



Pupil Premium Strategy

2017-18

In June 2017 we joined the Achievement Unlocked Project (NYCC) and stopped, reflected and took a fresh look at our Pupil Premium provision. We knew we needed to move away from some of what we have always done and develop a new approach that takes in to account what our children need.

Progress had been made in many areas in the past few years but we knew that there were still some areas where progress was stubbornly slow. We could identify where these barriers were but had until now struggled to find the right way forward. We wanted to develop a plan that supported our Pupil Premium children based on the things that may be preventing these children from achieving their full potential, stopping them from acquiring the skills they need for life or inhibiting their aspirations.

Success may be measured by judging national curriculum achievements, government data and facts and figures. However there are many other strands we know are just as important; supporting children to be successful individuals with the same potential and opportunities open to them as all pupils within this school, coaching, developing self-esteem, a whole school focus on language, developing metacognitive skills, etc.

A Pupil Premium Review from Marc Rowland as part of the project and the use of research evidence from EEF and the work of the Research Schools kick started our new strategy. A study visit to London, Essex and Suffolk by the head and deputies revitalised our thinking and from that the Strategic School Plan has changed direction. Our staff have focussed on understanding the barriers to learning and really evaluated what are barriers that the children have as distinct from our barriers. This is enabling us to formulate what support we put in place

As part of Achievement Unlocked we have reflected on what actually made an impact our children and what didn't. We have looked at the successes of others and whilst these are not always transferable understand what may work for us. We have planned a structured approach to our strategy knowing how important it is that changes are embedded in order to get the best outcomes we can.

Academic Year	2017-18				
Total Number of Pupils (excluding FS1)		Total PP Budget	£141,951	Date of most Recent PP Review	September 2017 – Marc Rowland
		Number of Pupils Eligible for PP	Ever 6 = 118 LAC = 5 Service = 2	Date of next Full Review of Strategy	July 2018
Total Number of FS1 Pupils		Number of Pupils Eligible for EYPP	5		

Key Stage 2

Year 6 Cohort 2017-18

	FFT20 Target	National All Pupils	FFT20 Disadvantaged Target	National Disadvantaged	National Non-Disadvantaged
% on track to be at or above expected standard in Reading	79%	72%	70%	60%	77%
% on track to be at or above expected standard in Writing	83%	76%	75%	66%	81%
% on track to be at or above expected standard in Maths	82%	75%	74%	63%	80%
% on track to be at or above expected standard in EGPS	84%	77%	76%	66%	82%
% on track to be at or above expected standard in RWM	71%	61%	59%	48%	67%
% on track to be at higher standard in Reading	35%	25%	23%	14%	29%
% on track to be at Greater Depth in Writing	33%	18%	19%	10%	21%
% on track to be at higher standard in Maths	33%	23%	22%	13%	27%
% on track to be at higher standard in EGPS	45%	31%	32%	21%	36%
% on track to be at higher standard in RWM	15%	9%	7%	4%	11%

Key Stage 1					
Year 2 Cohort 2017-18					
	FFT20 Target	National All Pupils	FFT20 Disadvantaged Target	National Disadvantaged	National Non-Disadvantaged
% on track to be at or above expected standard in Reading	76%	76%	62%	63%	79%
% on track to be at or above expected standard in Writing	69%	68%	65%	54%	72%
% on track to be at or above expected standard in Maths	75%	75%	60%	62%	79%
% on track to be at or above expected standard in RWM	64%	64%	50%		
% on track to be working at Greater Depth in Reading	28%	25%	18%	14%	
% on track to be working at Greater Depth in Writing	16%	16%	10%	7%	
% on track to be working at Greater Depth in Maths	22%	21%	14%	10%	
% on track to be working at Greater Depth in RWM	11%	11%	6%		

Key Stage 1					
Year 1 Cohort 2017-18					
	School Target	National All Pupils	School Target Disadvantaged Target	National Disadvantaged	National Non-Disadvantaged
% on track to be at or above expected standard in Phonics	82%	81%	68%	68%	83%

Foundation Stage					
FS2 Cohort 2017-18					
	School Target	National All Pupils	School Target Disadvantaged Target	National Disadvantaged	National Non-Disadvantaged
% on track to be at or above the expected standard for GLD	75%	71%	50%	56%	73%
% on track to be at the exceeding standard for GLD	10%		10%		
% on track to be at or above expected for Reading	75%	77%	50%	63%	79%
% on track to be at or above expected for Writing	75%	73%	50%	58%	76%
% on track to be at or above expected for Number	75%	79%	50%	66%	81%
% on track to be at or above expected for SSM	75%	82%	50%	69%	84%
% on track to be at exceeding for Reading	19%	19%	12%		
% on track to be at exceeding for Writing	11%	11%	12%		
% on track to be at exceeding for Number	16%	16%	12%		
% on track to be at exceeding for SSM	15%	15%	12%		

