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| 1. **Summary information** | | | | | |
| **School** | King Street primary School | | | | |
| **Academic Year** | 2017/2018 | **Total PP budget** | £110,000 | **Date of most recent PP Review** | 27.11.17 |
| **Total number of pupils** | 214 | **Number of pupils eligible for PP** | 66 | **Date for next internal review of this strategy** | July 18 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths in 2017** | 61% | 71% |
| **KS2 progress in reading in 2017** | 3.8 | 3.5 |
| **KS2 making progress in writing in 2017** | 2.7 | 2.7 |
| **KS2 making progress in maths in 2017** | 3.6 | 3.9 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Disadvantaged pupils progress is strong, but attainment is below their peers and also when compared against national data. No pupils entitled to PP attained the high score / greater depth in reading and writing. Disadvantaged boys also achieve lower than others. | |
|  | | Disadvantaged children typically enter school with skills and abilities below those of their peers. This is particularly the case for communication skills and in the key areas of reading, writing and mathematics. Whilst these children make good, and often outstanding progress, they do not always reach the desired ELGs and attain the GLD. Disadvantaged boys are identified as underachieving. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **C.** | | Disadvantaged pupils have a lower percentage of attendance in comparison to non-PP children. For the first 2 terms of 2016-17 (as data dashboard presents) PP was at 4.7% absence, versus 3.9 for non PP. | |
| **D.** | | Many of our disadvantaged pupils and families require significant emotional support. This emotional need is clearly impacting negatively on the child’s ability to do well at school, complete home learning and on occasion, value education as much as their peers. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | To ensure that children entitled to Pupil Premium reach the Good Level of Development at the end of reception, thus meeting these children on the trajectory of success at the earliest opportunity. | | Children reach the GLD by July 2018. |
|  | By Year 6 and increasingly throughout school towards it, pupils entitled to pupil premium continue to meet or exceed other’s attainment at the expected standard in reading, writing and maths. This should reflect individual subjects, and the combined RWM percentage. | | 5/6 children reach the expected standard in reading, writing, mathematics and EGPS (83%) |
|  | By Year 6 and increasingly throughout school towards it, an increased proportion of children entitled to pupil premium reach the higher standards in reading, writing and maths – reflecting at least the achievements of non-pupil premium children and national averages for all children. | | At least 2/6 children reach the higher standards |
|  | Improve attendance of children entitled to pupil premium to that of other children in the school – ensuring gaps are diminished and overall attendance remains above national averages. | | No gap between PP attendance and other children in the school.  School attendance rates above 97%. |
|  | Barriers to learning at home are removed, through effective partnership work and intervention. | | Children’s attainment and attendance increases as above. |
|  | Improve children’s independence in learning and self-regulation. | | Increased autonomy in their own learning as observed in lessons, understanding of metacognition and the responsibility of being an active learner with a thirst for knowledge and readiness for learning. An improvement in PA as a result of higher interest in school life. |
|  | Increased awareness of SEMH, improved life experiences within the curriculum which develop resilience, problem solving, collaboration, listening skills and appreciation of local area. | | Children actively engage in the curriculum and outdoor learning. Progress over time shows improvements in social skills, wellbeing and a transference of skills into all areas. Children enjoy being offered challenge and enjoy trips and visitors who enhance the learning experience. |

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| 1. **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. | | | | | |
| 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?** |
| A, B, C | CPD for all school staff in order to up skill teaching practice. | Research widely suggests that the quality of teaching and learning has a positive impact on pupil outcomes. | SLT to provide CPD programme to staff in order to maximise the quality of teaching within the classroom. | SLT | Half Termly |
| A, B, C, E | New homework structure to be implemented. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-primary/>  EEF research suggests a gain of 2 months when pupils are given homework. | SLT to develop a new and engaging homework structure for the school. The outcomes of this will be monitored closely. | Teachers | Half Termly |
| A, B, C | New induction programme for staff. This involves a revised expectation of working with alongside each other and observing strong practice, where typically a higher rate of PP  children work  . | This will ensure a consistent approach across school and enhance quality-first teaching.  PP children within the EMP are effectively supported across school to make progress across the curriculum. | HT to continue to reflect on staff handbook and add to it where necessary. | HeadT | Termly |
| A, B, C, E | Review the teaching of English across school – including book choices, writing opportunities and frequency and approach to English teaching. Including 1-1 support and coaching. Purchase of new books which engage and challenge | <https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS2_Literacy_Guidance_-_Poster.pdf>  Using EEF guidelines for KS1 and 2 effective English teaching. | Increased and early monitoring – books, teaching, outcomes, pupil voice. | HeadT / CM | Monthly |
| **Total budgeted cost** | | | | | £17000 |
