

Pupil premium strategy statement (primary)

1. Summary information					
School	Parsloes Primary School				
Academic Year	2016-2017	Total PP budget	£234,480	Date of most recent external PP Review	11/2016
Total number of pupils	597	Number of pupils eligible for PP	134	Date for next internal review of this strategy	07/2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths.	32%	53%
Average progress in reading at the end of KS2	-1.8	0
Average progress in writing at the end of KS2	1.1	0
Average progress in maths at the end of KS2	0.9	0

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>)	
3.1	Literacy skills (both reading and writing) are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
3.2	Pupils eligible for PP make less progress in reading than their peers in KS2. This prevents attainment at the expected level at the end of KS2.
3.3	Self-confidence and resilience is low in a group of children throughout the school (mostly eligible for PP) this is having a detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
3.4	Attendance rates for pupils eligible for PP are 94.7% (2015-2016)

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve literacy skills for pupils eligible for PP in Reception classes.	Pupils eligible for PP in Reception class make rapid progress by the end of the years so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress across KS2 for pupils eligible for PP.	Pupils eligible for PP make as much progress as their other peers. In Year groups where the difference is substantial (Current Y4), the difference will diminish.
C.	Disadvantaged pupils will consistently display a positive learning attitude towards themselves and their own learning.	Decrease in exclusions and reds for pupils eligible for PP.
D.	Increased attendance rates for pupils eligible for PP.	Pupils eligible for PP have an attendance rate of

5. Planned expenditure

Academic year

2016-2017

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 to diminish the differences between disadvantaged pupils and their peers nationally.

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?
A .Improved literacy skills in Reception.	Change in approach to provision to ensure high quality interactions with adults to develop communication and language skills. This also allows for children to develop their self-regulation skills. £0	The EEF Toolkit suggests that overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. EEF research also recommends that children's self-regulation skills (sometimes referred to as executive function, or learning capability) reflect their ability to manage their own behaviour or learning. The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving.	Planning involves all staff are aware of the planned focused activities for outdoor areas which are key for developing communicating and language skills. Children trained in self-regulation skills to enable them to independently access learning activities to develop their successful learning and pre-reading skills. Learning walks (both internal and external) to ensure consistent quality interactions with adults and provision. Working with an advisory teacher to develop.	Strategic Lead and Phase Leader. KD/MW	Pupil Progress Meetings January 2017, April 2017 and July 2017.
B .Higher rates of progress across KS2 for pupils eligible for PP.	Continued implementation of high quality feedback across the curriculum. £18,688	Progress needs to be sustained across the entire Key Stage. The EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Specific coaching of marking and feedback. Regular book scrutiny which involves teachers so that good practice can be identified and shared. Embedding of school feedback policy. Extra support in Year 6 with smaller classes to enable more focused feedback.	English and Maths lead.	April 2017

A . Improved literacy skills in Reception.	Guided reading starts in September to expose children to a range of books and develop their early reading skills. £0	All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds.	Priority in weekly planning meetings to ensure good practice is shared and consistent. Records are maintained for groups. Phase leader to observe sessions and feedback. Shared reading activities to happen daily, all based around on book a week.	Phase leader (MW)	April 2017
C. Disadvantaged pupils will consistently display a positive learning attitude towards themselves and their own learning.	Focus on development of positive relationships with parents, £6,250 AFA	Developing positive working relationships is essential for children. Achievement for All focuses on developing strong bonds with parents and children and working to overcome barriers.	Structured conversations mentored and looked over by Achievement for All coach.	KD	March 2017
B .Higher rates of progress across KS2 for pupils eligible for PP.	Development of reading comprehension strategies across the whole school. £2,800	According to the EEF On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.	Whole school approach Inset to ensure all staff are trained. Reading volunteers across the school are trained in comprehension. Power of Reading course for Reading lead. Redevelopment of reciprocal reading in Year 3 and Year 4 to be more vocabulary and comprehension based. Development of school library.	Reading lead (CA/LH)	Pupil Progress Meetings January 2017, April 2017 and July 2017.
Total budgeted cost					£27,738

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?
C. Disadvantaged pupils will consistently display a positive learning attitude towards themselves and their own learning.	Nurture groups Colin Merrin trained selected TA's in social skills programme to deliver 1:1. NEFLT (linked to CAMBS) school counsellor. £10,990	The EEF suggests that On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	Close monitoring by SENCO Strategies used in nurture group to be embedded in class.	SENCO (MB)	March 2017

