

William Stockton Pupil premium Strategy Statement Autumn 2017 – 2018

1. Summary information					
School	William Stockton Primary				
Academic Year	2017-18	Total PP budget	£202,560	Date of most recent PP Review	NA
Total number of pupils	313	Number of pupils eligible for PP	95	Date for next internal review of this strategy	September 2018
		Number of pupils eligible for PP including Ever6	143		

2. Current progress				
	Pupils eligible for PP (your school) in KS2 (2017 Y6)	Pupils not eligible for PP (national average)	Pupils eligible for PP (your school) in KS1 (2017 Y2)	Pupils not eligible for PP (national average)
% achieving in ARE or above in reading, writing and maths	33%		73%	
% achieving in ARE or above in reading	47%		85%	
% achieving in ARE or above in writing	61%		81%	
% achieving in ARE or above in maths	47%		88%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Very low language and social skills on entry to school at reception (baseline data demonstrates 70/80%+ of pupils below age expectations)
B.	Home environment (often linked to mothers' mental health & domestic violence) and consequent delayed development often contributes to poor social skills, work ethic and lack of aspiration for many pupils = to be addressed in school through Assertive mentoring
C.	Standard of teaching in some Junior classes historically = gaps in learning for Y4 upwards
D.	English as Additional language pupils

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Social interactions for a number a large number of pupils has a detrimental affect on their ability to engage in school often starting the day badly (linked to B above)	
F.	High number of children identified within the continuum of need for social care, looked after and with family members with difficulties (TAF) More extreme cases	
G.	Poor attendance and limited support from parents / carers to help child improve attendance and punctuality	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes closing the gap between Pupil Premium pupils and non-PP Nationally pupils at end of KS1 and KS2. Measured half-termly using internal tracking system, then annually against National Standards and locality benchmarking	Progress shows PP pupils inline with National non-PP
B.	Improved phonics and reading skills for PP pupils in EYFS and KS1 half-termly & annual data	Progress shows PP pupils inline with National non-PP
C.	Improved mathematical understanding and attainment at KS2 for PP pupils through monitoring through Precision Teaching systems and internal data collection tracking	Precision Teaching monitoring records to show pupils' knowledge 'gaps' closing
D.	Improved attendance, punctuality and engagement of PP pupils through Assertive Mentoring & Learning Mentor records and tracking systems	Qualitative data to show improvements in these areas and attendance data to improve for this group

5. Planned expenditure for 2017 – 18

Academic year

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 after analysis of 2016 – 17 data

Education Endowment Foundation research gains shown in months in brackets, in green ie (EEF +8)

i. Quality of teaching for all (Specialist Maths Teacher, extra Y6 teacher hours, Teaching Assistants to ensure PP pupils supported)

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?
Year 6 PP pupils' progress, from their KS1 end of phase data, and KS1 PP pupils from their GLD, to be 'good or better'	Formative Assessment focus on closing the gaps through 'structured conversations' and peer feedback	Legacy of poor teaching in prior Junior years (detailed in file) led to PP pupils in 2017/18 not achieving as well in Maths specifically – teaching staff to target PP pupils in this whole class system, catch up programme with maths specialist (Feedback EEF +8)	SLT have CPD/research on assessment strategies – 'precision teaching monitoring' to regularly assess effectiveness of strategy	Augusta Kaufmann	To be completed and reviewed end of Autumn Term 1 then 2.
	Digital enhancements for pupil and teacher resources	Teaching staff to ensure PP pupils, especially EAL PP pupils, have access to digital resources (Rosetta Stone, ipads) and teaching staff to target PP pupils in whole class system of using updated whiteboards, visualisers and other ICT to improve feedback and formative assessments £40k (Digital Enhancement EEF +4)	PP lead and ICT coordinator to focus on this area in 'precision teaching monitoring' to regularly assess effectiveness of strategy	Moira Atkins	

