan** | **All** | | **Disadvan** | **All** | **Disadvan** | | **All** | **Disadvan** | **All** | | **Disadvan** | **All** | **Disadvan** |
| **Cohort** | | 4 | 1 | 8 | | 4 | 13 | 5 | | 4 | 1 | 8 | | 4 | 13 | 5 |
| **School %** | | 25% | 0 | 13% | | 0 | 69% | 60% | | 0% | 0% | 0% | | 0% | 62% | 40% |
| **NA %** | | 17% | 18% | 63% | | 67% | 95% | 96% | | 1% | 1% | 10% | | 11% | 46% | 49% |
| **Difference** | | +8% | -18% | -50% | | -67% | -8% | -56% | | +0% | -1% | -10% | | -11% | +16% | -9% |
| **Writing Attainment** | | | | | | | | | | | | | | | | |
| 31 | **Expected** | | | | | | | | **Greater depth** | | | | | | | |
|  | **All** | | | | **Disadvantage** | | | | **All** | | | | **Disadvantage** | | | |
| **School** | **84% (26)** | | | | **90% (9)** | | | | **23% (7)** | | | | **20% (2)** | | | |
| **NA** | 76% | | | | 79% | | | | 15% | | | | 18% | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27/31 | **Low** | | **Middle(2C/2B)** | | **High (2A/3)** | | **Low** | | **Middle(2C/2B)** | | **High (2A/3)** | |
|  | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** |
| **Cohort** | 4 | 1 | 11 | 5 | 12 | 4 | 4 | 1 | 11 | 5 | 12 | 4 |
| **School %** | 50% | 100% | 91% | 80% | 100% | 100% | 0% | 0% | 9% | 0% | 42% | 50% |
| **NA %** | 20% | 22% | 76% | 78% | 97% | 98% | 0 | 0% | 6% | 7% | 39% | 40% |
| **Difference** | **+30%** | **+78%** | **+15%** | **+4%** | **+3%** | **+2%** | **-** | **-** | **+3%** | **-7%** | **+3%** | **+10%** |

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| --- | --- | --- | --- | --- |
| **Maths Attainment** | | | | |
|  | **Expected** | | **Greater depth** | |
|  | **All** | **Disadvantage** | **All** | **Disadvantage** |
| **School** | **74% (24)** | **80% (8)** | **25%** | **10%** |
| **NA** | 74% | 75% | 17% | 20% |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **27/31** | **Low** | | **Middle(2C/2B)** | | **High (2A/3)** | | **Low** | | **Middle(2C/2B)** | | **High (2A/3)** | |
|  | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** | **All** | **Disadvan** |
| **Cohort** | 2 | - | 13 | 5 | 12 | 5 | 2 | - | 13 | 5 | 12 | 5 |
| **School %** | 0% |  | 77% | 60% | 100% | 100% | 0% |  | 8 | 0% | 50% | 20% |
| **NA %** | 19% |  | 68% | 71% | 97% | 97% | 1% | 1% | 7% | 8% | 43% | 45% |
| **Difference** | **-19%** |  | **+9%** | **-11%** | **+3%** | **+3%** |  |  | **+1%** | **-8%** | **+7%** | **-25%** |