C. Disadvantaged pupils will consistently display a positive learning attitude towards themselves and their own learning.	Art therapy through school counsellor (NEFLT)	The EEF suggests that SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.	Close monitoring by SENCO Strategies used in nurture group to be embedded in class.	SENCO (MB)	March 2017
C. Disadvantaged pupils will consistently display a positive learning attitude towards themselves and their own learning.	1:1 counselling (NEFLT)	The EEF suggests that Sensitive and targeted intervention may benefit at risk or more vulnerable pupils.	Regular feedback from counsellor to teacher and parents/carers. Teachers and parents to keep in regular contact with counsellor about changes in behaviour of pupils.	SENCO (MB)	January 2017
Total budgeted cost					£10,990

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?
B. Higher rates of progress across KS2 for pupils eligible to PP.	Achievement for All – strengthening relationships with parents. £6,250 AFA PP Lead:£7392	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g EEF Toolkit suggest that improving communications with parents/carers and strengthening parent engagement can be consistently associated with pupil's success.	Whole school approach Modules within AFA selected for impact and use in school. Use INSET times to deliver training. School Champion regularly feeding back to SLT. Feedback from parents involved. All teachers involved in a structured conversation.	Assistant Head (LG)	July 2017
D. Increased attendance rates for pupils eligible for PP.	Use of PSW to monitor pupils and follow up quickly on absences. Working with key families if necessary. £24,424.63	If children are not in school, their attainment cannot be improved. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues.	Deputy Head (KD)	March 2017
C. Disadvantaged pupils will consistently display a positive learning attitude towards themselves and their own learning.	'Brilliant Club' participation for Higher and Middle attaining Pupil Premium children who have potential to move towards higher education. £1600	A lack of ambition and expectation amongst some disadvantaged families can lead to academically strong pupils not fulfilling their potential and working towards higher education. This scheme links them with a Phd level tutor and involves visits to prestigious universities, including a 'graduation' upon completion of the course.	The programme will be run with the 'Brilliant Club.	AHT (LG and NL)	July 2017

B. Higher rates of progress across KS2 for pupils eligible to PP.	Effective <u>deployment and training</u> of support staff for targeted interventions and learning support. £156,085.37 (31% of total support staff costs)	High quality, structured interventions have been shown to have a positive impact on progress (DISS project) and can target key areas of concern such as writing development and reading.	The key interventions will have entry and exit data checks to ensure that they (along with quality first teaching) are having a positive impact upon progress and attainment. Staff involved in teaching/group work will receive the appropriate training and be fully resourced.	SENCO (MB)	March 2017
Total budgeted cost					£195,752

A. Review of expenditure				
Previous Academic Year		2015-2016 (£243,720)		
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 differentiated and targeted learning for disadvantaged pupils, resulting in an increase in disadvantaged pupils' attainment and progress across the school to narrow the gap.	Clear method of sharing data and Pupil Progress meetings which focus of attainment and progress of pupils. PP Lead:£7392.39	Mixed: All staff are aware of progress and attainment of individuals and key groups in their classes, as well as trends in the school. Disadvantaged pupils were effectively tracked. In some instances (Y2, Y5) the gap between disadvantaged pupils and their peers is very narrow or closed. Success criteria: not fully met but approach shows promise.	Staff were positive about the new approach to sharing data and Pupil Progress meetings. These will be modified this year to ensure a co-ordination of internal data (book scrutiny and observations) to ensure good practice is embedded and distributed throughout year groups ensuring that the analysis leads to improved outcomes for pupils.	£7392
Improve differentiated and targeted learning for disadvantaged pupils, resulting in an increase in disadvantaged pupils' attainment and progress across the school to narrow the gap.	School to implement standardised termly assessments to analyse areas of personal strength and weakness of individual pupils. £ 1450.72	High: teachers are confident analysing strengths and weaknesses of individual pupils (also incorporating the use of the borough rubrics as well). Weaknesses in learning are identified through gap analysis and teaching to gaps are addressed in whole class teaching, focus groups, homework or interventions where appropriate. Benefited all pupils. Success criteria: not fully met but good practice to ensure rapid progress and raising attainment.	This seemed to be most effective in maths. Will continue next year – especially in reading.	£1450