PP pupils' progress, from their starting points across the school to be good or better	Kagan Structures	Pupils to continue collaborative work to further impact upon 'learning to learn' strategies and teacher 'structured conversations' (Collaborative Learning EEF +5)	Team Leaders to focus on this area in 'precision teaching monitoring' to regularly assess effectiveness of strategy	Sam Fletcher	End of Autumn 1
PP pupils' progress, from their starting points across the school to be good or better	Meta-cognition and Self-regulation approach; learning to learn, MindSet	Teachers/Support staff to use Assertive Mentoring and Structured Conversations around learning to further impact positively upon progress 'A Quiet Place' therapy sessions for individuals (Meta-cognition & Self-regulation EEF +8)	Learning Mentor /AQP therapist to ensure parents informed and fully engaged in supporting work taken home - TAF	Joyce Baker Gaynor Andrews	
To increase interest and engagement of EAL learners	Continuation of improvement in computing and digital literacy skills.	Pupils are positively engaged through the use of iPad and other technology – including Rosetta Stone. (EEF +4) Work with Parents, with home language help where necessary (Parental Engagement EEF +£)	Structured planning to provide termly training for staff and specialist input (Polish/Romanian speaking TAs) for pupils in class to raise standards of English for Learning and improve pupil engagement. Monitoring of input and termly scrutiny of outcomes.	Becky Holiday	
Total budgeted cost					£61,500

ii. 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 raise standards of reading/self-esteem and communication skills – particularly supporting pupils in early years and Key Stage 1 to develop essential skills at an early age to allow improved progress.	Learning Mentor for EYFS & KS1 and Support Staff in each class	Analysis of last year shows: 6 x 2016/17 pupil case studies led to pupils identified as ‘similarly vulnerable’ 2017/18: More Learning Mentor (LM) intervention sooner in year (extra LM from Oct 2017), Team around the Family (TAF) work. (Feedback EEF +8)	Half termly assessments for individuals – qualitative and quantitative data (LM self-esteem questionnaires and measures and Pupil Tracker data)	Kris Barr & J Baker	Half-termly
Improved engagement and accelerated development of social skills	Support for vulnerable pupils in developing ‘learning to learn’ strategies – targeted groups and individuals	Using Assertive Mentoring and Structured Conversations alongside teacher extra adults (Learning Mentor and Support staff) can target individuals that show signs of slow progress (Meta-cognition & Self-regulation EEF +8)	Support staff delivering the programmes will be monitored by class teacher. Specific time set aside for all pupils to access input.	Class teachers from targeted classes	On-going reviews of progress throughout the year and programme extends to Key Stage 2.

<p>To improve attendance of identified pupils. Work closely with other services to support children and families, inc EWO. TAF lead – vulnerable families – supporting children in ascertaining wishes and feelings. To work alongside families to reduce a range of barriers to learning, including EAL</p>	<p>Employment of extra Learning Mentor role with specific focus on EYFS and KS1 to join Attendance team</p> <p>£29,000</p>	<p>Attendance and punctuality of pupils remains a consistent factor within the locality. Provision of support to families to identify barriers to pupils attending / arriving on time is essential to reduce levels of absenteeism and to improve punctuality. (Parental engagement EEF +3)</p> <p>Emotionally vulnerable groups of pupils require additional support to develop self-esteem resilience to be able to engage in learning within their classes. (Meta-cognition & Self-regulation EEF +8)</p>	<p>Regular meeting with Attendance team & EWO regarding attendance strategies and effectiveness of actions.</p> <p>Regular meetings with Designated Officer/Governor for Safeguarding re TAFs and pupil/family issues.</p> <p>Training to be attended when relevant and available.</p> <p>Attend TAF lead professional meetings.</p>	<p>Joyce Baker</p>	<p>Review through Performance Management and on-going discussions regarding the work undertaken with SLT members.</p>
Targeted support budgeted cost					£78,500
iii. 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?
<p>To support pupils from Early Years to Year 6 in class and during small targeted intervention group sessions – providing pastoral support to ensure engagement in learning. Improved outcomes and accelerated progress from</p>	<p>Provision of TA support within class</p> <p>Engagement and Intervention 10 x staff Grade 5/6</p>	<p>High levels of PP Ever 6 in all classes through the school. Support to provide suitable interventions for children identified though provision map.</p>	<p>Training for staff as appropriate in delivery of strategies and structured intervention programmes, i.e. Assertive Mentoring, Reading / phonics intervention, maths intervention.</p>		<p>Reviewed at budget setting and for new academic year.</p>

low starting points.					
Other approaches budgeted cost					£62,500
					£202,500

6. Review of expenditure 2016-17