| 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?** |
| A, B, C | DHT to work ½ day per week to support children in upper KS2 who have no made expected progress in RWM. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/>  EEF research suggests a gain of 4 months when pupils are involved in small group tuition. | Intervention records  Progress data  Pupil book scrutiny | HeadT | Half Termly |
| A, B, C | Sports specialist TA employed to deliver increased high quality PE sessions – freeing all TA staff for two hours per week to support children with additional needs through small group intervention. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/>  EEF research suggests a gain of 4 months when pupils are involved in small group tuition. | Intervention records  Progress data  Pupil book scrutiny | SLT | Half Termly |
| A | Additional TA to work across KS2 – ensuring group sixes of 10.  Qualified teacher to teach in Nursery to ensure High quality provision and lead on pre reading support and development of early number. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/>  EEF research suggests a gain of 4 months when pupils are involved in small group tuition. | Lesson observation  book scrutiny  outcome monitoring | HE | Half Termly |
| A, B, C, D, E | Staff to create bespoke PP plans for all children – identifying individual barriers and actions to remove these. | Successful Pupil Premium Strategies depend on effective whole school identification of barriers to learning – drilling this down to individuals further needs and actions enhances the offer to all children. | SLT to monitor impact. | HeadT /  SLT | Termly |
| B, C | 6 sessions per week targeted group for children who did not reach the ELG in number at reception (initially) – qualified teacher | Qualified teacher intervention – in small groups ensures progress  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/>  EEF research suggests a gain of 4 months when pupils are involved in small group tuition. | SLT to monitor impact.  Y1 teacher to monitor impact | HeadT  OL | Half Termly focus review |
| A, B, C, E | Full review of TA roles, responsibilities and usage – culminating in clear accountabilities, plans and timetables to be assessed for impact. | Effectiveness is improved when TAs are clear in role and accountabilities can be measures more accurately.  Time used effectively and proportionately. | SLT to monitor implementation  Intervention records  Progress data  Pupil book scrutiny | SLT | Half Termly Review |
| A, B, C | Identify language and communication issues and deficits precisely on entry to EYFS and KS2 and upskill staff to deliver Quality first Teaching across whole class and also targeted intervention programmes | Purchase Language link and Screen all children for language issuers in order to develop bespoke programmes in order to address early and residual language issues. Language and communication identified as key barriers to learning for many PP children – rationale is that no children will slip through the net with a blanket screen.  SLA with Speech and Language service | SENCo to monitor implementation | SENCo | Biannual review |
| F, G | Implement a creative curriculum which has high levels of challenge and a focus upon transferable skills | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning>  EEF research suggests a gain of 5 months when children are offered challenge within the curriculum  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/>  EEF research suggests a gain of 4 months  pupils are involved in outdoor adventurous activities. |  |  |  |
| F,G | Embed meta cognition into the curriculum through ‘Gem learning’ and implement active learner assemblies and weekly SMSC workshops. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/>  EEf research suggests a gain of 4 months when children are given emotional support  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/>  EEF research suggests a gain of 8 months when children understand and use meta cognition. |  |  |  |
| **Total budgeted cost** | | | | | £98,000 |
| 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?** |
| D, E | Parent Support Advisor to spend specific time with PP children who require emotional support. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/>  EEF research suggests a gain of 4 months when emotional support is given to pupils. | TAF meetings  PSA reviews  case Studies | **LM** | **Half Termly** |
| D, E | DHT and admin officer to coordinate early help for families – linking in attendance, punctuality and engagement issues (5 hours per week) | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/>  EEF research suggests a gain of 3 months when behavioural support is given to pupils. | AHT to conduct behaviour checks regularly.  AHT to report back to SLT. AHT to audit one week per term. Teacher will be given sheet to mark off incident of poor behaviour. Term 2 and 3 targets to be set based on Term 1 audit. | NT | Termly |
| B, C | PP children to receive discount of trips and residentials. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/>  EEF research suggests a gain of 4 months when pupils are involved in outdoor adventurous activities. | DHT to analyse which children have attended | HeadT | Termly |
| B, C | PP to be given opportunity to access guitar, violin and woodwind percussion lessons. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/>  EEF research suggests a gain of 2 months when pupils are involved in the arts. | DHT to monitor impact to PP children | HeadT | Yearly |
|  | Provide Breakfast to vulnerable families who request it, free of charge | <https://www.teachingtimes.com/articles/breakfast-clubs.htm> | SLT Monitoring | HeadT | Yearly |
| **Total budgeted cost** | | | | | £10,500 |
| **Entire Pupil Premium Spend** | | | | | 125,500 |

\*because some of the approaches and activities will benefit the wider school community, the school budget provides the additional £15,500 funding to meet the spend outlined above.