Reduction in the in school gap between disadvantaged pupils and non-disadvantaged pupils. The gap at the end of EYFS between disadvantaged pupils and national to close in GLD.	Early intervention and whole class support for developing appropriate speech and language skills, leading to rapid progress. £2,300	Mixed: EYPP children got 71% ARE only 2% behind cohort. Teachers are confident analysing strengths and weaknesses of individual pupils (also incorporating the use of the early learning goals). Developing Talk4Writing within literacy lessons has encouraged children to become more verbal within literacy lessons. This has begun to increase their communication skills.	Due to the success of Talk4writing in 2015-2016, Talk4writing will be embedded from September in 2016-2017 to allow all children opportunities to extend their communication skills.	£2,300
Reduction in the in school gap between disadvantaged pupils and non-disadvantaged pupils in writing and ELG for literacy and communication.	Range of training for teaching learning development as well as key interventions for all staff leading to more effective provision for disadvantaged pupils. £6,240	Mixed: Teachers and Teaching Assistants have all been trained on Talk4Writing and visited other schools to view good practice. Talk4Writing is being embedded across the school to engage children. In Year 2 and 5 the attainment gap at the end of the year was not significant for PP pupils. Success criteria: not fully met but approach shows promise.	Need to focus on development of Talk4Writing in Reception. Continuing to embed skills is necessary for children in Upper Key stage 2 – as there is a legacy of underachievement.	£6,420

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
Increased pupil engagement. Accelerated progress for identified pupils in KS2.	Targeted deployment of Teaching Assistants, additional teaching staff, interventions and tutors. £217,101 (43% of total support staff costs)	Mixed: Writing and Maths showed positive progress scores at the end of KS2 (1.1 and 0.8). Reading progress was -1.8 but well above the floor of -5. Children involved in 1stclass@number displayed a more positive attitude towards their writing and were more engaged in class.	Progress of this group must be closely monitored throughout the entire KS to ensure progress is more positive at the end of KS2.	£217,101
Improve the pupils' engagement with the curriculum and ensure pitch is matched to the needs of the child with SEND.	External expertise from an educational psychologist. Structured teach programmes. £2880	Poor: More awareness of whole school needs. Need guidance of SENCO.	New SENCO to be in place from September. Training needed for needs – teachers and TAs.	£2880

Provide targeted intervention and tutoring for upper KS2 pupils to close gaps in reading, writing and maths	1:1 and small group tutoring during spring term and Easter holiday sessions for Y6 pupils £3,330	Mixed: Maths and writing saw positive progress measures for the FSM group of 23 pupils (writing:1.1 / maths: 0.9) with the writing progress score exceeding the school's average for this subject (1.0) Reading saw a -1.8 progress score for the FSM group. This reflected the school and national trend of lower progress scores than maths and writing, but is an area of focus.	Use of additional, experienced teachers to tutor smaller groups in KS2 will continue in spring 2017 to refine and further embed this form of support. This will also provide further capacity for more focused phase leader support in KS1 on a weekly basis.	£3,330
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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
Procedures positively impact on overcoming barriers, resulting in an increase of attendance, progress and attainment.	External review to involve key stakeholders including SLT and governors to ensure consistency in understanding of procedures. Pupil Premium link governor appointed to hold SLT to account for the procedures.	Mixed: Whilst SLT were held to account by link governor, attainment gap is not closed consistently across the school. Success criteria: not fully met but approach shows promise.	Link governor clear on understanding the procedures and holding SLT to account. Need to continue to embed procedures to ensure the differences are diminishing at an increasing rate.	
Regularly monitor the impact of interventions to ensure disadvantaged pupils are making more than expected progress.	Pupil progress meetings which focus on attainment and progress of pupils. Interventions reviewed every 6 weeks to ensure children are making more than expected progress. £2,500	Mixed: interventions reviewed informally every 6 weeks and then officially at the end of the intervention time (Firstclass@writing longer). Gap closed in some key areas of the school. Success criteria: not fully met but approach shows promise.	Children's/staff absence makes consistency difficult and lessens impact or high quality interventions.	£2,500
Attendance of disadvantaged pupils to improve at least in line with national (94.6%). PA to decrease to in line with national (5.4%)	Incentives and rewards Monitoring of attendance. £347	Mixed: FSM pupils improved to 94.9%. PA was at 15.1% for the same group.	A small percentage (or a few families) need more support with PA. Continue incentives and monitoring of attendance.	£347