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| **Methodology** | | | | |
| **Focus** | **Reading comprehension**  Data shows that disadvantage pupils in Year 6 underperform relative to their peers and nationally. The gap in reading is 23% percentage points. The school will focus on this with the current Year 6’s and early readers as well as a whole school agenda. | **Middle attaining children**  Data shows the disadvantage pupils in Years 3,4,5 and 6 are underperforming compared to national statistics. However the attainment and progress of middle attaining children is a whole school agenda. | **Effective focused intervention**  Data shows the disadvantage pupils in Years 3,4,5 and 6 are underperforming compared to national statistics. However the attainment and progress of middle attaining children is a whole school agenda. | **Pastoral Care**  We have a significantly proportion of children at school with Pastoral needs to ensure they feel safe and confident. This is throughout the school (Nursery to Year 6) |
| **Barriers to learning** | Higher percentage of EAL children (80.1%) Low parental engagement Low percentage of parents is able to read English. | Children coming into the country with no English.  High percentage of EAL making statutory testing harder for children to access | Children coming into the country with no English.  High percentage of EAL making statutory testing harder for children to access  Low parental engagement | Vulnerable facts that can disadvantage a child’s development. |
| **Desired outcomes** | Improve pupils’ engagement with and understanding of texts, leading to improved learning across the curriculum and raised attainment in reading. | Increase the number of children attaining ARE expectations within Reading, Writing and Maths. | Increase the number of children attaining ARE expectations within Reading, Writing and Maths. | Decreased number of children accessing pastoral care. Increased children in tackling social and emotional situations within school. |
| **Success Criteria** | Gap in expected level for reading between disadvantaged pupils in school and other pupils nationally will reduce and there will be a higher % of disadvantage children achieving ARE and greater depth. | Disadvantage children to make better progress than non-disadvantage children. Disadvantage children attaining ARE inline with national expectations. | Disadvantage children to make better progress than non-disadvantage children. Disadvantage children attaining ARE inline with national expectations. | Educational outcomes.  Successful implementation of social and emotional strategies within a range of contexts. |
| **Choose your strategies** | **Reading comprehension strategies, peer tutoring and early years intervention**.  Evidence from the EEF toolkit shows that both these approaches are effective relative to their costs – particularly for upper primary children and lower school for effective intervention. Training will enable all teachers and TAs to use reading comprehension strategies effectively. | **Focused marking**  Evidence from the EEF toolkit shows that same day intervention, focused marking makes great impact.  New pens will be introduced and the Same Day Marking and Intervention will be introduced for maths. | **Small group tuition**  Small group tuition is working up to five pupils and enables the teacher to focus exclusively on a small number of learners, usually in a different room or a different part of the classroom. This is made to regular and using a range of apparatus and teaching styles. | **Behaviour interventions and Social and Emotional Learning**  Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities. Intervention which target social and emotional learning seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. |
| **Evaluate your strategies** |  |  |  |  |

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| **Barriers to learning (for pupils eligible for PP)** | |
| **In school barriers** | |
| **A** | Oral Language Skills  (See School Improvement Plan – KIP 2 and 3) |
| **B** | Independent skills |
| **C** | Social and Emotional Wellbeing |
| **External barriers** | |
| **D** | Low attendance rates  (See School Improvement Plan – KIP 4) |
| **E** | Environment/Disadvantage contexts without receipt of PP  (See School Improvement Plan – KIP 4) |
| **F** | Parental Engagement/Language |

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| **Outcomes (Desired outcomes and how they will be measured)** | | **Success criteria** |
| A. | **Development of reading comprehension – Increase in** Salford’s Reading Ages and Comprehension Ages | Greater percentage of children with higher reading and comprehension ages. |
| B. | **Effective identification of targeted support within Reading, Writing and Maths** | Termly assessment analysis of Data outcomes  Pupil Progress Meeting |
| C. | **Middle Attaining children** | Accelerated pupil progress and diminishing the difference |
| D. | **Pastoral Care** | Children able to access the curriculum and making appropriate progress.  Individuall case studies  Pastoral Impact |

