

Daresbury Primary School Pupil Premium Strategy Statement 2017-18

1. Summary Information					
School	Daresbury Primary School			Local Authority	Halton
Academic Year	2017 / 18	Total Pupil Premium Grant	£16,720	Date of most recent PP Review	
Number on roll	135	Number of eligible pupils	13	Date for next internal review of this strategy	December 2017

2. Current Attainment at KS2 (10 pupils - 7 in Y5, 2 in Y4 and 1 in Y3)				Gap
	Pupils eligible for PPG (school achievement %)	Pupils not eligible for PPG (national outcomes)		
% attaining at least the expected standard in reading, writing and maths within their own year group	50%	61%		-11%
% making expected progress in reading within their own year group	50%	71%		-21%
% making expected progress in writing within their own year group	50%	76%		-26%
% making expected progress in maths within their own year group	50%	75%		-25%

Current Attainment at KS1 (3 pupils – 2 in Y2 and 1 in Y1)				Gap
	Pupils eligible for PPG (school achievement %)	Pupils not eligible for PPG (national outcomes)		
% attaining at least the expected standard in reading, writing and maths within their own year group	100%	60%		+40%

% making expected progress in reading within their own year group	100%	76%	+24%
% making expected progress in writing within their own year group	100%	68%	+32%
% making expected progress in maths within their own year group	100%	75%	+25%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school)	
A	High and lower ability pupils in writing (also eligible for PP) are making less accelerated progress (50% of PP have difficulties with spelling)
B	A significant proportion of children eligible for PPG also have identified SEND (40% in KS2 & 33% in KS1, 5/13 children in total)
C	Social and emotional problems are affecting the wellbeing and progress of many PPG pupils
D	Weaknesses in learning behaviours eg lack of independence or resilience are also affecting many PPG pupils
External barriers (issues which require action outside of school e.g. attendance)	
E	10% of KS2 pupils are LAC, subject to a PEP and with emotional issues 10% of KS2 pupils are newly arrived at the school
F	Teachers express that 54% of PPG children are not fully supported at home with their learning.
G	38% of PPG pupils are from homes with serious financial difficulties at present

2. Outcomes

	Desired outcome	Success criteria (including how we will evidence impact)
A-Good progress	Improved outcomes for PPG children in writing, particularly across KS2.	Pupils eligible for PPG will make at least expected progress with some making accelerated progress so that gap between pupils eligible for PPG and other children is reduced.
B - Additional needs supported effectively	Children with additional needs (including those being monitored and involved in interventions) will be supported more effectively.	Children eligible for PPG, particularly those with additional SEN factors will be supported more effectively through ensuring the established SEND practice is also followed for PPG pupils.
C,D & E - Social and emotional difficulties are reduced	Identified difficulties of anxiety and inability to regulate emotions will be reduced for all children including those eligible for PPG	PPG children with identified social and emotional needs will be supported effectively to reduce barriers to learning. There will be reduced incidence of behavioural problems, increased participation rates in class, reduction in social/friendship issues and increased social integration.
D -Improved learning behaviours	Develop growth mind-sets in pupils eligible for PPG which will improve levels of resilience, self-esteem, determination and independence	The resilience, self- esteem, determination and growth mind-set of pupils eligible for PPG in learning situations will be improved. This will be measured by improved attainment and progress for these pupils and reflected in Boxall profiles where appropriate.
F - Increased support from home	Children accessing PPG will be supported both in school and at home to ensure gaps are narrowed.	Number of PPG children handing homework in on time will increase. Number of PPG children reading at home will increase as evidenced in reading diaries.
G- Financial difficulties	PPG children are able to access the full range of opportunities on	Number of PPG children attending residentials and visits and accessing music tuition

