

Pupil premium strategy review (primary) June 2017

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A pupil premium review looks at how your school is spending its pupil premium funding. The purpose of the review is to improve your school's pupil premium strategy, so that you spend the funding on approaches shown to be effective in improving the achievement of disadvantaged pupils.

The rationale for carrying out an internal Pupil Premium Review was to ensure that the school is making the best use of its pupil premium budget allocation. As a school we are always strategic in our thinking in enabling children to make progress. The strategy was reviewed in February 2017 and was having a positive impact for a majority of children eligible. We have a high proportion of children who are eligible for Pupil Premium and are identified as having SEND, this group have proven difficult to evidence progress for in the past and we are always looking for new and improved ways to make the difference. Part of the review is to look in depth at the strategy and how this has been put into place in school, look at the outcomes of the actions and ensure that they are making the difference for children eligible for Pupil Premium.

1. Summary information					
School	Waddington All Saints School				
Academic Year	2016/17	Total PP budget	£52,800	Date of most recent PP Strategy	Oct 16
Total number of pupils	382	Number of pupils eligible for PP	Funding based upon 40 children. 37 currently in school.	Date for next internal review of strategy	Feb 17

2. Current attainment		
2015 / 16 Year 6 data (6 PP children)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths		57%
% made standard in reading	33%	70%
% made standard in writing	50%	76%
% made standard in maths	50%	74%
Predicted 2016 / 17 Year 6 data (8 PP children)		
% achieving in reading, writing and maths	50%	77%
% made standard in reading	62.5%	81%
% made standard in writing	75%	89%
% made standard in maths	62.5%	87%

50% of Y6 pupils eligible for PP were also identified as having SEND, for these children good progress was evident through the tracking of PIVOTS.

Whole school data (predicted 2016/ 17) (37 children)		
% achieving in reading, writing and maths	51%	
% made standard in reading	67%	85%
% made standard in writing	57%	80%
% made standard in maths	65%	80%

3. 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*)

The first part of the internal review process, was to carry out Individual evaluations for all children eligible for Pupil Premium where meeting year group expectations were a concern, this gave the school an opportunity to look in depth at individual learning barriers.

A.	Evaluations identified that individuals are receiving support that is closely linked to learning barriers and that this is having a positive impact on outcomes- therefore showing good impact of the spending of the allocated funding . Where meeting age related expectations is still a concern, a more holistic approach to provision (including intervention) needs to be considered. For example: supporting the children to think in different ways, ensuring that they can follow instructions with confidence, can talk about different topics in some level of depth etc. This will able the children to feel success, grow in confidence in their ability to learn and support them further to make good progress.
B.	Spellings as a barrier to meeting ARE in writing is a common theme through the individual evaluations. Without secure knowledge of their cohort's spellings and spelling rules, they cannot be assessed as secure. Approaches to support spelling need to be considered, for example: intervention schemes, multi-sensory approach to spelling and carefully planned homework.
C.	Mental maths skills with a particular focus on times tables recall has been identified as a barrier for a large amount of pupils eligible for Pupil Premium. A wide range of resources, focused in class support and targeted interventions are required to improve the mental recall of key facts for these children.
D.	Out of 37 children who are eligible for Pupil Premium, 9 are also identified as SEN, even though progress through PIVOTs is evident, further consideration needs to be made to narrowing the gap, for example: more in-depth analysis of specific SEN needs, further resources to support.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Parental engagement with homework.
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4. Suggested desired outcomes as we move forward into the academic year 2017/2018

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To continue to ensure that the attainment gap closes in Key Stage 2, for all children eligible for Pupil Premium, by increasing confidence and resilience and developing a focus on learning skills and growth mind-sets.	Intervention is planned carefully to ensure that children begin to take increased levels of responsibility. Interventions for Pupil Premium children to include problem solving / team work activities to enable children to feel accountable for their actions. Targets and aspirations are increased gradually to ensure children feel that they are constantly achieving and moving on to their next steps. Pupil Premium homework discussions with children include a growth mindset element, encouraging children to talk about their learning skills and how they have shown a positive attitude to their learning.
B.	For home and school to work together to ensure that the gap between progress in writing (in particular spelling) is no longer a barrier for children eligible for Pupil Premium.	Teachers will communicate to home the difference the spelling support is making to the children's progress.