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| Impact of Pupil Premium spending: | |
| **Aim** | **Impact** |
| CPD for all school staff in order to up skill teaching practice. | Outcomes for pupils:  In KS1 outcomes have increased since last year:  Reading is up 10% to 73% this is in line with National Average. 7% greater depth.  Writing is up 20% to 73%, this was above National average. Greater depth was 7%.  Maths is up 13% to 77%. This is in line with national average. Greater depth was 7%.  KS2 outcomes are also very strong:  Reading 78% greater depth/high score 47%. These scores are above the National average.  Writing 78% greater depth/high score 25%. These scores are above the National average  Maths 78% greater depth/high score 41%. Greater depth score is high than national average. Expected score is in line with National Average.  High quality training has been given to all staff. This has covered a multitude of different strategies to support SEND children and also to provide challenge across the curriculum. Staff have been given training on encouraging children to become more independent learners and problem solvers and on how to encourage them to ask questions to deepen their understanding. From observation in lessons children are beginning to develop strategies such as using Blooms Taxonomy, P4C, talk for writing and White Rose challenges but they now need to become embedded. Staff have also received training to suit individual training needs including developing spelling strategies, using the outdoor space to instigate learning, strategies to develop more creative writers and how to support early writers and phonic skills. Staff are more confident in stretching children in mathematics but further work is needed to further embed reasoning skills in children. The Maths coordinator has recently updated staff on additional resources to help embed this.  EYFs staff have had significant amounts of training on long and medium term planning, developing effective interactions and finding suitable activities to stimulate learning opportunities through the Local authority Advisors. EYFS staff have worked alongside Early Excellence to understand the importance of outdoor learning and are beginning to implement a new outdoor learning space for children which has proven to be very successful in stimulating vocabulary and language. Staff across school are now more confident in attempting different strategies to support learning and more readily share ideas and good practice. A system is in place for dissemination of information through staff meetings and senior leadership meetings. The next steps are to develop strategies to embed challenge in all subjects. |
| New homework structure to be implemented. | Teachers have been trying different homework ideas over the year from regular fixed activities to ‘project’ style homework. From discussion with children and feedback from some parents, school are developing homework to focus on core skills on reading, phonics/spelling and basic mathematical number skills. Additional homework activities are being made available to parents who wish to support their child with additional work and consideration is also made to parents who do not have access to internet. It is therefore not an expectation that children use web related systems as their core homework expectation but is used as an enhancement to those who wish to use it. Break time in school have now also been offered to children who would rather use this time to complete activities or require the support of staff with any parts they find difficult. As a result of these homework changes children and parents are more accountable to the ‘reading element’ of the homework than previously. The aim is for every child to read at least 3 times a week as part of their homework task. At times, teachers may still also set a small project to complete with families if they feel it will enhance the learning. We are able to enhance our focus on reading and make parents more accountable to supporting this. |
| New induction programme for staff. This involves a revised expectation of working with alongside each other and observing strong practice, where typically a higher rate of PP  children work | Staff have very strong team ethos and are now regularly sharing good practice both across classrooms and within their subject specialisms. Staff meetings focus on the non-negotiables of classroom practice and ensure that staff know the curriculums above and below their own cohort so they can ensure progression in all areas. Peer review is developing in school and strategies have been developed to encourage staff to drop into each others lessons with s focus for observation, eg behaviour management and to learn new effective techniques. Next steps for this is to use DHT to develop all teachers by team teaching, shared planning and evaluation and offering coaching and mentoring sessions to support teaching and learning. As a result of these measures there is a cohesive system in school to ensure progression across year groups and systems used. For example behaviour and reward systems are now consistent. |
