

# Pupil premium strategy statement (primary)

| 1. Summary information |                         |                                  |          |  |         |
|------------------------|-------------------------|----------------------------------|----------|--|---------|
| School                 | Parsloes Primary School |                                  |          |  |         |
| Academic Year          | 2017-2018               | Total PP budget                  | £211,200 | Date of most recent external PP Review         | 11/2016 |
| Total number of pupils | 600                     | Number of pupils eligible for PP | 130      | Date for next internal review of this strategy | 07/2018 |

| 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.    | 52%   | 61%  |
| Average progress in reading at the end of KS2 | 2.8   | 0  |
| Average progress in writing at the end of KS2 | 0.2   | 0  |
| Average progress in maths at the end of KS2   | 0.9   | 0  |

| 3. Barriers to future attainment (for pupils eligible for PP)   |   |
|---|---|
| <b>In-school barriers</b> ( <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   | High mobility of PP children, means when PP enter in UKS2, they are often behind academically with varying gaps in their learning.  |
| 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. |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |
| 3.4   | Attendance rates for pupils eligible for PP are 94.1% (2016-2017)   |

| <b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> ) |  | <b>Success criteria</b>   |
|--|--|---|
| <b>A.</b>  | Improve literacy skills for pupils eligible for PP in Year 3 and Year 4  | Pupils eligible for PP in Year 3 and Year 4 classes make rapid progress by the end of the years so that all pupils eligible for PP meet age related expectations. |
| <b>B.</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. |
| <b>C.</b>  | 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.   |
| <b>D.</b>  | Increased attendance rates for pupils eligible for PP.   | Pupils eligible for PP have an attendance rate of   |

## 5. Planned expenditure

Academic year

2017-2018

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 Lower KS2.                          | Incorporating Power of Reading to ensure engagement and enjoyment of reading for children.                                    | CLPE research suggests that the use of high quality books within the reading curriculum should be at the heart of any school's approach to engaging and supporting children to become motivated and independent readers. If children enjoy reading, they will do it more frequently and become better at it. | <p>CPD to ensure that teachers are linking teaching to a high quality text.</p> <p>Learning walks (both internal and external) to ensure consistent approaches.</p> <p>Surveys of enjoyment for children.</p> <p>Working with an advisory teacher to develop.</p>                           | YB                      | Pupil Progress Meetings January 2018, April 2018 and July 2018. |
| B .Higher rates of progress across KS2 for pupils eligible for PP. | Continued implementation of high quality feedback across the curriculum.<br><br>£36,790                                       | 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.  | <p>Specific coaching of marking and feedback.</p> <p>Regular book scrutiny which involves teachers so that good practice can be identified and shared.</p> <p>Embedding of school feedback policy.</p> <p>Extra support in Year 6 with smaller classes to enable more focused feedback.</p> | English and Maths lead. | Pupil Progress Meetings January 2018, April 2018 and July 2018. |
| B .Higher rates of progress across KS2 for pupils eligible for PP. | Clear method of sharing data and Pupil Progress meetings which focus of attainment and progress of pupils.<br>PP Lead:£10,034 | Teachers need to be sure of expectations, gaps, strengths and weaknesses in order to focus provision on key marginal children and best teach to needs.   | SLT and governors to reflect on impact of teaching and learning at an individual, group, class and cohort level.  | LG                      | Pupil Progress Meetings January 2018, April 2018 and July 2018. |

|   |   |  |   |                   |   |
|---|---|--|---|-------------------|---|
| C. Disadvantaged pupils will consistently display a positive learning attitude towards themselves and their own learning. | Focus on development of positive relationships with parents,<br>£6,250 AFA  | Developing positive working relationships is essential for children.<br>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<br>LG          | November 2017                               |
| <b>Total budgeted cost</b>  |   |  |   |                   | <b>£53,074</b>                              |
| <b>ii. Targeted support</b>   |   |  |   |                   |   |
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b> | <b>When will you review implementation?</b> |
| C. Disadvantaged pupils will consistently display a positive learning attitude towards themselves and their own learning. | Nurture groups<br>Colin Merrin trained selected TA's in social skills programme to deliver 1:1.<br>£16,368  | 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<br>Strategies used in nurture group to be embedded in class.  | SENCO<br>(MB)     | January 2018<br>June 2018                   |
| C. Disadvantaged pupils will consistently display a positive learning attitude towards themselves and their own learning. | TA support within class with key children to support self-esteem, resilience and develop good learning behaviours.<br>£44,633                     | The EEF suggests that SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.   | Closely monitored by Class Teacher, Year Group leader and Phase leaders.<br>Monitored through observations, data and book scrutinies.   | SENCO<br>(MB)     | January 2018<br>June 2018                   |
| A. Improved literacy skills in Lower KS2.   | Using structured interventions and programmes (1stclass@writing, Reading Gladiators) to ensure that pupils reach expected by year end.<br>£31,257 | 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 intervention lead and Year group leaders.<br><br>Ensure all staff are trained thoroughly.<br><br>Objectives linked back to learning objectives in class (Target Tracker). | LG                | January 2018<br>June 2018                   |

