

## Saltaire Primary School

### Pupil Premium Strategy Statement 2018-2019



1. <u>Summary information</u>					
Academic Year	2018-2019	Total PP budget	<b>£112,000</b>	Date of most recent PP Review	October 2018
Total number of pupils	423	Number of pupils eligible for PP	76	Date for next internal review of this strategy	Jan 2019

2. <u>Overall current attainment</u>		By year group end of 2017-2018	1	2	3	4	5	6
	Pupils eligible for PP							
% achieving in reading, writing and maths	74%							
% making progress in reading	74%	% at ARE in Reading	63%	60%	71%	67%	67%	57%
% making progress in writing	77%	% at ARE in Writing	63%	60%	71%	58%	58%	57%
% making progress in maths	80%	% at ARE in Maths	75%	50%	71%	67%	67%	62%

3. <u>Barriers to future attainment</u>	
In-school barriers	
A.	In 2018 non-disadvantaged pupils in Key Stage 2, outperformed those who were by 15.8 percentage points with 42.9% of Pupil Premium eligible pupils (2017 national average: 48%) and 58.7% of pupils not eligible (2017 national average: 67%) reaching the expected standard in reading, writing and maths. Non-disadvantaged pupils also outperformed disadvantaged pupils in achieving a higher score in reading, writing and maths. This pattern is also reflected in Key Stage 1 classes
B.	Year 1: In 2018 non-disadvantaged pupils out performed disadvantaged pupils by 14.3 percentage points with 71.4% of Pupil Premium eligible pupils meeting the expected standard of phonic decoding at the end of Year 1.
C.	KS1: In 2018 non-disadvantaged pupils out performed disadvantaged pupils in working at a greater depth in reading, writing and maths.

External barriers		
D.	Attendance of pupil premium children last year was 94.5 % This reduces their school hours and causes them to fall behind.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Increase the proportion of PP children meeting the expected standard for reading, writing and maths	Year 1: 6 out of 7 PP children meet the expected standard in reading, writing and maths Year 2: 8 out of 10 PP children meet the expected standard in reading; 9 out of 10 meet the standard in writing and maths Year 3: 5 out of 7 PP children meet the expected standard in reading and writing; 6 out of 7 meet the standard in maths Year 4: 8 out of 12 PP children meet the expected standard in reading and writing; 9 out of 12 meet the standard in maths Year 5: 10 out of 12 PP children meet the expected standard in reading and maths; 9 out of 12 meet the standard in writing Year 6: 16 out of 21 PP children meet the expected standard in reading and writing; 15 out of 21 meet the standard in maths All PP children will make at least expected progress with those who are working below expectations making at least 4 tracking points progress
B.	Increase the proportion of PP children in Year 1 who meet the expected standard in the phonics check so they perform at least in line with their non-disadvantaged peers	At least 88% of disadvantaged children will meet the expected standard in the phonics check PP children at risk of not meeting the standard will receive additional support through intervention and quality first teaching
C.	Increase the proportion of PP children who are working at greater depth in Key Stage 1	In Year 1, at least 2 out of the 7 PP children are assessed as working at greater depth across the curriculum In Year 2, at least 3 out of the 10 PP children are assessed as working at greater depth across the curriculum
D.	Increase attendance rates for pupils eligible for PP	Reduce the number of persistent absentees amongst pupils eligible for PP. Overall PP attendance improves to 98% in line with ‘other’ pupils

5. Planned expenditure					
Academic year	2018-2019				
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?
<b><u>Improved outcomes for learning for children in:</u></b>  Phonics	<ul style="list-style-type: none"><li>• Ensure a progressive phonics curriculum aligned to letters and sounds</li><li>• Ensure a good awareness of phonics and word-level work is extended across school</li></ul>	Ofsted area for improvement identified January 2018	Focus of school improvement planning 2018-2019  Monitoring Cycle, including: Lesson observations Review of children’s work Learning walks	HT/AHT/ LOL for English	October 2018 January 2019 April 2019 June 2019
Reading	<ul style="list-style-type: none"><li>• Introduce the Accelerated Reader approach in school so that all books are finely graded and match children’s reading ability and need</li></ul>	Results of Key Stage 2 reading tests indicate a more structured approach to teaching of reading required	School improvement partner evaluation	HT/ AHT/ LOL for English	
Maths	<ul style="list-style-type: none"><li>• Teachers have a secure understanding of the four cornerstones of mathematical mastery</li><li>• Ensure all staff have an increased understanding of the characteristics of children working at Greater Depth</li></ul>	Building on success of the introduction of the mastery in maths approach 2017-2018  Percentage of children working at greater depth across school needs to be increased		HT/ AHT/ LOL for Maths	
Total budgeted cost					£43.030