		<p>Teachers will grade the impact of work in school and home, and share this with parents at termly meetings.</p> <p>Weekly spelling tests carried out in all classes, and results shared with home.</p> <p>Pupil Premium homework packs will include <u>targeted</u> spelling support.</p> <p>Pupil Premium homework will be managed by a designated LSA, to ensure regular replenishment of resources.</p> <p>Intervention is in place for spelling rules (such as prefixes and suffixes, homophones) to ensure children have a secure understanding in these areas.</p>
C.	To ensure all Pupil Premium children reach the expected standard for maths by improving their mental recall of key facts.	<p>Weekly mental maths tests carried out in all classes, and results shared with home.</p> <p>Pupil Premium homework packs include mental recall activities to support children with learning key facts, such as timetables and number bonds.</p> <p>Teachers will communicate to home the difference the maths support is making to the children's progress.</p> <p>Teachers will grade the impact of work in school and home, and share this with parents at termly meetings.</p> <p>Focus in maths meetings of mental recall of key facts so children get daily support to embed their learning.</p> <p>Intervention after school for Pupil Premium children, such as Magic Maths groups, to ensure children can recall key facts for their age expected level.</p>
D.	Narrow the gap between pupils so that by the end of KS2 all pupils in receipt of the grant achieve the national expectations in all subjects	<p>Target for teachers of expected 100% of Pupil Premium children to make good progress from their start point and to ensure they achieve in line if not better with their peers.</p> <p>If a child has not met age related expectations, there is clear evidence of a complex SEN need and measurable good progress (e.g. through the use of PIVATs) is evident.</p> <p>Monitoring of all children in receipt of PP will indicate that they are on track for good progress in Nov and March.</p> <p>For those children that are highlighted as in danger of not making the progress, a clear progress plan will be written and implemented.</p> <p>SEN and Pupil Premium processes are closely aligned to ensure maximum success for pupils who fall in both groups</p>

5. Planned expenditure

Academic year

This is the suggested expenditure for 2017/2018 to be ratified in September 2017.

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.

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?
For home and school to work together to ensure that the gap between progress in writing (in particular spelling) is no longer a barrier for children eligible for Pupil premium.	Weekly Spelling tests in school for every class. 3 x per week short sessions on spelling rules in each class	A focus on spelling scores, with the added expectation that parents will support at home, has already begun to show progress in school. With a higher focus on this scores, and therefore spellings in learning, should improve even further. Short, quick sessions throughout the week have proven to help children to recall and practise spelling rules, rather than one longer session on a weekly basis.	Assessments for spelling completed and regularly updated using Excel documents. Teachers will hold termly meetings with parents where they share the impact of both school and home impact. Home support will be graded so parents are expected to take responsibility with supporting children with their spellings.	LR / ZJ	Jan 18
To ensure all Pupil Premium children reach the expected standard for maths by improving their mental recall of key facts.	Weekly mental maths tests in class Maths meetings will focus on quick recall of number facts related to age expectations.	A focus on mental maths scores, with the added expectation that parents will support at home, has already begun to show progress in school. With a higher focus on this, scores and therefore application of mathematical knowledge, should improve even further. Short, quick sessions throughout the week have proven to help children to recall and practise known number facts, rather than one longer session on a weekly basis.	Pupil premium children will be regularly assessed on their mental recall of age related number facts. Teachers will hold termly meetings with parents where they share the impact of both school and home impact. Home support will be graded so parents are expected to take responsibility with supporting children with their knowledge of number facts.	LR / ZJ	Jan 18
Narrow the gap between pupils so that by the end of KS2 all pupils in receipt of the grant achieve the national expectations in all subjects	Monitoring of Pupil Premium children regularly throughout the year.	Monitoring has shown that where children are on track good practice can be shared, and where children are off track teachers can address issues quickly and put action plans in place.	Pupil Premium books will be monitored regularly to ensure that children are on track to meet the expected standard. Where children are not on track, there will be a plan of action written by the class teacher, or evidence of the child making good progress from their start point if they have additional needs.	LR / ZJ	Monitoring of all children in receipt of PP will indicate that they are on track for good progress in Nov and March.
Total budgeted cost					

ii. Suggested 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?

To continue to ensure that the gaps close in Key Stage 2 by increasing confidence and resilience and developing a focus on learning skills and growth mindsets.	Targeted intervention focused on team work and problem solving to boost children's levels of responsibility and ownership of their learning behaviours.	The Pupil Premium evaluations completed by the teachers showed that where children have made the most progress in their learning, it is because issues with their confidence and attitude have also improved.	All intervention will be planned carefully to ensure that activities will improve children's confidence by taking them out of their comfort zone, but without causing them too much anxiety. Intervention will be evaluated termly by teachers to show impact.	LR / ZJ	End of Autumn Term
For home and school to work together to ensure that the gap between progress in writing (in particular spelling) is no longer a barrier for children eligible for Pupil premium. To ensure all Pupil Premium children reach the expected standard for maths by improving their mental recall of key facts.	Pupil premium homework packs to be ran by the LSA team. Children will meet with their allocated LSA weekly and activities in packs will meet with their individual targets. Home will be expected to support. Small maths groups after school for Pupil Premium children	In year 6 this term the homework packs have had a positive impact on the achievement of key Pupil Premium children. Home support is key for children to succeed. Through discussions with parents we have made our homework very accessible and easy to support with so they can have a positive influence on their child's learning.	Teachers are to keep on top of targets for PP children and ensure they are regularly updated and given to LSAs. Teachers will hold termly meetings with parents where they share the impact of both school and home impact. LSAs will be given time once a term to share good practice and resources they have used to impact on learning.	LR / ZJ	End of Autumn Term
Total budgeted cost					