| Review the teaching of English across school – including book choices, writing opportunities and frequency and approach to English teaching. Including 1-1 support and coaching. Purchase of new books which engage and challenge | Whole evaluation has been conducted and some significant changes have been made- in particular, how the curriculum now uses all subjects to help embed English skills. Planning of English now looks at a clear build-up of skills but also the opportunity to apply and edit their work. The impact of this is that the teaching of English skills are now more specific and focused ensuring that children know precisely what the learning has been and there is a wider opportunity to embed these skills. The focus upon live marking within the lesson has ensure more rapid feedback and has ensured that progress is faster and sustained. The impact can be seen in the end of Key Stage results. Children now talk more about the books they read and they have become more active in asking for books they would enjoy. More children read for pleasure and now ask to take a book out at playtime. |
| DHT to work ½ day per week to support children in upper KS2 who have no made expected progress in RWM. | Progress scores are very high. The national expectation score for progress is 0. Anything above this is judged better than expected. The progress scores at the end of Key Stage are:  Reading 2.7  Writing 1.0  Maths 3.2  KS2 outcomes are also very strong:  Reading 78% greater depth/high score 47%. These scores are above the National average.  Writing 78% greater depth/high score 25%. These scores are above the National average  Maths 78% greater depth/high score 41%. Greater depth score is high than national average. Expected score is in line with National Average.  In addition to this the DHT also worked with year 5 children to identify any gaps in their learning and support the teacher to close the gap between them and their peers and support the intervention to help them attain National Expectations. It is expected that this cohort will continue to make progress and attain National expectations. This demonstrates the success of the work undertaken. |
| Sports specialist TA employed to deliver increased high quality PE sessions – freeing all TA staff for two hours per week to support children with additional needs through small group intervention. | After close analysis of intervention required across the school a high proportion of need was around motor skills ad independence therefore TA staff have supported both within the PE lesson and across all subjects to diminish the gaps between pupils against National expectations. |
| Additional TA to work across KS2 – ensuring group sixes of 10.  Qualified teacher to teach in Nursery to ensure High quality provision and lead on pre reading support and development of early number. | End of Key stage data as above demonstrates the effective work carried out across KS2.  Having a qualified teacher in Nursery has ensured that entry rates into Reception for 2018 have been higher than ever before. Children are accessing high quality Nursery provision supported by additional adult helpers to support reading for the most vulnerable children. Outcomes at the end of EYFS were in line with National Averages. This is an 8% increase from the previous year. A new Reception teacher has also been appointed who is focusing upon ensuring Reading Writing and Maths has high prominence in the setting. Children who are now in Year 1 have higher independent skills and more well developed ‘characteristics of effective learning’ than previous cohorts. |
| Staff to create bespoke PP plans for all children – identifying individual barriers and actions to remove these. | PP children are identified and supported in each class with particular focus upon the intervention they require. These are regularly evaluated and reviewed at termly Pupil progress meetings. Whilst some gaps remain between PP and non PP children these diminish by the end of Key Stage 2. |
| 6 sessions per week targeted group for children who did not reach the ELG in number at reception (initially) – qualified teacher | Children who were in Year 1 (previously in EYFS) who did not meet the ELG in number have had additional support from a qualified teacher and children have been tracked at making outstanding progress from their starting points. |
| Full review of TA roles, responsibilities and usage – culminating in clear accountabilities, plans and timetables to be assessed for impact. | TA’s support high quality teaching and learning, run intervention support under the supervision of teachers and work alongside teachers to give high quality feedback to children. This has maximised the progress children have made, utilised all the time available in school effectively and ensured that children make at least expected progress. Evidence is in the end of Key stage outcomes. |
| Identify language and communication issues and deficits precisely on entry to EYFS and KS2 and upskill staff to deliver Quality first Teaching across whole class and also targeted intervention programmes | Language and communication is identified as a key priority for training across the school. Children typically enter school below expected levels in communication and language and a high emphasis is placed upon this to ensure rapid progress. Staff are continuing their training on improving vocabulary skills of children and are implementing earlier phonics training in EYFs to ensure that children are becoming confident readers. This is shown in Year 1 phonics data which is in line with national expectations. Intervention programmes and support plans have been redesigned and staff have ben trained on writing more concise outcomes for children which are now more measureable. The impact of this is that children’s progress becomes easier to track and more precise intervention can be devised to suit individual needs. The SENDco continues to work alongside staff and the Educational psychologist offers consultation meetings and classroom observations to help staff employ strategies to support vulnerable children. The impact of this partnership is a more timely and targeted approach to intervention and a greater number of strategies for teachers to try. |