<b>Targeted Support</b>					
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?
Increase the proportion of PP children meeting the expected standard for reading, writing and maths	Additional adult support in the classroom. Interventions run by teachers, Inclusion & Care Manager, PPPO & Teaching Assistants.	Quality First teaching as well as carefully targeted interventions delivered by the teacher as well as other well-trained staff.	Ensure interventions are delivered consistently, fully and monitored closely.	HT, AHT for Inclusion, LOLs	October 2018 January 2019 April 2019 June 2019
Increase the proportion of PP children in Year 1 who meet the expected standard in the phonics check so they perform at least in line with their non-disadvantaged peers	Additional adult support in the classroom. Interventions run by teachers, Inclusion & Care Manager, PPPO & Teaching Assistants.	Targeted interventions delivered by the teacher as well as other well-trained staff.	Ensure QFT & interventions are delivered consistently, fully and monitored closely.	HT, AHT for Inclusion, Early Phase LOL	October 2018 January 2019 April 2019 June 2019
Increase the proportion of PP children who are working at greater depth in Key Stage 1	Develop teacher subject knowledge around greater depth. QFT to ensure that children are provided with appropriate challenge.	Ensure all staff have an increased understanding of the characteristics of children working at Greater Depth. Support teaching staff in developing a range of teaching strategies to ensure an appropriate level of challenge	Training and development around greater depth; work scrutiny to gauge depth of learning and levels of challenge.	HT, AHT for Inclusion, LOLs	October 2018 January 2019 April 2019 June 2019
Increase rates of attendance by 3.5% to 98% so that children do not fall behind.	PPPO to track monitor and intervene when PP children's attendance rates fall below 98%	Engaging parents with positive behaviour and attendance management strategies has a proven benefit in improving attendance.	Monitoring by HT & AHT	PPPO	Monthly monitoring.
Total budgeted cost					£51,115

<u>Other approaches</u>					
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?
Music lessons	Building aspiration participation alongside peers in all areas of school life	Improved cross curricular attainment/ participation rates.		HT / SBM	October 2018 January 2019 April 2019 June 2019
Funding for educational visits and residential trips					
School uniform subsidy					
Provision for after school sport and arts clubs					
Total budgeted cost					£17,855

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £52,865
<p><b><u>Accelerate the progress of all children in writing.</u></b></p> <p>There is an accessible and progressive learning continuum in writing to support planning for all children including those low attaining. Promote effective teaching to securely achieve mastery and beyond in English</p>	<p>AHT and LOL ensure that the learning needs of low attainers and SEND are met, accelerating their progress and closing gaps.</p> <p>Develop a progressive spoken language scheme of work to support the use of spoken language in English and across the curriculum. Use Spoken Language Structures to help pupils develop fluency, accuracy and depth in their reading comprehension.</p>	<p>Yes – children in each year group made at least three points progress in writing, including children eligible for the pupil premium.</p> <p>Overall, at the end of Key Stage 2, children made average progress in writing: -0.20 from the end of Key Stage 1. Disadvantaged children made better progress at +0.24. They also outperformed other children in terms of attainment.</p>	<p>The mastery approach in English is proving to be successful, building on well-established models, using text-based learning and engaging contexts for learning, linked to the broad curriculum.</p> <p>The spoken language scheme of work has been effective in developing all children’s structured talk for learning, with several members of staff leading on this through the dialogic teaching programme in collaboration with Birth to 19 teaching school.</p>	

ii. Targeted support																
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £49,036												
Improve rates of progress in reading for PP children in Year 3.	Additional adult support in the classroom. Interventions run by the, teachers Learning Mentor, Inclusion & Care Manager & Teaching Assistants.	Year 3 PP children made expected progress in reading last year at 3.1 tracking points. Of the 12 PP children in Year 3, 8 met the expected standard in reading. Of the 4 children who did not meet the standard, 3 are currently on the SEND register.	The introduction of Accelerated Reader will enable more carefully selected texts and a more structured approach to the assessment and teaching of reading for all children.													
Improve rates of progress in writing for PP children in Year 4 5 and 6 groups.	Additional adult support in the classroom. Interventions run by the, teachers Learning Mentor, Inclusion & Care Manager & Teaching Assistants.	<p>Progress measures in writing were as follows:</p> <table><tr><td></td><td>PP</td><td>Other</td></tr><tr><td>Year 4</td><td>3.6</td><td>4.2</td></tr><tr><td>Year 5</td><td>2.8</td><td>4.0</td></tr><tr><td>Year 6</td><td>4.4</td><td>4.5</td></tr></table> <p>Non-disadvantaged children made better progress than disadvantaged children however these children made expected progress in Year 4 and Year 6. Rates of progress have also increased in these year groups.</p>		PP	Other	Year 4	3.6	4.2	Year 5	2.8	4.0	Year 6	4.4	4.5	The focus on Quality First Teaching and structured, text-based approach to teaching have ensured higher levels of engagement with writing, leading to secure progress for pupil premium children. We will continue to promote this approach in the year ahead. In addition, a more rigorous approach to the teaching of grammar, punctuation and spelling will support the teaching of the writing process.	
	PP	Other														
Year 4	3.6	4.2														
Year 5	2.8	4.0														
Year 6	4.4	4.5														
Increase rates of attendance by 2.5% to 97% so that children do not fall behind.	Learning Mentor to track monitor and intervene when PP children’s attendance rates	No – PP attendance last year was 94.5%.	Despite making attendance a clear focus of the school improvement plan, absence continued to be an issue. We have continued to include this as a school improvement issue for this academic year, raising the target to 98%.													

## 7. Additional detail

Funding (£3,950) was also used to provide;

- Additional adult support in the classroom
- Interventions run by the Pupil Achievement Officer, teachers and teaching assistants
- Music lessons
- Funding for educational visits and residential trips