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| **Planned expenditure** | | | | | |
| Academic Year: 2017/2018 | | | | | |
| **The fours headings below enable school to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.** | | | | | |
| 1. **Development of reading comprehension** | | | | | |
| **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?** |
| Improvement in children’s reading age and comprehension age. | Quality CPD sessions for teachers and learning support assistants  Implementation of new reading registers with disadvantage children identified.  Performance Management targets for teachers and learning support assistants to key children. | EEF Tool kit  SIP | MRE  Evaluation check ups  Mid Point Reviews  Half termly reading register impact check | LK, CF | Each term |
| Improvement in children’s reading age and comprehension age. | Implementation of ‘Cracking Comprehension’ with progression of taught comprehension skills | EEF Tool Kit  SIP | MRE  Data outcomes | LK, CF and GB | Each term |
| Increase percentage of ARE | Whole school training to develop higher order reading skills.  MRE of the quality of G/R Sessions  Targeted afterschool booster sessions | EEF Tool kit | MRE Calendar  Termly comprehension summative assessments | CF, GB, LK | December  Easter  Summer |
| Develop their love of books | Breadth of high quality books for classrooms and library.  Library visits  Author visits  To extend the impact of getting quality books into the home place.  Book week focusing on promoting affordable books. | Pupil Conversations | MRE Calendar  Number of children accessing the library  Pupil Conversations  Number of books purchased in book week. | GB | Easter  Summer |
| To ensure a progression of library skills | Development of Learning Support Assistants and the teaching of Library skills | Lack of usage and challenge | Timetabling + Observation | GB | Easter |

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| 1. **Effective identification of targeted support within Reading, Writing and Maths** | | | | | |
| **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?** |
| All groups to make appropriate progress within every lesson with the focus of diminishing the gap. | Continuation of the implementation of marking time and ‘Same Day Intervention’ within the maths curriculum. | EEF Tool Kit  Maths HUB Research | MRE  Planned monitoring of middle attaining children or disadvantaged | SS, LK, CF | Autumn  Spring  Summer |
| Teacher to plan a clear focused guided writing target and for all staff to deliver high expectations and extension targets. | Guided Writing groups within English with diminishing the gap focus to encourage good/outstanding progress. | EEF Tool kit | MRE  Staff Meeting | GB, CF, LK | Autumn  Spring  Summer |
| All staff to be confident and using concrete resources to support teaching and learning. | Use of concrete resources to secure teaching and learning of mathematical concepts. | Maths HUB Research | MRE  SLT  Staff Meetings | SLT | Autumn  Spring  Summer |
| Children to be identified and appropriate intervention planned to increase pace of progress. | LSA and CT staff meetings on the implementation of active marking and effective intervention.  Intervention provision maps to be created and impact monitored | EEF | MRE  SLT  Staff Meetings | SLT | Autumn  Spring  Summer |
| Quality mathematical teaching and good outcomes within maths. | Development of mastery concepts of variations, fluency and mathematical connections to deepen understanding of mathematical principles. | White Rose HUB | MRE  SLT  Staff Meetings | SLT | Autumn  Spring  Summer |
| Children to be engaged and inspired to write. | Creative writing workshops  Training for staff on stimulus for writing. | EEF Tool kit | MRE  Writing outcomes | SLT | Autumn  Spring  Summer |

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| 1. **Middle attaining children** | | | | | |
| **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?** |
| All groups to make appropriate progress within every lesson with the focus of diminishing the difference. | Continuation of the implementation of marking time and ‘Same Day Intervention’ within the maths curriculum. | EEF Tool Kit  Maths HUB Research | MRE  Planned monitoring of middle attaining children or disadvantaged | SS, LK, CF | Autumn  Spring  Summer |
| All staff to use a wider range of strategies to secure learning outcomes. | Quality CPD Sessions and drop in clinics to develop ‘effective intervention strategies’ | EEF | MRE  Planned CPD  Performance Management  Drops ins  Lesson observations | LK, CF, SS and GB | Autumn  Spring  Summer |
| Good outcomes | Increase staff’s confidence on using data to effective identify and target children. | FFT Aspire | Performance Management  Pupil Progress  MRE | CF, LK | Autumn  Spring  Summer |
| Good or better progress within sessions for middle attaining and targeted children. | Drop ins and Lesson observations to track middle attaining children | EEF Tool Kit | Drops ins  Lesson observations | LK, CF, SS and GB | Autumn  Spring  Summer |

