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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 the EMP staff 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.