

Pupil Premium Strategy Statement (Review)

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	222	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 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>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/Principa l</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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<p>D Improving Maths across the school.</p>	<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>	<p>Maths lead/ Principal</p>	
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?
A. Improved phonic and language skills.	1-to-1 and small group provision Phonics One-to-One (Read Write Inc). 1 to 1 and small group of CLL interventions identified through WellComm.	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.	Organise timetable to ensure staff delivering provision have sufficient time. Ongoing assessment to be carried out into effectiveness. Reports to Principal.	HLTA/TA/SE NDCO	Half-termly review from assessments.
B. Improved Reading skills of PPG pupils across school.	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. Weekly differentiated booster sessions – afterschool for Year 6.	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. The EEF Toolkit identifies recent evaluations of 'Fresh Start' – a phonics based reading programme for older children as impacting positively on struggling readers. We want to identify groups of PPG pupils across the school to target and improve outcomes.	HLTA time paid for out of PP budget. Impact overseen by Reading lead./	Reading lead/SENDCO/Principal	Termly progress monitoring.
C. Improved Writing skills of PPG pupils across school.	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.	We want to identify groups of PP pupils across school to target and improve outcomes.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Ongoing assessment to be carried out into effectiveness. Ongoing monitoring of interventions by English lead/Principal.	Literacy Lead/d/HLTA/SENDCO	Termly progress monitoring.

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>	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.		Report to Inclusion governors from EWO on 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
Improved phonic/language skills.	Wellcomm RWI	<p>In January 2018 baseline phonic assessments showed very low attainment. A clear focus on RWI with CPD and whole school drive significantly improved phonics scores for Year 1. Delivering RWI in small groups based on children's next steps enabled children to make accelerated progress during the year.</p> <p>There were 9 children in Year 1 in receipt of PPG. Of those, 4 (44%) passed the phonics screening test in June. 3 out of the 5 who didn't pass scored between 28 and 30. When retested within school in July they passed the screening. The percentage would then be 77% of PPG children.</p>	<p>RWI when delivered consistently has resulted in a positive impact on pupil progress in phonics. Early intervention and high quality phonics teaching throughout Reception and Year 1 is vital to children meeting the required standard.</p> <p>We are currently researching a slightly different approach to teaching English which will include the use of RWI materials as well as 1:1 interventions. RWI interventions have started September 2018 to ensure catch up for pupils who were not on track at the end of Reception.</p>	23,000
Improved reading across the school.	<p>Whole school reading approach.</p> <p>Cracking Comprehension purchased and used as a scheme.</p>	<p>Reading improved across the school as a result of accurate baselining taking place in January 2018 and teachers becoming aware of the ARE for their year group in terms of book bands.</p> <p>Benchmark assessment in July showed progress across the school in reading attainment.</p> <p>In Year 6, 60% of PPG children met the standard in Reading showing a significant improvement from the previous year.</p>	<p>Cracking comprehension provided some scaffolding for staff. An inconsistent approach in the use of effective strategies for the teaching of reading however limited progress for many pupils. This has been addressed through a whole school approach ("Power Literacy") introduced September 2018. This approach is centred around developing reading comprehension as part of a whole school approach to Literacy.</p> <p>Accurate assessment of children's reading ability enabled staff to understand a child's attainment in relation to ARE and therefore enabled children to be targeted to make accelerated progress.</p> <p>Power English introduced September 2018 provides a clear whole school approach, building on previous training and approach, to teaching reading.</p>	£13,000

