# Annex 2c: Pupil premium strategy statement (primary)

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| 1. **Summary information** | | | | | |
| **School** | Tupton Primary and Nursery School | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** | £74,820 590 | **Date of most recent PP Review** | July 2016 |
| **Total number of pupils** | 211 | **Number of pupils eligible for PP** | 54 | **Date for next internal review of this strategy** | September 17 |

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| 1. **Current attainment** | | | |
|  | | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving the expected standard in reading, writing and maths** | | **End of KS1- 46% End of KS2 – 39%** | *tbc* |
| **% achieving the expected standard in reading** | | **End of KS1- 55% End of KS2 – 46%** | 92% |
| **% achieving the expected standard in writing** | | **End of KS1- 27% End of KS2 – 62%** | 95% |
| **% achieving the expected standard in maths** | | **End of KS1- 36% End of KS2 – 62%** | 91% |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | Language and social skills in Reception are lower for pupils eligible for PP than for other pupils. | | |
|  | High ability pupils who are eligible for PP make less progress across KS 1 & 2, therefore they do not attain as highly as other high ability pupils | | |
| **C.** | Issues such as low self-esteem and behaviour can have a detrimental effect on their academic progress. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | Attendance and punctuality | | |

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| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | **Success criteria** |
|  | To ensure the difference between PP and non PP children is diminished in KS1 and 2 | * PP Children’s progress to be accelerated ( 7+ steps on Target Tracker) in reading, writing and maths * Evidence based interventions in place and delivered regularly by trained staff. Entry and exit data shows that progress has been accelerated due to the intervention. * 1:1 tutoring and boosters carried out with a focus on Y6 children * Quality First-Teaching ensures that every child receives high quality teaching. * Pupil Premium tracking documents show the additional support that has been received and the effectiveness has been measured. |

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|  | Effective early interventions in place to avoid differences forming and ensure appropriate and timely interventions are delivered by suitably qualified staff across the school | * Early identification and carefully targeted support allows children to attain at least as well as their peers. * Evidence based interventions are used effectively to target specific needs and raise achievement. * Monitoring shows that all interventions are at least good * Specialist subject leaders to be trained to lead interventions and monitor the impact |
|  | Improved learning behaviours and resilience for all pupils with a focus on PP children | * Growth mindset training has taken place for staff * Growth mindset theories evident in classroom practise * New strategies for children to use when stuck are in place and used effectively * Opportunities planned for children to build independence and resilience * Children understand their role as learners and how they can be effective. |
|  | Effective support in place for pastoral issues such as attendance, behaviour and emotional well-being. | * Attendance is at least in line with national average * Attendance meetings have been held with parents for children whose attendance is below good * Children with pastoral needs have been identified and suitable interventions/support have been put in place to stop these impacting on learning. |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | |  | | | | |
| 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 | | | | | | |
| 1. **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?** |
| Improve quality of teaching in all classes | Quality First-Teaching | | Quality First-Teaching ensures that each child receives high quality teaching, thus reducing the need for interventions | Lesson Observations  Paired teacher observations  Reviews in staff meeting | K Richards | December 2016 |
| Pupils to have a clear understanding of their progress, attainment and targets. | Pupil Dialogue Days | | Each child will receive 1:1 session with their class teacher, where they will discuss their progress, attainment and set targets for the following term. Disadvantaged children will receive additional time. | Monitoring of target setting documents.  Discussions with staff, pupils and parents.  HDo to sit on some meetings. | K Richards | April 2017 |
| Improve attainment in maths | Maths No Problem | | S Browes to trial Maths No Problem and the Singapore style of teaching with a Y5/6 group. Then to be rolled out to Y2 and if successful, whole school in September 2017. | Lesson Observations  Book Scrutiny  Planning scrutiny  Pupil Voice | S Browes  K Richards | Dec 2016  April 2107 |
| Develop resilience and independence in all children | Growth Mindset | | Research has shown that children ned to understand that they have the ability to build their ‘learning power’ and thus become better and more successful learners. | Pupil Voice  Assessment Information  Lesson Observations | K Richards | Jan 2017 |
| **Total budgeted cost** | | | | | | £4960 |