| Implement a creative curriculum which has high levels of challenge and a focus upon transferable skills | The curriculum has been the greatest focus of the school and with the involvement of children the whole curriculum has been redesigned with new topics, new resources, staff training and a high focus on enquiry based learning. The impact of this is still in the early stages due to the time it takes to embed a whole new curriculum and teaching approach but we are already evaluating children’s feedback which shows a greater sense of autotomy and levels of challenge. Children feel empowered to ask questions and creating challenges for others. Staff feedback and internal monitoring to date shows a more engaged set of learners, a ‘buzz’ within the classroom, high quality resources being used to stimulate curiosity and teach new concepts. Children talk about working being harder now but they also respect that new learning takes place when we are challenged. Observations of workbooks shows that a broad and balanced curriculum is being taught. Outdoor curriculum has been significant development in broadening the curriculum. Curriculum links are planned in advance and match the current class topic. The 6 Gem Powers are also a high priority within the planning ensuring that children become resilient, independent learners but who have the skills to work in collaboration. Staff have seen a significant increase in the levels of resilience of the children and their ability to accept a challenge. Children are becoming more active in their learning and this priority will continue next year through involvement in a National Pupil Voice programme. |
| Embed meta cognition into the curriculum through ‘Gem learning’ and implement active learner assemblies and weekly SMSC workshops. | Dr tom Robson has ignited the children’s passions and curiosity to understand more about metacognition and the process of learning. The school has therefore developed this through the use of a ‘gem power’ skills system. Children learn to use real life skills and improve their ability to be resilient, confident learners. As a result we are seeing far more children move from a fixed mindset to a growth mindset, taking on new challenges and understanding it is ok to make mistakes. SMSC has a high profile with in class lessons and whole school assemblies and children are becoming very confident |
| Parent Support Advisor to spend specific time with PP children who require emotional support. | Due to staffing constraints beyond our control the PSA was not able to continue working with the school for the full year and therefore this role was designated to staff in school (HT and DHT). The children were supported through ‘time to talk’ session |
| DHT and admin officer to coordinate early help for families – linking in attendance, punctuality and engagement issues (5 hours per week) | The number of early help referrals that are being made has increased substantially as parents begin to recognise that support is available. Attendance and behaviour were the most frequent referrals made with an improvement in persistent absence rates for 2 of our children. Work is ongoing with families signposting to the range of different services available. A network of coffee mornings were also set up with key speakers from a range of different services to help advise families. A link with the local food bank was set up, links to a benevolent fund for families in emergency need and a school uniform bank to support families with high quality second hand uniforms. These services are very popular and are welcomed by families who are using them regularly. |
| PP children to receive discount of trips and residential. | Children attended residential visits to Pooley Bridge and France on a reduced price basis. Children developed skills in independence, self-help, cooperation, collaboration and communication. Feedback from the visits was outstanding with high demand for future visits- including longer stays. Children felt that they were given freedom in a safe environment and challenged themselves to try new things. Staff witnessed a range of important life skills such as resilience, problem solving and kindness and appreciation of others. Children were very tolerate and very well behaved. The impact has been evident through the children’s ability to manage themselves, be organised and prepared and to self-regulate their behaviour. Year 6 pupils who experienced the residential felt more prepared for secondary school and the self-organisation that was required and parents reinforced this view in the behaviours they were witnessing at home. |
| PP to be given opportunity to access guitar, violin and woodwind percussion lessons. | No availability of instruction for academic year but Ukulele sessions and singing lessons will start in September 2018. |
| Provide Breakfast to vulnerable families who request it, free of charge | This has ensured that a number of children have been given emergency Breakfast club (and after school care) placements providing them with food, stability and strong example of a homely environment. |

Summary: By the end of KS2 disadvantaged children attained very well and there were no significant gaps between them and their peers. Compared to National Averages, Disadvantaged children in King Street achieved better than those in other schools. This was in all areas of reading, writing and Mathematics.