Improved writing across the school.	Whole school approach to teaching writing.	<p>Whole staff CPD provided consistency of approach. Ongoing staff training around modelling, developing learning objectives, developing children's stamina for writing etc was provided and led to improvements in children's writing across the school.</p> <p>In Year 6 73% of PPG children met the expected standard in Writing showing a significant improvement from previous year.</p>	<p>A whole school approach brought about improvement in the progress of writing. Across the school children's writing improved as a result of the revised approach.</p> <p>Power English introduced September 2018 provides a clear whole school approach, building on previous training and approach, to teaching writing in the context of reading.</p>	£13,000
Improved Maths across the school.	<p>Completion of Mathematical Journey to Excellence programme which included CPD, observations, follow up planning scrutiny etc.</p> <p>Introduction of superheros as a tool for children to learn timestables.</p>	<p>The teaching and learning of Maths improved during the year as a result of the involvement in the project. Staff spent time out of school observing good practice and planning improved as a result. Teachers improved their knowledge of teaching a mastery curriculum in Maths.</p> <p>73% of Year 6 PPG pupils met the expected standard in Maths showing a significant improvement from previous year.</p>	<p>Whole school approach to teaching Maths brought some improvements to pupil attainment. Where the Maths CPD worked alongside QFT progress was accelerated, most significantly in Year 6.</p> <p>Power Maths introduced September 2018 will build on 2017/18 and provides a whole school approach based on teaching to children's next steps within the context of a mastery approach.</p>	£4,000

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	1:1 interventions	1:1 interventions alongside whole group RWI brought accelerated progress.	<p>Interventions of this nature brought about rapid progress for individual children. It is possible that had these been started earlier 3 out of 9 PPG children would have met the standard in June.</p> <p>We will continue with this approach of targeting children who are not on track throughout Reception and Year 1.</p>	11,000

Improved reading skills of PPG pupils across the school.	Range of interventions. Booster classes for Year 6.	Reading interventions brought about progress across the school for targeted children as evidenced by the improvement in Benchmark assessment scores between January and July 2018. In Year 6 reading intervention provided by a TA during afternoons enabled PPG children to make good progress in their reading leading to 60% meeting at least the expected standard.	Reading interventions including 1:1 reading has a positive impact on pupil progress which will be continued this year.	24,000
Improved writing skills of PPG pupils across the school.	Small group interventions across the school. 1 hour weekly 1:1 for LAC pupil in Year 5.	In Year 6 writing intervention provided by a TA enabled 73% of PPG children to achieve at least the expected standard. The LAC pupil in Year 5 made accelerated progress in her writing from working below the expected standard in September 2017 and meeting ARE in July 2018.	Writing interventions provide focussed teaching on a specific grammatical skill which enabled children to make good progress when applying this in their writing. The project with the pupil in Year 5 was based on her own interests which was important as well. We will continue to provide interventions when there is a specific skill gap in a child's writing ability to enable quick catch up with their peers.	18,000
Improved Maths skills of PPG pupils across the school.	Small group interventions across the school including 1 st class @ number, pre-teach Maths.	In Year 6 maths interventions provided by a TA enabled 73% of PPG children to achieve at least the expected standard. The Maths interventions enabled children to make progress and the pre-teach worked well for developing confidence as well as embedding key skills.	Maths interventions had good impact however some pupils missed significant amounts of learning in other curriculum areas. From September 2018, Power Maths will enable children to be taught to their next steps within morning sessions so that interventions will be used less during afternoon sessions.	18,000

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.	Employment of EWO. Employment of attendance officer. Use of rewards.	Attendance improved whole school by 1% as compared with previous year from February to July. PPG pupils attendance for Sept 2017 to July 2018 was 94.7%.	Reintroduction of rewards in February 2018 improved attendance across the school. Moving forward focussed actions including around punctuality to be further developed to further improve attendance for PPG pupils across the school.	13,000

Develop children's social and emotional well-being.	Boxall project across the school. Individual/small group	Time was spent being part of the national project. A lack of consistency during the project in addition to a lack of consistency of delivery as a result of staff changing meant that the impact could not be measured (eg different staff completing the questionnaires at different times)	In order to have impact it must be part of a whole-school approach to nurture and developing children's self-esteem and emotional well being. 2018/19 a key focus on developing children as active citizens as well as researching Thrive as compared with Boxall as a tool to be used.	1,000
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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