Barriers to future attainment for Pupils in receipt of Pupil Premium

In School Barriers	
A	Language and vocabulary of pupils is limited
B	Confidence and Self Esteem
C	Strength in all three areas RWM so unlikely to achieve RWM at Expected +
External Barriers	
D	Attendance rates for pupils eligible for PP are still below National. This reduces their school hours and causes them to fall behind on average.
E	Lack of aspirational expectations
F	Lack of Support from Home

Planned Expenditure 2017-18

Academic Year		2017-18					
Quality First Teaching							
Desired Outcome	Project	Evidence and Rationale	Implementation	Staff Lead	Timescale	Evaluation Schedule	Cost
Improving attainment in Maths. Increasing engagement and participation.	Developing Questioning to improve metacognition	There is plenty of evidence that demonstrates that the development of Metacognitive strategies have significant benefits in the classroom. The EEF toolkit puts its effect as one of the most effective strategies.	A small scale project looking at the use of questioning to develop metacognition particularly related to Maths. INSET Day – Oct 2017 Training Spring 2018 Peer observations – April 2018 Sharing good Practice – June 2018	Rebecca Spruce	Began September 2017 but ongoing	Evaluation on going.	£500 for cover for Peer Observations
Improving attainment across the curriculum. Increasing engagement and participation.	Co-operative Learning	A strategy seen at Rosendale School whilst on the study visit. Evidence from EEF toolkit and research from Johnson, Slavin and Kagan. The opportunities offered through the co-operative learning approach for modelling, scaffolding, developing self-esteem, developing language, etc offer	A major change to classroom practice through the introduction of Kagan Structures in all lessons. Training for HD/JH/KD – March 2018 INSET Day- June 2018/October 2018 Trailing particular Structures – Summer 2	James Hughes Karen Daggett Helen Davey	Began January 2018 but ongoing.	Evaluation through monitoring cycle	£2500 INSET Days x2 Initial Training and materials: £560 Resources: £400

		us a new structure to break down barriers.	Implementation Begins September 2018				
Ensuring all staff have the best possible support to develop their skills. Using Coaching Skills for both Phase Leaders and Staff.	Pupil Progress Meetings Restructure	<p>A more effective approach seen at Rosendale School in January 2018.</p> <p>This approach ensures all staff have a greater ownership for their data and that all HT/DHT work with Phase Leaders to deliver pupil progress meetings at least 3 times per year.</p>	<p>New Format for Phase Leaders introduced March 2018</p> <p>Interim format for LT introduce May 2018</p> <p>Training for staff May 2018 and June 2018.</p>	James Hughes Karen Daggett	May 2018 – initial meeting in new format.	Evaluation will take place following May meeting with changes made before the September Meeting.	£500 to cover initial cover and preparation.
Ensure all children are able to access their learning.	Targeting Language development	<p>Following the London Study visit it was clear all schools had a structured approach to this. Research shows that deficit language development has a significant impact on attainment and progress.</p>	<p>Achievement Unlocked Conference April 2018</p> <p>Reading and research to look at the focus we want to use.</p> <p>Trial ideas initially in FS1 and FS2.</p> <p>Roll out to compliment co-operative learning approach.</p>	Helen Davey Karen Daggett James Hughes	April 2018 – July 2019 initially	Evaluation schedule to be developed	£3,000 – initial input.

<p>Opportunities for staff to work together to develop Teaching and Learning</p>	<p>CPD Development time</p>	<p>Staff rarely have the opportunity to develop strategies together. This will give staff a weekly opportunity to meet for CPD and PPA</p>	<p>TAs to be trained in delivering a handwriting programme which will run alongside whole school singing and assembly to allow staff to work together every week.</p>	<p>Helen Davey James Hughes Karen Daggett</p>	<p>September 2018</p>	<p>Evaluation each half term</p>	<p>Handwriting Programme: £1,000 TA Training and support: £2,000</p>
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Academic Year		2017-18					
Targeted Support							
Desired Outcome	Project	Evidence and Rationale	Implementation	Staff Lead	Timescale	Evaluation Schedule	Cost
Improve the attendance of targeted children in receipt of PP who are PA to meet the National Average.	Tackle Persistent Absenteeism amongst individual children in receipt of PP	It seems self-evident that if a child is not in school they are not accessing the learning or other opportunities on offer. Identification in the Summer Term of 2017 showed we had a hard core of historically poor attenders whose attendance had remained in the PA bracket or just above for a number of years. This was despite all previous initiatives. A more bespoke and personal approach was needed.	<p>Attendance project with 8 targeted families in receipt of Pupil Premium began in September 2017.</p> <p>Attendance is shared with families monthly in personal meetings, phone calls, e-mails, etc.</p> <p>Meetings with other professionals.</p> <p>Interviews with children to discuss their perceptions.</p> <p>Strategies such as morning phonecalls implemented.</p> <p>Process developed for roll out to all staff.</p>	Laura McAuley	<p>Started September 2017 but ongoing.</p> <p>Roll out to all staff in Summer 2018.</p>	<p>Monthly Evaluation.</p> <p>Data shared with Governors termly.</p> <p>Achievement Unlocked Review May 2018.</p>	£500 for cover
To raise attainment in Maths	Additional Maths teaching to targeted children in receipt of Pupil Premium focused on Arithmetic	Analysis of papers last year showed that errors in arithmetic paper and in the arithmetic on the reasoning papers	Additional teaching by a skilled teacher twice a week in small targeted groups.	Anna O'Brien	Twice weekly from September 2017	Data evaluation at each data point	£8,000