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| 1. **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?** |
| Improve attainment in maths in KS 1 & 2 | 1st Class @ Maths | Studies had shown the effectiveness of this intervention. Trialled in KS1 Summer term 2016 | Monitor quality of the intervention teaching  Data Analysis | B Elliott | Review impact at the end of each term. |
| PP Children can access whole class teaching | Pre-Teaching of specific skills | Teachers can identify children who may find it difficult to access the learning. Rather than putting an intervention in place after the lesson, the intervention is put in place before the lesson giving the children the skills and confidence they need to access the learning successfully. | Monitor quality of the intervention teaching | K Siddall | February 2017 |
| Build phonics and reading skills | Lexia | Allows children to receive targeted support through an online programme. Homework and follow up work is also provided to support the learning they undertake independently. | Monitor progress rates and how frequently children access the programme. | K Siddall | Impact monitored termly |
| Improve attainment in writing in KS1 | Writing intervention:  1 group of to support development of writing skills  1 group to target writing at Greater Depth | Teachers identify specific skills that need to be developed and intervention is then delivered by an HLTA. | Intervention observations  Pupil Voice  Assessment Information | R Croft | Easter 17 |
| Improve attainment in writing in KS2 | 1: 1 support for targeted children during extended writing sessions to provide immediate feedback and development points. | HLTA to work alongside children in extended writings sessions to help them formulate and organise ideas and provide instant feedback on the quality of their writing. HLTA will support the children to use new skills they have developed during the week. | Intervention observations  Pupil Voice  Assessment Information | J Huckstepp | Feb 17 |
| Increase attainment in reading and writing | Precision Teaching for reading and spelling. | Targeted work ensures that children can read and spell key words. | Intervention observations  Pupil Voice  Assessment Information | K Siddall | Easter 17 |
| Improve attainment of higher attaining PP children | Learning Mentor support | Targeted children receive support from a learning mentor who helps them to identify targets to improve their learning and then with the child measures their progress towards meeting them. Strategies for overcoming problems are developed and children take a greater responsibility for their own learning. | Learning mentor records  Pupil Voice  Parents | K Richards  H Dobson | Feb 17  July 17 |
| Improve the teaching of comprehension and skills and deliver targeted interventions for PP children. | Inference Training | Inference training will train all staff to deliver high quality comprehension lessons and then TLAs to deliver a ten week intervention for two 40 minute sessions per week to groups of four children. EEF research has shown that these strategies have a high impact for a relatively low cost. | Intervention observations  Pupil Voice  Assessment Information | A Jones | July 17 |
| Improve speaking and listening skills in EYFS | ECAT | ECAT: raises children’s achievement in early language development  increases practitioner knowledge and understanding of children’s early language development and how to support it  increases parental understanding of and involvement in their children’s language development | Intervention observations  EYFS GLD | J Roberts | Termly |
| TLA providing interventions for disadvantaged pupils in EYFS | Range of support depending on specific needs. | Additional TLA hours in the EYFS gives staff the ability to specifically target disadvantaged children and help to ensure that differences do not develop from an early stage. Children are better prepared for their school life and therefore more successful. | Intervention observations  EYFS GLD | J Roberts | Termly |
| Improve physical development in EYFS | Balance Bikes | Elements of physical literacy underpin the foundations of the Balanceability programme, with all activities designed to promote the motivation, confidence and physical competence of a child. Balanceability also helps to underpin co-ordination , visual motor and auditory skills, and standards in reading and comprehension | Intervention observations  EYFS GLD | J Roberts | Feb 2017  May 2017  July 2017 |
| Meet end of Key Stage expectations | Boosters and one to one tuition for Y6 | Boosters support identified needs of children and help them to be prepared for sitting the tests in May | SATS outcomes | K Richards  S Browes | July 2017 |
| **Total budgeted cost** | | | | | £20914.86 |

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| 1. **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?** |
| Support children and families with non-academic issues | Pastoral Manager | Support for families has improved attendance, behaviour and attainment.  Addressing social and emotional issues impacts positively on academic achievement. | Case studies  Attendance figures  Parent feedback | H Dobson  K Richards | July 2017 |
| Improve confidence and independence | Forest Schools | The activities in Forest Schools promote independence, problem solving, co-operation and resilience. All of the skills impact positively on academic achievement as well as general well-being. | Monitor observation  Pupil Voice  Teacher and parent feedback | J Lowe | Easter 2017 |
| Improve social skills, confidence and self-image | Positive Play | 1:1 support for children who have confidence issues, problems building or sustaining friendships or problems outside of school. Positive Play gives them the opportunity to address these issues. | Monitor observation  Pupil Voice  Teacher and parent feedback | H Dobson | July 2017 |
| Provide emotional support and help develop coping strategies. | Listening Ear /Counselling | Children have the opportunity to discuss issues that may be impact on their learning | Monitor observation  Pupil Voice  Teacher and parent feedback | J Lowe  H Dobson | Easter 2017 |
| Provide support to families with issues at home that impact on learning in school. | Family Resource Worker | Support for families around behaviour, boundaries, bedtimes etc are proving effective and impacting positively on behaviour and learning in achool. | Pupil Voice  Teacher and parent feedback | H Dobson  K Tait  K Richards | Easter 2017 |
| Individualised spending plans | Subsidised trips, uniform, equipment.  Support to attend out of school activities | Allow disadvantaged children to access all additional activities and ensure they have the correct equipment and clothing. | Pupil Voice  Parental feedback | K Richards | Ongoing |
| **Total budgeted cost** | | | | | **£48945.14** |