

Pupil Premium Strategy Statement (Draft):

1. Summary information					
School	Palace Fields Primary School				
Academic Year	2017/18	Total PP budget	£134,940	Date of most recent PP Review	Nov 2017
Total number of pupils* July 2017		Number of pupils eligible for PP	103	Date for next internal review of this strategy	Nov 2018

2. Current attainment			
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Pupils not eligible for PP (national)</i>
% who achieved Expected Standard in reading, writing and maths end of KS2 2017	5%	18%	67%
% who achieved Expected Standard in reading, writing and maths end of KS1 2017	27%	52%	72%
Phonics attainment end of Year 1 2017	77%	91%	84%
% achieving in reading, writing and maths (R to Y6, July 2017)			
% making progress in reading			
% making progress in writing			
% making progress in maths			

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.	Phonic and language skills in Reception/KS1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
B.	Majority of school who are eligible for PP are below the expected standards in Reading.
C.	Majority of school who are eligible for PP are below the expected standards in Writing.
D.	Majority of school who are eligible for PP are below the expected standards in Maths.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP are lower than non-PP students. This reduces their school hours and causes them to fall behind on average.
F.	A group of pupils eligible for PP display having difficulties in Social and Emotional aspects of their learning including low confidence, low self-esteem and anxiety. This leads to this group of pupils underachieving.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve phonic and language skills across EYFS and KS1 pupils eligible for PP.	Pupils eligible for PPG in Reception/KS1 make rapid progress in Reading and Writing by the end of the EYFS/KS1 so that no significant gap exists.
B.	Higher levels of attainment for those pupils who are eligible for PP in Reading across school.	Improvement of PPG pupils attainment in Reading so that targets are met within each year group. For years 3 – 5 This will be assessed through NFER tests informing moderated teacher assessment. In Year 2 SATs will inform teacher judgement. In Year 6 assessed through SATs 2018.
C.	Higher levels of attainment for those pupils who are eligible for PP in Writing across school.	Improvement of PPG pupils attainment in Writing so that targets are met within each year group. This will be assessed through moderated teacher assessment.
D.	Raise standards in Maths for those pupils who are eligible for PP in across school.	Improvement of PPG pupils attainment in Maths so that targets are met within each year group. For years 3 – 5 This will be assessed through NFER tests informing moderated teacher assessment. In Year 2 SATs will inform teacher judgement. In Year 6 assessed through SATs 2018.
E.	Increased attendance rates of PP pupils.	Reduce the number of persistent absentees among PPG pupils to be in-line with the national average. To increase attendance of PPG pupils.
F.	Develop pupils' social and emotional well-being across the school, using Boxall profile tool to identify key individual gaps and whole class gaps.	Improvement of pupils' behaviour and motivation as monitored through whole school Boxall profile assessments twice yearly.

5. Planned expenditure					
Academic year	2017/18				
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?
A. Improved phonic and language skills.	Wellcomm screening tool and follow up actions. Read Write Inc programme.	Many different evidence sources, e.g. EEF Toolkit suggest Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading and that this expertise is a key component of successful teaching of early reading. Wellcomm tool has proven to have positive impact at other primary school within The Heath Family (NW) MAT in raising CLL.	Read Write Inc programme already having proven impact from previous phonic screening results at Palace Fields. HLTA employed to oversee RWI delivery and assessment. Staff ongoing training needs to be met in-house. Reporting to SLT half-termly on progress and attainment of children within RWI. TA employed to oversee Wellcomm screening and follow up interventions. Reporting to SENDCO, SLT and governing body on progress and attainment of Wellcomm within EYFS and KS1.	HLTA/TA to oversee the approaches.	Half-termly monitoring of RWI. 6 monthly monitoring of Wellcomm.