|  |  |  |  |  |  |
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| 1. **Pastoral Care** | | | | | |
| **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?** |
| Increase attendance and decrease PA | First response  Internal EWO – TO support families and children.  Attendance Policy | Government Research | CF – Data Analysis  Admin Office  EWO – Internal  EWO - External | CK, LK | Half Termly |
| Transference of self-regulation of skills to allow better engagement in lessons | Social and Emotional Support Groups to teach children to self-regulate their behaviours | EEF Tool kit | Data Analysis  Behavioural Logs  RAG rated evaluations of the group | AP | Half Termly |
| Family goal achieved | Social and Emotional support for families to self-regulate their behaviours and home life. | SIP  Prior Experience  Catchment area | CF LK FT | FT | Termly |
| Increased adult attendance at parent groups | To plan parent groups to increase their skills to enable them to support their children’s learning at home. | EEF tool kit  SIP | CF LK | FT | Termly |
| Decrease negative behaviours in school and within the playground | Playground leader to run organised social activities and engage vulnerable children  Whole school training on behaviour | EEF Tool kit  Pupil Conversations | Data Analysis - Otrack  CF LK | AP | Termly |
| Raise children’s aspirations | Primary Futures | EEF Tool Kit  NAHT Research Groups | Performance Management Targets  Case Study  Pupil Conversations | CF  LK | Termly |
| To widen children’s breadth of experience outside of the classroom. | Children’s universities | EEF Tool kit  Wakefield College | No of children who graduate  Monitoring of passports | CF | Termly |

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| **Additional detail** |
| Attendance Focus – Attendance spotlight completed monthly. Pupil Premium analysis compared to non-pupil premium  Persistent Absence analysis completed. Disadvantage V Non-Disadvantage |

