Saltaire Primary School

Pupil Premium Strategy Statement 2017-18

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| 1. Summary information | | | | | |
| Academic Year | 2017-18 | Total PP budget | £129,074 | Date of most recent PP Review | September 2017 |
| Total number of pupils | 421 | Number of pupils eligible for PP | 77 | Date for next internal review of this strategy | Jan 2018 |

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| 1. Overall current attainment | | By year group end of 2016/17 | 1 | 2 | 3 | 4 | 5 | 6 |
|  | Pupils eligible for PP |
| % achieving in reading, writing and maths | 60% |  | | | | | | |
| % making progress in reading | 74% | % at ARE in Reading | 70% | 86% | 60% | 75% | 76% | 77% |
| % making progress in writing | 65% | % at ARE in Writing | 70% | 86% | 50% | 58% | 67% | 65% |
| % making progress in maths | 70% | % at ARE in Maths | 70% | 86% | 70% | 67% | 67% | 71% |

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| 1. Barriers to future attainment | | | | | | | | |
| In-school barriers | | | | | | | | |
|  | | Children entitled to PP are making less progress in writing than in other subjects often due to oral language skills. | | | | | | |
|  | | Overall, In Year 3 PP children are making less progress in reading than in maths. | | | | | | |
| C. | | Overall, In Years 4, 5 and 6 PP children are making less progress in maths than in reading. | | | | | | |
| External barriers | | | | | | | | |
| D. | | Attendance of children entitled to FSM are 94.5 % This reduces their school hours and causes them to fall behind. | | | | | | |
| 1. **Desired outcomes** | | | | | | | | |
|  | Desired outcomes and how they will be measured | | | | Success criteria | | | |
|  | Improve rates of progress in reading for PP children in Year 3. | | | | The 11 pupils eligible for PP in Year 3 make as much progress as ‘other’ pupils. 8 of these pupils in the year group eligible for PP meet age related expectations by the end of the year. Three pupils make accelerated progress from their starting points. | | | |
|  | Improve rates of progress in **writing** for PP children in Year 4 5 and 6 groups. | | | | The 12 pupils eligible for PP in Year 4 make as much progress as ‘other’ pupils 9 pupils meet age related expectations by the end of the year and where this is not the case children have made good progress from their starting points.  The 21 pupils eligible for PP in Year 5 make as much progress as ‘other’ pupils 17 pupils meet age related expectations by the end of the year and where this is not the case children have made good progress from their starting points.  The 14 pupils eligible for PP in Year 6 make as much progress as ‘other’ pupils 13 pupils meet age related expectations by the end of the year and where this is not the case children have made good progress from their starting points. | | | |
|  | Increase attendance rates for pupils eligible for PP. | | | | Reduce the number of persistent absentees amongst pupils eligible for PP. Over all PP attendance improves to 97% in line with ‘other’ pupils. | | | |
| 1. Planned expenditure | | | | | | | | |
| Academic year | | | 2017-18 | | | | | |
| **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? |
| **Accelerate the progress of all children in writing.**  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 | | | AHT and LOL ensure that the learning needs of low attainers and SEND are met, accelerating their progress and closing gaps.  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. | Teachers will develop the subject knowledge they need and have a good awareness of the potential barriers to learning for the children with whom they work.  Children become more confident in their use of spoken language, leading to improved outcomes in writing and the wider curriculum. This is a strategy which has been independently evaluated (School 21) and shown to be effective. | | Ensure sufficient share of teacher time and deploying teaching assistants efficiently to consolidate their learning.  Outcomes monitored through the school improvement plan. | AHT/  LOL for English  H of S/ H AHT/  LOL for English | October 2017  December 2017  April 2018  June 2018  October 2017  December 2017  April 2018  June 2018 |
| Total budgeted cost  Targeted | | | | | | | | £52,865 |
| **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 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. | 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. | AHT/  Year 3 & 4 LOL | October 2017  December 2017  April 2018  June 2018 |
| 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. | Targeted interventions delivered by the teacher as well as other well-trained staff. | | Extra teaching time and preparation/liaison time are paid for out of PP budget. | H of S/ H AHT | October 2017  December 2017  April 2018  June 2018 |
| 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 fall below 97% | Engaging parents with positive behaviour and attendance management strategies has a proven benefit in improving attendance. | | Monitoring by AHT | Learning mentor | Monthly monitoring. |
| Total budgeted cost | | | | | | | | £49,036 |
| **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? |
| Music lessons | | | Building aspiration participation alongside peers in all areas of school life | Improved cross curricular attainment/ participation rates. | | | H of S/ SBM | October 2017  December 2017  April 2018  June 2018 |
| Funding for educational visits and residential trips | | |
| Total budgeted cost | | | | | | | | £3,950 |

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| 1. Review of expenditure | | | | |
| Previous Academic Year | | 2016-17 | | |
| 1. 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  £6,850 |
| Individual and group Provision Maps to carefully target support. | Additional adult support in the classroom  Interventions run by Every Child a Learner team (ECaL) teachers and teaching assistant. | Yes, children made good progress overall headline figures at the top of the page. | Interventions run through phase teams. Impact of intervention monitored by H of S in terms of additional months of progress very effective will continue |  |
| 1. 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  £9,750 |
| Ensure children’s emotional safety and promote high  standards of behaviour.’ | To undertake the  National Nurturing Schools Programme to | No exclusions over the previous year for any PP children. Classrooms are more nurturing and supportive. Children’s needs carefully identified through the Boxall profile. | Yes 2-year programme of accreditation. |  |
| 1. Other approaches | | | | |
| 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  £6,623 |
| Parents/carers are given the opportunity to discuss and review the impact of the provision and the progress of their child (ren) | Parent/carer drop-ins run by the ECaL team at each parent consultation, and where appropriate support packs.  SHARE Learning sessions. | Packs were well received. Excellent feedback from SHARE learning sessions | We will continue into 2017-18 |  |
| 1. Additional detail | | | | |
| Funding 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 | | | | |