<p>B Improved reading across the school.</p>	<p>Review Guided Reading Approach currently used in school and ensure consistency across the school.</p> <p>Further develop teachers' skills in teaching reading through CPD.</p> <p>Further develop delivery or RWI through work with another primary school with The Heath Family (NW) MAT.</p> <p>Continue to develop love of reading through increased competition as well as modelling love of reading by adults.</p> <p>Continue to develop questioning by staff and pupils around texts in particular around authorial intent.</p> <p>Research and introduce Reciprocal Reading across the school.</p> <p>All areas within EYFS have opportunity for reading development.</p>	<p>The EEF Toolkit identifies that reading comprehension 'approaches which focus on learners' understanding of the text have had positive impacts'. We will continue to refine our teaching of reading across the curriculum teaching a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies and monitoring their own comprehension and identifying difficulties themselves. The EFF toolkit states that 'These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.'</p>	<p>Half-termly monitoring of reading carried out by Literacy lead, assessment monitoring, book scrutiny, learning walks, pupil progress meetings. Moderation of assessment carried out as well throughout the year to ensure accuracy of teacher judgements.</p> <p>Continuing research around improving current approach to teaching reading through in house CPD (questioning using Blooms, using Bob Cox questioning techniques of aiming high) as well as from published schemes such as Cracking Comprehension.</p>	<p>Reading lead/Principal</p>	<p>Half-termly reviews</p>
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<p>C. Improved writing across the school.</p>	<p>Further develop teachers' skills in teaching writing to pupils through CPD (MAT Inset day plus follow-up ongoing in house CPD)</p> <p>Develop engagement in writing through continuing to develop use of quality texts.</p> <p>Writers' journals to be introduced for Years 2 – 6.</p> <p>Continue to develop whole school strategy for teaching spelling.</p> <p>All areas within EYFS have opportunity for writing development.</p> <p>Ensure consistency of handwriting policy across the school.</p>	<p>Ensuring teachers skillset improves will impact further on outcomes for all pupils.</p> <p>We want to invest some of the PP Grant to invest in whole class copies of quality texts, as well as texts for the library to engage children.</p> <p>A key focus will be on spelling.</p>	<p>Staff training on teaching approaches.</p> <p>School trips and experiences to be organised to ensure writing is experiential.</p> <p>Effective systems of assessment (delivery, tracking and monitoring) to include Termly Assessments, Learning Walks, Book Scrutiny, Pupil Progress meetings, Pupil Interviews.</p>	<p>English lead/Principal</p>	<p>Half-term reviews</p>
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D Improving Maths across the school.	<p>Completion of “Mathematical Journey to Excellence” programme across the school.</p> <p>Develop staff’s understanding of progression across school of different maths concepts to enable precision teaching.</p> <p>Develop staff’s understanding of children demonstrating and achieving mastery understanding in Maths.</p> <p>Ensure basic skills around Maths are being taught regularly eg timetables, place value and 4 operations.</p>	<p>The actions identified following the Maths audit (as part of the Mathematical Journey to Excellence” programme) will be completed.</p> <p>The EEF Toolkit identifies that ‘mastery learning appears to be a promising strategy for narrowing the gap’. Taking on board the findings from recent research (as well as from in school monitoring) about the need to manage the time of pupils who make progress more quickly we will also continue to ensure appropriate challenge for more able pupils.</p>	<p>Collaborative planning opportunities will develop teachers’ understanding of the progression of different Mathematical concepts.</p> <p>Focussed learning walks will provide feedback for staff on how to improve their provision as well as celebrate strengths.</p> <p>Termly monitoring by Maths lead as well as pupil progress meetings will provide ongoing monitoring as well.</p> <p>Reviews alongside the Mathematical Journey to Excellent programme to take place with agreed next steps.</p>	Maths lead/ Principal	
Total budgeted cost					£60,000

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?