**Previous Academic Year 16/17**

**Pupil Premium Strategy**

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| **Review of expenditure - £77,560** | | | | |
| **Previous Academic Year: 2016/2017** | | | | |
| 1) | | | | |
| **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** |
| **Development of reading comprehension** | Whole school training to develop higher order reading skills.  Breadth of high quality books for classrooms and library.  Development of TA’s and the teaching of Library skills  Enhancement of the library to create an exciting space for reading.  Reading activities through TA intervention at Breakfast club for targeted children.  Breakfast given to children to prime them for academic learning. | **Year 2 Outcomes**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | P-Levels | Foundation Expectations | Working Towards | Expected+ | Greater Depth | | Reading |  | 10% | 20% | 72%  NA -(74%) | 16%  NA -(24%) |   In reading, data outcomes have increased by 40% to 74% achieving expected standard or above.   |  |  | | --- | --- | | Disadvantage (5) | Non-Disadvantage (25) | | 60% | 72% |   In the academic year 15/16 38% of the disadvantage children achieved ARE. This has risen to 60% (+22%)   |  |  | | --- | --- | | Boys (9) | Girls (21) | | 78% | 67% |   **Year 6 Outcomes**  Attainment in reading was below the national average with 50% (-21%) of pupils achieving a test score of 100. Of the sixteen pupils who scored below 100, eight of them scored between 96 and 99 (50%). Two pupils have severe learning needs and have an EHCP plan.  In reading the school’s average scaled score has risen to 99 and progress score was -3.3 which is a marginal improvement from acadmic year 15/16 result being -3.5   |  |  |  | | --- | --- | --- | |  | **Disadvantage** | **Non-Disadvantage** | | **Actual** | **30%** | **57%** | | **National** | **%** | **%** |   The school recognises the percentage of disadvantaged pupils who reached the new expected standard is not good enough however 5/7 (71%) had a scale score between 96 – 99.  0% of children achieved Greater depth in 2015/2016. This has increased to 20% in the academic year 2016/2017  **Diminishing the difference**  Tracking of each cohort shows the gap is diminishing in the majority of Year Groups however progress has not been rapid enough.    **Library and Breadth of books**  Pupil Conversations carried out by English Leader reflect a more positive view of the library and books.  Breakfast club readers was poorly attended and disbanded. The breakfast club provision will be review for the academic year 17/18. | **Impact has not been rapid enough.**  **New comprehension resources bought and training given and strategies lessons to be planned for and monitored.** |  |
| **Effective identification of targeted support** | Implementation of marking time and ‘Same Day Intervention’ within the maths curriculum.  Guided Writing groups within Literacy with diminishing the gap focus to encourage good/outstanding progress.  Marking Policy to be updated to ensure ‘Active Marking’ takes a priority and is evidenced.  Monitoring the use of ‘Verbal Feedback’ through books to secure ‘good’ progress.  TA and CT staff meetings on the implementation of active marking and effective intervention. | **Year 2 Writing Outcomes**   |  |  | | --- | --- | | Disadvantage (5) | Non-Disadvantage (25) | | 60% | 72% |   In writing, data outcomes have increased by 42% to 73% achieving expected standard or above.  **Maths Outcomes**   |  |  | | --- | --- | | Disadvantage (5) | Non-Disadvantage (25) | | 80% | 80% |   In maths, data outcomes have increased by 37% to 72% achieving expected standard or above.  **Reading Outcomes**   |  |  | | --- | --- | | Disadvantage (5) | Non-Disadvantage (25) | | 40% | 80% |   3 disadvantage children did not attain ARE. Two out of three (67%) were only small steps away from achieving ARE. Each child is worth 20%  **Year 6 Outcomes**  **Writing**  Outcomes in writing in 2017, which were rigorously moderated internally and externally by the local authority. Overall 84% (+8%) attained the expected standard and 23% were working at a greater depth (+16%). In 2016 the school’s progress measure shows the cohort made accelerated progress (+1.9).   |  |  |  | | --- | --- | --- | |  | **Disadvantage** | **Non-Disadvantage** | | **Actual** | **90% (9) – 2016/2017 + 35%**  **55% - 2015/2016** | **81% (17) 2016/2017 +4%**  **77% - 2015/2016** | | **National** |  |  |   The school is particularly pleased with the percentage of disadvantaged pupils who reached the new expected standard, in line with the non-disadvantage learners.  The gap between disadvantage and non has diminished from 22% in 2015/2016 to 9% in 2016/2017.  **SPaG**  Attainment in English Grammar, Punctuation and Spelling. In 2016, 74% attained a score of 100+ with three pupils scoring 110+ (17%). In 2016/2017 this was further increased to 84% (+10% increase from previous year) and 35% greater depth (+18% increase from previous year).   |  |  |  | | --- | --- | --- | |  | **Disadvantage** | **Non-Disadvantage** | | **Actual** | **90% (9) +26%**  **64% - 2015/2016** | **81% (17) -4%**  **85%** | | **National** |  |  |   The school is particularly pleased with the percentage of disadvantaged pupils who reached the new expected standard, in line with the non-disadvantage learners.  The gap between disadvantage and non has diminished from 21% in 2015/16 to 9% 2016/17  **Maths**  Outcomes in mathematics were in line with the national average with 74% of pupils attaining a score of 100 and above and 25% of the pupils attaining greater depth (+17% increase from the previous year). In mathematics the school’s average scaled score was 103 – in line with the national average - and progress score has increased from +0.2 to +0.6.   |  |  |  | | --- | --- | --- | |  | **Disadvantage** | **Non-Disadvantage** | | **Actual** | **70% (7) =**  **73% - 2015/2016** | **76% (16) +7%**  **69% - 2015/2016** | | **National** |  |  |   The school is particularly pleased with the percentage of disadvantaged pupils who reached the new expected standard and is above non-disadvantage pupils.  **Diminishing the difference – Whole School Maths – Same Day Intervention**  Tracking of each cohort shows the gap is diminishing in the majority of year groups**.** | **Impact has been made throughout the school by clearly identifying children who need additional support.**  **The two disadvantaged children that are in Year 2 are only slightly behind and will be targeted through Year 3 and through the rest of their journey through Primary education.** |  |
| **Middle Attaining children** | Marking policy to be updated to ensure ‘Active Marking’ takes a priority and is evidenced.  Monitoring the use of ‘Verbal Feedback’ through books to secure ‘good’ progress  CT and TA staff meetings on the implementation of active marking and effective intervention.  Effective identification and tracking of underperforming middle attaining children. | |  |  | | --- | --- | | **Middle Attaining Chn Data outcomes relating to Y2 and Y6 National Averages** | | | **Year 1** | **Reading (5)** | | **Writing (5)** | | **Maths (5)** | | **Year 2** | **Reading (3)** | | **Writing (2)** | | **Maths (3)** | | **Year 3** | **Reading (5)** | | **Writing (4)** | | **Maths (4)** | | **Year 4** | **Reading (5)** | | **Writing(5)** | | **Maths (6)** | | **Year 5** | **Reading (2)** | | **Writing (3)** | | **Maths (2)** | | **Year 6** | **Reading (4)** | | **Writing (5)** | | **Maths (5)** |  * NB where there is a low number of children in the cohort each child is worth a higher percentage.   **Key:**  **Green Percentage of children at age related is above or in line with the national average**  **Amber: The percentage of children is slightly below the national average**  **Red: the percentage of children is significantly below the national average** | **Wider leaders including governors and middle leaders will be supported to begin to check on the Middle Attaining children progress within the MRE.**  **Additional moderation will be placed to ensure judgement are correct of these children to see if there is enough evidence to secure there ARE objectives.**  **Year 5 Writing and Maths will be monitored however these are a small number which effects the numbers significantly.** |  |
| **Pastoral Care** | First response and second response attendance actions from the attendance policy  Social and Emotional Support Groups to teach children to self-regulate their behaviours  Social and Emotional support for families to self-regulate their behaviours and home life  Parent groups to increase their skills to enable them to support their children’ learning at home.  Playground Leader to run organised social activities and engage vulnerable children. | **Attendance**    **Persistent Absence**    The data shows a positive impact on attendance across almost all groups.  **Pastoral**  Each disadvantage child has a case study created and this will follow them through school.  There are many successes from the Pastoral work completed at Pinders  Child A – Year 6 child. Originally this individual was not integrated into classroom routines and not completing work at an ARE level. This individual had extreme medical and educational needs. By the end of his journey, he was fully classroom based, accessing the same work as his peers, happy and feeling safe, looking after his own medical, socialising now with a circle of friends and achieving ARE in Writing and SPaG with a scaled score of 98 and 99 in reading and maths. Pinders was very proud of this individual with many other accomplishments.   |  |  |  | | --- | --- | --- | | Child A | 2015./2016 | 2016/2017 | | Reading | Entering year 3 | Scaled Score 97 | | Writing | Secure Year 2 | Expected Standard | | Maths | Developing Year 3 | Scaled score 99 | | SPAG | Developing Year 3 | Expected Standard |   Child B – A child who again was not integrated into the classroom and needed individual social and pastoral intervention to transition into society. Through his journey he has made fantastic progress allowing him to be fully part of the classroom, more independent and making rapid progress in his learning. This individual achieved ARE in Writing and Maths and a scaled score of 97 in reading. This child’s prior attainment was not at an ARE within his KS1 data. Again Pinders was very proud of this individual with many other significant accomplishments.  50% of the Learning Mentor’s salary is taken from the disadvantage funding however 72% of her case load are children who are in receipt of disadvantage funding.   |  |  |  | | --- | --- | --- | | Child B | 2015./2016 | 2016/2017 | | Reading | Developing Year 3 | Scaled Score 97 | | Writing | Secure Year 2 | Expected standard | | Maths | Secure Year 3 | Expected standard | | SPAG | Developing Year 3 | Expected standard | | **Attendance procedures will still continue and new tighter procedures will be completed to further make progress.**  **Pastoral support will still continue but the DHT will be managing a closing inspection of the impact made on the children to ensure every minute is being utilised.** |  |

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| **Additional detail** |
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