iii. Other approaches

Desired outcome	Chosen action/approach (resources / strategies to support desired outcomes)	Expected impact
To continue to ensure that the gaps close in Key Stage 2 by increasing confidence and resilience and developing a focus on learning skills and growth mindsets.	Escape room experience or problem solving day: https://www.theproblemsolvingcompany.co.uk/school-escape-rooms/ prices differ depending on experience and number of children involved https://www.ukescapegames.com/pricing/ , approx. £200 for Upper KS2	Children in Upper Key Stage 2 will have the opportunity to work outside of their comfort zone and to use their problem solving skills. The impact of one of these days should: <ul style="list-style-type: none"> - Boost children's self esteem - Promote reasoning and problem solving skills - Allow children to work together with others and communicate well - Motivate children to apply these skills in their classroom learning
	Escape room games: https://www.amazon.co.uk/d/Toys-Games/Think-Fun-7351-Escape-The-Room-Stargazers/B01BX4G62W/ref=nosim?tag=myc0e-21 £15 each (approx.)	These games will be used in intervention groups to sustain the impact of the escape room experiences. They will continue to promote children's team work, communication, and problem solving skills.
	Equipment for problem solving activities e.g. ropes, wooden blocks / boards etc	These resources will continue to improve children's problem solving skills and their responsibility for working as part of a team. Working together with others to complete practical team tasks will provide children with a sense of confidence and a growth mindset attitude that they can they apply to their learning in the classroom.

	Anxiety / Anger Gremlin books	The expected impact from these books would be to: <ul style="list-style-type: none"> - Help children to recognise their emotions and how they manifest - Encourage children to talk about their emotions - To support children with strategies to manage emotions that they can then apply in the classroom
	Cover for teachers once a term to meet with parents of pupil premium children regarding their child's progress.	*The expected impact of these meetings is to ensure that parents have a clear overview of the barriers to their child's learning and how they can support at home. Parents will be graded on how their support at home has helped their child to achieve their targets, as well as support in school being graded as well. The impact should be evident as evidence should show that the child is making good progress due to the combined school and home support.
For home and school to work together to ensure that the gap between progress in writing (in particular spelling) is no longer a barrier for children eligible for Pupil premium.	LSA support to do regular spelling interventions with Pupil Premium children throughout the week	Assessments will show that children are making progress with their spellings for their age expected level.
	Spelling flashcards for KS1 and KS2	Moderation of Literacy books will show that children are using these spellings in their independent learning.
	Spelling books to support daily skills: https://wordery.com/10-minutes-a-day-spelling-ks2-carol-vorderman-9781409341437?currency=GBP&qtrck=K1JjSHFDeDRPRXpyMGImWExrOWg5bWVTdIVRUTk5VitwcWhCeIrtZ2dWWnlJemdGNWJKOWs3OEFxbzgzL2UwMDNTM1VoQy9YQUtFtER5cTQrM2pWMVE9PQ&qclid=CKHHy9i3vdQCFUm37QodLsgPew	Pupil Premium children will meet the age related expectations for writing in KS1 and 2.
	Cover for teachers once a term to meet with parents of pupil premium children regarding their child's progress.	(see above) *
To ensure all Pupil Premium children reach the expected standard for maths by improving their mental recall of key facts.	1:1 or small group support after school for Upper KS2	Assessments will show that children are secure in their knowledge of times tables and key number facts for their age expected level. Moderation of Maths books will show that children are using their mental maths knowledge to support their learning. Pupil Premium children will meet the age related expectations for maths in Upper KS2.
	Multiplication board games Multiplication flashcards and Times Tables snap games Times tables books (end of KS1)	Assessments will show that children have made progress and can recall the key number facts for the age expected standard. Resources will help to motivate children and we will see a desire to learn their times tables etc

	Cover for teachers once a term to meet with parents of pupil premium children regarding their child's progress.	(see above)*
Narrow the gap between pupils so that by the end of KS2 all pupils in receipt of the grant achieve the national expectations in all subjects	1:1 or small group support after school for Upper KS2	Monitoring will show that children are on track to meet the age related expectations for reading, writing and maths.
	Cover for teachers once a term to meet with parents of pupil premium children regarding their child's progress.	(see above) *
		Total budgeted cost