

Pupil Premium Strategy Statement:

1. Summary information					
School	Palace Fields Primary School				
Academic Year	2018/19	Total PP budget	Approx £130,000	Date of most recent PP Review	Oct 2018
Total number of pupils* Sept 2018	186	Number of pupils eligible for PP	87 (47%)	Date for next internal review of this strategy	Apr 2019

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 2018	60%	40%	
% who achieved Expected Standard in reading, writing and maths end of KS1 2018	36%	78%	
Phonics attainment end of Year 1 2018	44%	88%	
%achieving in reading, writing and maths (R to Y6, July 2018)			
% 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 2019.
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 2019.
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		2018/19			
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.	<p>Wellcomm screening tool and follow up actions.</p> <p>Read, Write, Inc programme to be used in EYFS (Changing to Power Steps Oct 2018)</p> <p>Core Power 'Steps' programme to be used from KS1.</p>	<p>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.</p> <p>Wellcomm tool has proven to have positive impact at other primary school within The Heath Family (NW) MAT in raising CLL.</p>	<p>Read Write Inc programme already having proven impact from previous phonic screening results at Palace Fields.</p> <p>Core Power 'Steps' is based on a similar model, taking the strengths of R,W,Inc and adding in additional reading and writing opportunities to develop skills in inference and deduction and improve writing.</p> <p>Principal/Vice Principal to deliver Core Power Steps training to relevant staff – following their own training by Grange Park School.</p> <p>Vice Principal to deliver 'Steps' to one group and oversee the delivery of 'Steps' to the other two groups.</p> <p>Regular monitoring of 'Steps' within the 8 week Core Power cycle.</p> <p>HLTA employed to teach a Steps group and complete half-termly phonics assessment to monitor progress.</p> <p>Staff ongoing training needs to be met in-house.</p> <p>Reporting to SLT half-termly on progress and attainment of children within Steps.</p>	<p>HLTA/TA to oversee the approaches.</p> <p>Principal/ Vice Principal – staff training in Core Power.</p>	<p>8 week cycle monitoring of Core Power Steps.</p> <p>Half-termly monitoring of Phonics.</p> <p>6 monthly monitoring of Wellcomm.</p>

			<p>TA employed to oversee Wellcomm screening and follow up assessments.</p> <p>Reporting to SENDCO, SLT and governing body on progress and attainment of Wellcomm within EYFS and KS1.</p>		
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<p>B Improved reading across the school.</p>	<p>Implement Power Steps and Power Literacy for children in EYFS-Y6.</p> <p>Through Power Literacy, ensure consistency in delivery of English lessons, including the approach to teaching reading. Daily paired reading as part of the approach.</p> <p>Further develop teachers' skills in teaching reading through CPD – Power Literacy/Power Steps.</p> <p>Continue to develop love of reading through increased opportunities as well as modelling love of reading by adults.</p> <p>Promote reading fluency by introducing 'The fluency factor' competition which will include parents.</p> <p>Introduce a reading team to listen to children in EYFS/KS1/ KS2 Lower attainers read daily.</p> <p>All other children to be heard read at least weekly.</p> <p>Develop the fluency and inference/deduction skills of pupils – with a focus on authorial intent through Power Literacy lessons – reading focus days.</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 EEF 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>Principal/Vice Principal to deliver Power Literacy/Power Steps training to relevant staff - following their own training by Grange Park School.</p> <p>Children assessed prior to grouping to ensure that children are allocated to the right group – based on reading fluency.</p> <p>Thursday evening 'drop-in' sessions available to staff for planning support.</p> <p>Monitoring schedule arranged to include frequent 'drop-ins'/slide checks.</p> <p>Reading team established with timetable in place. Half-termly monitoring of reading carried out by Literacy lead, assessment monitoring, book scrutiny, learning walks, pupil progress meetings.</p> <p>Moderation of assessment carried out throughout the year to ensure accuracy of teacher judgements.</p> <p>Opportunities for teachers to hear readers regularly during fluency checks in the teaching cycle.</p>	<p>Reading lead/ Principal</p>	<p>Half-termly reviews</p>
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<p>C. Improved writing across the school.</p>	<p>Implement Power Steps and Power Literacy for children in EYFS-Y6 – daily writing opportunities linked to reading objectives with one long write per week.</p> <p>Further develop teachers' skills in teaching writing 'writing as a reader' through CPD – Power Literacy/Power Steps.</p> <p>Develop engagement in writing through continuing to develop use of quality texts.</p> <p>Continue to develop writing opportunities across the curriculum – particularly in topic lessons.</p> <p>Continue to develop whole school strategy for teaching spelling – in line with Power Literacy model.</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>Principal/Vice Principal to deliver Power Literacy/Power Steps training to relevant staff - following their own training by Grange Park School.</p> <p>Monitoring schedule arranged to include frequent 'drop-ins'/slide checks – ensuring appropriateness of writing tasks.</p> <p>Monitoring of writing carried out by Literacy lead, assessment monitoring, book scrutiny, learning walks, pupil progress meetings.</p> <p>Moderation of assessment carried out throughout the year to ensure accuracy of teacher judgements – as part of the 8 week power cycle.</p> <p>School trips and experiences to be organised to ensure writing is experiential.</p>	<p>English lead/ Principal/ Vice Principal</p>	<p>Half-term reviews</p>
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<p>D Improving Maths across the school.</p>	<p>Implement Power Maths for children in Y1-6 – grouping the children via their next steps.</p> <p>Develop staff understanding of the small steps of the maths concepts to enable precision teaching.</p> <p>Develop staff understanding of children demonstrating and achieving mastery understanding in Maths.</p> <p>Develop staff understanding of the concrete-pictorial-abstract approach to teaching maths.</p> <p>Ensure basic skills around Maths are being taught regularly eg timetables, place value and 4 operations.</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>Principal/Maths lead to deliver Power Maths training to relevant staff - following their own training by Grange Park School.</p> <p>Monitoring schedule arranged to include frequent ‘drop-ins’/slide checks.</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>Maths lead/ Principal</p>	
Total budgeted cost					£56,000