are addressed	offer within the school	
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3. Planned Expenditure Academic Year: 2017- 2018					
i. Quality of teaching for all (pedagogy)					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
A. Good progress. Improved outcomes for PPG children in writing (particularly spelling), particularly across KS2	CPD- whole staff CPD on spelling and punctuation. Refine planning and teaching of spelling.	EEF toolkit suggests feedback can have a very high effect on learning. This is because it redirects ore refocuses either the teachers or the learner's actions to achieve a goal.	Use staff meetings to deliver in- house CPD in autumn 2017 Attend MAT inset day on writing (October17) Purchase new whole school spelling programme & carry out whole staff INSET Introduced a structured process for teaching of spelling across the whole school Pupil progress meetings/ tracking Learning reviews	KZ All teaching staff	Dec 17 Dec 17
	Programme of learning reviews embedded including: book scrutiny, digital learning journeys (including tapestry and seesaw) learning environment, pupil interviews.	EEF toolkit suggests parental involvement is consistently associated with success at school		CR/KZ	Termly Dec 17, April 18, July 18
	Parents to be fully aware of new spelling programme and information on how to support at home.	Additional adult presence has historically proven to raise attainment/progress all abilities and groups.		NL/ZS	July 18
	Continue to provide additional TA support in the classes with the most PPG children.			CR	Dec 17/April 18/July 18
B. Additional needs supported effectively. Children with additional needs (including those being monitored and involved in interventions) will be supported effectively.	Pupil premium intervention sheets completed termly by teachers in collaboration with teaching assistants. Pupil premium sheets monitored by SENDco.	Multiple barriers faced by children therefore collaborative approach supports them fully. EEF suggests that the impact of collaborative approaches is positive	SENDco to put dates in the diary so teachers are aware when reviews need to be completed. Pupil voice recorded on intervention sheets. Children made aware of targets and how they can achieve them.	NL/CR	Dec 17/April 18/July 18
	Daily intervention sheets completed by person responsible for intervention.		Time given termly to SENDco to monitor forms.	NL/CR	Dec 17/April 18/July 18
	Support plans in place for children on SEN register and monitored termly.		Termly PPA sessions with TA/Teachers to work collaboratively on reviewing effectiveness of interventions.	All staff and TAs	Dec 17/April 18/July 18
	Meetings with parents put		Pupil progress meetings with Principal. SENDco involved with all learning reviews	CR/Teaching staff	Dec 17/April 18/July 18

	onto CPOMS and Principal and SENDco flagged. Support from external professionals used when necessary.		including book scrutinies. Regular meetings with SENDco governor.	SLT/NL AW/NL/CR	Termly Termly
D- Improving learning behaviours. Develop growth mind-sets in pupils eligible for PPG which will improve levels of resilience, self-esteem, determination and independence	Assemblies covered by SLT focusing on growth mindsets/ key strengths. Learning team supporting peers. Refine planning and teaching of PHSE curriculum.	Pupil tracking meetings have highlighted some pupils for whom poor learning behaviours are preventing progress (e.g. children lack independence or are easily distracted).	Key themes in assembly to be discussed by SLT team. KZ to evaluate impact on learning team and kindness club. PHSE co-coordinator to work collaboratively with SENDco/Vice Principal on PHSE curriculum and ensure staff are confidently embedding this into curriculum.	KZ/CR KZ KZ/AM/NL	Half Termly Termly Termly
				Total budgeted cost	£6,220