		meant that Maths attainment and progress were lower than FFT targets					
To support language development for EAL children including those in receipt of PP	Support for children with EAL needs	Dedicated TA to deliver EAL programmes under the guidance of the Ethnic Minority Hub.	Weekly	Karen Daggett	Ongoing		TAs £4000 (portion allocated from PP)

Academic Year		2017-18					
Other Approaches							
Desired Outcome	Project	Evidence and Rationale	Implementation	Staff Lead	Timescale	Evaluation Schedule	Cost
To develop the skills and the role of TAs.	MITA	The MITA project has been shown to help develop a strategy to make the best use of this expensive resource.	Project began September 2017 and lasts three years. Training for TAs around developing their skills around independent learning, questioning, scaffolding and modelling. Peer Observations around good practice	Emma Kirby	Sept 2017- Aug 2020	Evaluation schedule as part of programme. Report to Governors Inclusion Committee 3 times per year.	£800 for cover £1,000 for TA Training TBC for year 2
Open a dialogue about what is possible.	2 Day NYCC London Study Visit	Looking at schools in a different area who have the best possible outcomes for all children enabled us to open a dialogue.		Helen Davey James Hughes Karen Daggett	January 2018		£900
Developing teachers' assessment skills and raising expectations of pupils.	Comparative Assessment	A research project with HARTs to look at whether or not this approach will help with moderation of writing from Y1-Y6.	Project began March 2018 Training for staff Feb 2018	James Hughes	March 2018 – July 2019	Evaluation by HARTs	£300 cover costs.
Raising Expectations of all pupils	Coaching opportunities through blogging tool.	Opportunity for an ongoing professional discussion as part of monitoring calendar.	Project to begin Summer 2018	James Hughes	May 2018 onwards	On a termly basis	£1500

Academic Year		2017-18					
Other PP Spend							
Desired Outcome	Existing Commitment	Evidence and Rationale	Implementation	Staff Lead	Timescale	Evaluation Schedule	Cost
Raising attainment	Intervention Programmes	Programmes we have found have an impact	Programmes implemented and reviewed on a 6-10 weekly basis.	Karen Daggett	Ongoing	Evaluated at beginning and end of each intervention.	60 hours per week ATA support to deliver intervention programmes. £29,000 12 hours per week HLTA support to deliver Maths interventions £12,000
Numeracy teaching in a different context	Numeracy Through Sport	Research to see if this approach makes a difference to raising Maths attainment.	10 week programmes	James Hughes	Finish July 2018	Sporting Influence evaluation termly School evaluation via data points	£3000
Raise attainment in Reading, Writing and Maths	Booster Support for targeted Y6 Children	Annual Booster programme	During Y6	Hollie Bailey/Amy Dobrahsian	September 2017 – May 2018		Additional ATA support £4,000
Ensuring all children are able to access learning	Support for children with speech and language needs	Dedicated TA to deliver Speech and Language programmes under the guidance of the speech therapist	Weekly	Karen Daggett	Ongoing		TA Cost £8000 (portion allocated from PP)
Raising Attainment for pupils in receipt of PP	Classroom support to allow teachers to focus for additional	TA classroom support both at register to allow		Helen Davey	Ongoing		£30,000 (portion

	time on those children in receipt of PP to ensure they make the best possible progress	pre and post teaching and greater teaching time.					allocated from PP)
Support Emotional Literacy for targeted pupils	Friendship Club at lunchtime	In school research has shown that children struggling in the social situation of lunchtime have benefitted from being taught specific skills and strategies and having a mentor to support them.	Opportunity offered at lunchtime sessions 3 days per week and supported on the playground 2 days per week.	Karen Daggett Vicki Thomson	Ongoing		£3,000 for TA support
Broadening opportunities for all children	Extra Curricular Opportunities including supporting residential places	Offering all children the same opportunities		Helen Davey	As required		£5,000