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?
A. Improved phonic and language skills.	<p>8 children to be taught in a small Power Steps group with HLTA – focused teaching daily.</p> <p>1-to-1 and small group provision Phonics.</p> <p>1 to 1 and small group of CLL interventions identified through WellComm.</p> <p>SALT programmes to be delivered to individuals with a therapy plan.</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 RWI and the Well Comm programme has shown to be effective.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient time – linked to SEN provision maps.</p> <p>Ongoing assessment to be carried out into effectiveness.</p> <p>Reports to Principal.</p>	HLTA/TA/SE NDCO	Half-termly review from assessments.
B. Improved Reading skills of PPG pupils across school.	<p>Daily 1:1 reading with all children in EYFS/KS1/KS2 Lower attainers – with designated TAs and HLTA as part of the reading team.</p> <p>Weekly differentiated booster sessions (Spring term) 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>We want to identify groups of PPG pupils across the school to target and improve outcomes.</p>	<p>HLTA/TA time paid for out of PP budget.</p> <p>Impact overseen by Reading lead</p>	Reading lead/SENDCO/Principal	Termly progress monitoring.

C. Improved Writing skills of PPG pupils across school.	Small group provision Y6 (x5 weekly) providing interventions based on pupil gaps.	We want to identify groups of PP pupils across school to target and improve outcomes.	Ongoing assessment to be carried out into effectiveness. Ongoing monitoring of interventions by Year 6 teacher.	Literacy Lead/HLTA/ SENDCO	Termly progress monitoring.
D. Improved Maths skills of PPG pupils across school.	Small group provision Y6 (x5 weekly) providing interventions based on pupil gaps following assessment.	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	Ongoing monitoring through assessment, pupil progress meetings. Impact of interventions ongoing monitoring by Y6 teacher.	Mathslead/H LTAs/SEND CO/Principal	Termly progress monitoring.
Total budgeted cost					£42,500

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?
E. Increased attendance rates including punctuality.	<p>Employment of EWO.</p> <p>Use of Family Support Worker to support families in getting their children to school.</p> <p>Use of rewards to incentivise attendance including individual and class based.</p> <p>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.</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 termly basis.</p> <p>Parent meetings.</p>	EWO/Principal	Termly comparison with previous years as well as group comparisons with national
F. Develop children's social and emotional well-being	<p>Research Thrive approach and possible roll-out.</p> <p>Individual mentoring for key pupils as identified through Boxall/teachers/attendance</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>PSHE/SMSC Co-ordinator appointed.</p> <p>Family support worker used to support individuals and their families.</p> <p>TAs to deliver recommended actions through Boxall to groups/individuals.</p> <p>Progress monitored and evaluated for the groups through Boxall scores/behaviour monitoring as well as anecdotal evidence.</p>	NK/SENDCO/Principal	Half-termly review of impact. 6 monthly Boxall reviews.

Total budgeted cost					£28,000

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
Improved phonic/language skills.				
Improved reading across the school.				
Improved writing across the school.				
Improved Maths across the school.				
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
Improved phonics and language skills				
Improved reading skills of PPG pupils across the school.				
Improved writing skills of PPG pupils across the school.				
Improved Maths skills of PPG pupils across the school.				
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

Increased attendance rates and punctuality.				
Develop children's social and emotional well-being.				

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