<p>A. Improved phonic and language skills.</p>	<p>1-to-1 and small group provision Phonics One-to-One (Read Write Inc).</p> <p>1 to 1 and small group of CLL interventions identified through WellComm.</p>	<p>Some of the students need targeted support to catch up. The EEF Toolkit identifies 1-to-1 support as effective strategies if carried out regularly over a set period of time and links with normal teaching. Phonics one to one is explicitly linked to the whole school programme of RWI and the Well Comm programme has shown to be effective.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient time.</p> <p>Ongoing assessment to be carried out into effectiveness.</p> <p>Reports to Principal.</p>	<p>HLTA/TA/SE NDCO</p>	<p>Half-termly review from assessments.</p>
<p>B. Improved Reading skills of PPG pupils across school.</p>	<p>Short regular (3 times weekly) one-to-one and small group sessions in R with experienced HLTA in addition to standard lessons. A range of interventions including Fresh Start/RWI Comprehension/Reading Explorer/pre-teach of texts will be used.</p> <p>Weekly differentiated booster sessions – afterschool for Year 6.</p>	<p>We want to provide extra support to ensure a higher attainment level. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>The EEF Toolkit identifies recent evaluations of 'Fresh Start' – a phonics based reading programme for older children as impacting positively on struggling readers.</p> <p>We want to identify groups of PPG pupils across the school to target and improve outcomes.</p>	<p>HLTA time paid for out of PP budget.</p> <p>Impact overseen by Reading lead./</p>	<p>Reading lead/SENDCO/Principal</p>	<p>Termly progress monitoring.</p>
<p>C. Improved Writing skills of PPG pupils across school.</p>	<p>Small group provision across Y2 – Y6 (x3 weekly) following pre-teach model as well as teaching any identified gaps in knowledge in addition to standard lessons.</p>	<p>We want to identify groups of PP pupils across school to target and improve outcomes.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Ongoing assessment to be carried out into effectiveness.</p> <p>Ongoing monitoring of interventions by English lead/Principal.</p>	<p>Literacy Lead/d/HLT A/SENDCO</p>	<p>Termly progress monitoring.</p>

D. Improved Maths skills of PPG pupils across school.	<p>Small group provision across KS2 (x3 weekly) following a pre-teach approach.</p> <p>Daily catch-up of Maths content if children have failed to demonstrate understanding of that day's content.</p> <p>Inteventions using range of programmes including 1st class @ number/Number Sense based on individual pupil's gaps in learning delivered by experienced HLTAs.</p> <p>Assessment analysis of gaps identifies key concepts for some individual children. These will be taught through small group/1:1 sessions.</p>	<p>Pre-teach has had impact on pupil outcomes at other schools within The Heath Family (NW) MAT especially in Maths.</p> <p>1st class @ Number used at other schools within The Heath Family (NW) MAT with visible impact.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Ongoing monitoring through assessment, pupil progress meetings.</p> <p>Impact of interventions ongoing monitoring by Maths lead/Principal.</p>	Mathslead/HLTAs/SEND CO/Principal	Termly progress monitoring.
Total budgeted cost					£60,000
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?
E. Increased attendance rates including punctuality.	<p>Employment of EWO.</p> <p>Use of rewards to incentivise attendance including individual and class based.</p>	We can't improve attainment for children if they aren't actually attending school.	<p>Monitoring of student attendance records.</p> <p>Termly analysis of groups' attendance.</p> <p>First and third day contact.</p> <p>Celebration of attendance.</p> <p>Report to Inclusion governors from EWO on</p>	EWO/Principal	Termly comparison with previous years as well as group comparisons with national

	Attendance pupil groups made up of children with poor attendance to be established to teach the children about the importance of attendance but also provide incentive.		termly basis. Parent meetings.		
F. Develop children's social and emotional well-being	<p>Boxall Profile Project whole class.</p> <p>Small groups focussing on key aspects identified from Boxall.</p> <p>Individual mentoring for key pupils as identified through Boxall/teachers/attendance .</p> <p>Whole class work addressing whole class issues identified through Boxall.</p> <p>Social Skills Groups</p> <p>Ongoing CPD to staff around mental health.</p>	The EEF Toolkit states that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	<p>TAs to deliver recommended actions through Boxall to groups/individuals.</p> <p>Progress monitored and evaluated through Boxall scores/behaviour monitoring as well as anecdotal evidence.</p> <p>Ongoing support and training from Nurture Project.</p>	/SENDCO/Principal	Half-termly review of impact. 6 monthly Boxall reviews.
Total budgeted cost					£15,000

6. Review of expenditure – to follow

Previous Academic Year

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

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

iii. 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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