ii. Targeted support (interventions)					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
A. Good progress. Improved outcomes for PPG children in writing, particularly across KS2 (including those with SEND) B. Additional needs supported effectively. Children with additional needs (including those being monitored and involved in interventions) will be supported effectively.	Weekly spelling lesson for each class. Identified difficulties addressed asap through 3 C- challenge, consolidate, correct	We want to provide extra support to improve accelerate progress. Small group or 1:1 boosters have been shown to have some positive effects as discussed in reliable evidence sources such the EEF Toolkit.	Weekly planning time given to teachers/vice-principal.	KZ/CR/NL	Weekly
	Additional use of teacher/TAs for interventions to support children with spelling difficulties. Vice- Principal to each class 1 session per week to focus on reading and spelling strategies.		Weekly planning time given to TAs for intervention support. Time provided termly to work collaboratively. Impact of interventions overseen and monitored by subject lead, class teachers and SENDco	All staff	Weekly Termly Dec 17/April 18/July 18
C. Social and emotional difficulties are reduced. Identified difficulties of anxiety and inability to regulate emotions will be reduced for all including those eligible for PPG	Whole school nurture training. Additional training for mid-day staff. Support from SENDco given to class teachers.	EEF toolkit and further research (Elaine Hannen, educational psychologist) suggests that on average, Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment	Use staff meetings to discuss nurture and how to develop this within school. All classes to have identified list of children needing additional support in this area. Nurture areas established in every classroom and 5 point scale used effectively by all staff.	NL/CR/KZ	Autumn 17

	<p>All staff trained in attachment disorder (In school and through Thorn Road)</p> <p>Children identified put on nurture list and given appropriate support and intervention when needed. Boxall to be completed if necessary.</p> <p>Interventions to include: Gingerbear, Socially Speaking, friendship groups and using 5 point scale to reduce anxiety.</p> <p>Additional support to be given through PE funding for activities including playground friends, mile with a smile and yoga sessions.</p>	<p>itself (four months' additional progress on average). Interventions which target SEL seek to improve attainment by improving the social and emotional dimensions of learning.</p> <p>EEF toolkit suggests that overall, the impact of arts and sports participation on academic learning appears to be positive with some impact.</p>	<p>Additional agencies to be used effectively to support areas of nurture including health and improvement team.</p> <p>Boxall profile reviewed termly and wishes and feeling of children carried out if appropriate.</p> <p>Interventions reviewed termly by teacher and SENDco</p> <p>Children identified given additional support using PE funding. Current funding used: Yoga- 34X10= £340 Playground friends- £200 per term for new equipment £100 for friendship Playground training- £50 Possibly more money to be used</p>	<p>Staff/SENDco</p> <p>ZS (during NL maternity leave)</p>	<p>Termly if appropriate</p> <p>See PE Action plan- reviewed termly</p>
D & E. Improving learning behaviours. Develop growth mind-sets in pupils eligible for PPG which will improve levels of resilience, self-esteem, determination and independence	<p>Specific intervention support for identified children using 1 page profile and Boxall</p> <p>Interventions in place to support children including- lunchtime groups and circle of friends</p>	<p>Previous interventions – particularly based around arts/sports and friendships have historically had a positive impact.</p>	<p>1 page profile and Boxall profile reviewed on a termly basis</p>	<p>Teachers and NL to monitor</p> <p>Intervention monitored termly by teachers and reviewed by SENDco</p>	<p>Termly</p> <p>Termly</p>
				Total budgeted cost	£10,000

iii. Other approaches					
Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
F. Increased support from home. Children accessing PPG funding will be supported both in school and at home to ensure gaps do not occur.	<p>Additional Liaison with parents/carers by all staff and SLT team including SENDco</p> <p>Whole school approach to developing communication with parents/carers through</p>	<p>EEF toolkit makes some suggestion that homework including short and focussed intervention can support children attainment.</p> <p>EEF toolkit suggests parental involvement is consistently associated</p>	<p>Daily check completed of reading records. Signed weekly by teachers. Monitored</p>	<p>All staff</p> <p>CR/KZ</p>	<p>All year</p> <p>Reviewed at staff meetings when</p>

	reading diaries/meet the teacher/additional meetings. Additional information shared with appropriate staff using CPOMS. Changes made to golden time to ensure children forgetting homework are not punished through loss of time. Different strategies used.	with success at school	during reviews by subject lead. CPOMS monitored by Principal and SLT. Golden time monitored by SLT	CR/KZ	appropriate Reviewed on a regular basis. Reviewed at staff meetings when appropriate.
G – Financial support provided by school allows PPG pupils to access opportunities which otherwise may have been denied to them	4 identified PPG children all on track and meeting national standards will receive financial support from school this academic year and all costs of residential visits, day trips etc will be met through PPG	All pupils including PPG children should have the same opportunities to access the wider aspects of school life.	Office Manager to record all contributions made and Principal to monitor termly	CR / DC	Termly review
				Total budgeted cost	£500.00