|   |   |   |  |                     |   |
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| B .Higher rates of progress across KS2 for pupils eligible for PP.  | Using structured interventions and programmes (Arithmetic and PiXL) to ensure that pupils reach expected at the end of the year.<br>£26086          | 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.  | Close monitoring by Intervention Lead.<br><br>Ensure all staff are trained thoroughly.<br><br>Objectives linked back to learning objectives in class (Target Tracker).   | LG                  | Pupil Progress Meetings January 2018, April 2018 and July 2018. |
| <b>Total budgeted cost</b>  |   |   |  |                     | <b>£118, 344</b>  |
| <b>iii. Other approaches</b>  |   |   |  |                     |   |
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>   | <b>When will you review implementation?</b>                     |
| B. Higher rates of progress across KS2 for pupils eligible to PP.   | Achievement for All – strengthening relationships with parents and wider community.<br>£6,250 AFA<br>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<br>Modules within AFA selected for impact and use in school.<br>Use INSET times to deliver training.<br>School Champion regularly feeding back to SLT.<br>Feedback from parents involved.<br>All teachers involved in a structured conversation. | Assistant Head (LG) | July 2018   |
| D. Increased attendance rates for pupils eligible for PP.   | Use of PSW to monitor pupils and follow up quickly on absences.<br>Working with key families if necessary.<br>£23,040                               | 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.<br>£3100 | 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 for Y5 students from March – July.  | AHT (LG and NL)     | July 2018   |
| <b>Total budgeted cost</b>  |   |   |  |                     | <b>£39,782</b>  |

| <b>A. Review of expenditure</b>                                    |  |   |   |             |
|--|--|---|---|-------------|
| <b>Previous Academic Year</b>                                      |  | <b>2016-2017 (£243,720)</b>   |   |             |
| <b>i. Quality of teaching for all</b>                              |  |   |   |             |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>   | <b>Lessons learned (and whether you will continue with this approach)</b>                   | <b>Cost</b> |
| 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.<br>£0 | Estimated impact: High Learning Walks?<br>70% of cohort were given GLD.<br>73% of cohort received an ELG in CL<br>71% of EYPP received an ELG in CL<br>62% of EYPP received GLD.<br>Success Criteria: not fully met but good practice to ensure rapid progress and raising attainment.  | Continue with this.   | £0          |
| B .Higher rates of progress across KS2 for pupils eligible for PP. | Continued implementation of high quality feedback across the curriculum.<br>£18,688  | Estimated impact: 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.<br>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. | £18,688     |
| 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.<br>£0  | Estimated impact: high. children are confident with handling and navigating books. This is a good opportunity for children to apply their phonics skills and decode.  | Continue with this in reception.  | £0          |

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| 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         | Estimated impact: mixed. Relationships are being developed and strengthened with key families.  | This will be a continued focus for next year.        | £6,250 |
| B. Higher rates of progress across KS2 for pupils eligible for PP.  | Development of reading comprehension strategies across the whole school. £2,800 | Estimated impact: high. Reading results for KS2 cohort were above National at 77%. Disadvantaged pupils' average scaled score was 106.1 and progress score was 2.8. | This was a strength and will be continued next year. | £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) (total cost:£507,431) | Mixed: Reading and Maths showed positive progress scores at the end of KS2 (2.8, 0.2 and 0.9). Children involved in 1stclass@writing displayed a more positive attitude towards their writing and were more engaged in class. Success criteria: not fully met, Writing and Maths are now foci. | Progress of children involved in interventions in LKS1 need to be more closely monitored. | £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<br>£3,330 | Mixed:<br>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)<br>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 |
|---|---|---|---|--------|

### 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.<br>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.<br>£2,500                            | Mixed: interventions reviewed informally every 6 weeks and then officially at the end of the intervention time (Firstclass@writing longer).<br>Gap closed in some key areas of the school.<br>Success criteria: not fully met but approach shows promise. | Children's/staff absence makes consistency difficult and lessens impact of high quality interventions.   | £2,500 |
| Attendance of disadvantaged pupils to improve at least in line with national (94.6%).<br><br>PA to decrease to in line with national (5.4%) | Incentives and rewards<br>Monitoring of attendance.<br>£347  | Mixed: FSM pupils improved to 94.9%.<br>PA was at 15.1% for the same group.   | A small percentage (or a few families) need more support with PA.<br>Continue incentives and monitoring of attendance.   | £347   |