4. Review of expenditure			8PPG children £9540.00 allocated & spent		
Academic Year		2016 / 17			
i. Quality of teaching for all					
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost	
8 PPG children have access to regular weekly specific timetabled support through targeted interventions utilising TA staff	Teachers provide SENDCO with specific breakdown of interventions and support for individual PPG pupils	This was monitored termly by SENDCO and specific interventions lasted no longer than a half term.	This was a success and will continue into 2017/18	£2301	
All KS1 Y2 pupils approach SATs with a positive outlook and achieve their best	One term of Y2 fun SATs booster sessions after school held one day a week	These were well attended and all children enjoyed them. Results at KS1 SATs were positively impacted	This was a success and the strategy will be used again in 2017/18	£200	

ii. Targeted support				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Children already performing at a high standard academically to have access to wider opportunities which otherwise may be denied to them	Use of PPG money to fund peripatetic music tuition	2 pupils were able to access tuition for the whole academic year	This was extremely successful and pupils benefitted from this strategy. This will continue.	£300
Improved phonic attainment	Additional Small phonic group tuition	1 child was able to meet the Y1 phonic standard	This was extremely successful and the pupil benefitted from this strategy. This would operate again if another pupil fell into this category	£293
Improved attainment and progress in Reading	Either 1:1 or Paired reading with either a teacher or TA before school or in school time	All 6 pupils made progress. All pupils bar 1 achieved set targets for 2016/17	This approach will continue in 2017/18, where possible the Teacher will carry out this intervention as this is where the most progress was made	6 x £293= £1758
Improved handwriting formation and speed	1:1 sessions with TAs	All 3 pupils made progress, increased speed, accuracy and fluency	This approach will continue where required	3 x £293= £879
Improved attainment and progress in Writing, including GPS	1:1 or paired sessions with Teacher or TAs either before school or in school time	All 7 pupils made progress. All pupils bar 1 achieved set targets for 2016/17	This approach will continue in 2017/18, where possible the Teacher will carry out this intervention as this is where the most progress was made. Read, Write, Inc intervention needs further analysis as 1 pupil did not make sufficient progress using this in 2016/17	7 x £293 = £2051
Improved Maths attainment and progress	1:1, Paired or small group interventions with a teacher or TA either before school or in school time	All 5 pupils made progress. All pupils achieved set targets for 2016/17 although 2 Y6 pupils did not achieve national standard	This approach will continue in 2017/18, where possible the Teacher will carry out this intervention as this is where the most progress was made. Precision teaching regarding number bonds and times tables had a very positive effect	5 x £293 = £1465
iii. Other approaches				
Desired Outcome	Chosen action / strategy	Impact: were success criteria met?	Lessons learned (will this approach / strategy continue?)	Cost
Increased self confidence and pupil well being	Small group lunchtime club allowing opportunities to talk and socialise	This was extremely successful. All 6 Pupils involved all gained in confidence	This will continue in 2017/18 and has proved to be very beneficial for the pupils involved	£293

5. Additional supporting information

PPG pupils and spending have been much tighter controlled and planned for in 2017/18. There are 4 specific KS2 pupils whose progress and attainment will be subject to much closer scrutiny and monitoring in 2017/18 as they do not appear to be making the same amount of progress as the other pupils and their progress is resulting in the identified gaps in KS2 not closing as quickly as we would like. SENDCo and SLT are closely monitoring the progress of these children and ensuring that their interventions are kept under constant review.