

Shaftoe Trust Primary School:2015-2017 Pupil Premium Strategy Statement

1. Summary information			
Total number of pupils	153 (September 2016)	Number of pupils eligible for pupil premium funding	20 including 3 Early Years pupil premium children. 13% of total on roll.
Number of pupil premium children in each year group: Nursery = 1; Reception = 2; Yr 1 = 3 (1 LAC); Yr 2 = 0; Yr 3 = 1; Yr 4 = 4; Yr 5 = 5; Yr 6 = 4			
Total pupil premium budget:	£20,980	Amount per pupil: Yrs 1 to 6 =£1,320 Early Years & armed forces children=£300 CLA=£1,900	
Date of external pupil premium review: September 2016	Date of internal half termly reviews: 4/10/16, 9/12/2016, 10/2/17, 31/3/17, 19/5/17 & 7/7/2017 Green = school above the national attainment figures for other pupils (non disadvantaged). Red = below		

2. Early Years: Children achieving a Good Level of Development in July 2016 (Reception class)		
	<i>Attainment of our children eligible for the Early Years pupil premium funding. 2 children</i>	<i>National average for others nationally. (This has not been published yet, so NA All stated.)</i>
% achieving a Good Level of Development (GLD)	0%	NA All = 69.3%

3. End of Key Stage 1 (Year 2) June 2016 Attainment Figures			
	<i>Attainment of our Year 2 pupils eligible for pupil premium funding. 2 pupils.</i>	<i>National averages for others nationally</i>	<i>Difference %</i>
% reaching expected standard in reading	100%	78%	+ 22%
% reaching a high score/working at greater depth in reading	50%	27%	+ 23%

% reaching expected standard in writing	50%	70%	- 20%
% reaching a high score/working at greater depth in writing	0%	16%	- 16%
% reaching expected standard in maths	50%	77%	- 27%
% reaching a high score/working at greater depth in maths	0%	20%	- 20%
% reaching expected standard in science	50%	85%	-35%

4. End of Key Stage 2 (Year 6) 2016 Attainment Figures and Progress Key Stage 1 to Key Stage 2			
	<i>Attainment of our Year 6 pupils eligible for pupil premium funding (2 pupils).</i>	<i>National averages for others nationally</i>	<i>Difference %</i>
% reaching expected standard in reading test	100%	71%	+ 29%
% reaching a high standard in reading test	0%	23%	- 23%
% making expected progress in reading	1.10		
% reaching expected standard in writing (teacher assessment)	100%	79%	+ 21%
% reaching a high score/working at greater depth in writing	0%	18%	- 18%
% making expected progress writing	0.33		
% reaching expected standard in maths test	100%	75%	+25%
% reaching a high standard in maths test	0%	20%	- 20%
% making expected progress in maths	- 3.04		

% reaching expected standard in grammar, punctuation and spelling test	100%	78%	+ 22%
% reaching high standard in grammar, punctuation and spelling test	0%	27%	- 27%
% reaching expected standard in reading, writing & maths	100%	60%	+40%

5. Barriers to future attainment for pupil eligible for pupil premium funding in 2016-2017

A.	An increasing number of pupil premium children also have special educational needs.
B.	Some parents do not support home learning well e.g. do not hear their children read.
C.	Next steps marking is developing well, but is not yet of a consistent high standard for all pupil premium children.
D.	An increasing number of children requiring additional speech and language support.
E.	Low self-esteem and low aspirations of some pupil premium children.

6. Outcomes and success criteria for summer 2017

A.	Early Years: 21/24 – 87% of the cohort to achieve a GLD (Good Level of Development) and 67% of pupil premium children to achieve GLD. The gap between our pupil premium children and others nationally to reduce to 15% or less.
B.	Year 1 phonics screening: 78% of cohort to pass the phonics test and 67% of pupil premium children. (2015 pass rate was 76%).
C.	End of KS1 (Year 2) % of cohort to achieve expected standard: Reading 15/17 = 88%, Writing 14/17 = 82%, Maths 14/17 = 82% and combined RWM 82%. Currently there are no pupil premium children in this year group; pupil premium targets will be added if pupil premium children arrive mid-year.
D.	End of KS2 (Year 6) % of pupil premium children to achieve expected standard: Reading (2 out of 4) 50%, Writing (3 out of 4) 75%, Maths (3 out of 4) 75% and combined RWM 50%.
E.	Half termly impact evaluation and thorough tracking and monitoring of the attainment and progress of pupil premium children. There will also be regular progress reviews with parents and their children if they are at risk of not achieving their learning targets.

7. Planned expenditure 2016-2017					
i. Quality of teaching for all: to improve the percentage of good and outstanding teaching to 100%.					
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact & further actions
1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.	* CPD on needs/support of pupil premium children and what good/outstanding lesson planning looks like. * Subject leaders and SLT to QA lesson planning to make sure tasks are matched to ability and are challenging.	Ofsted stated that “adults expectations are often too low” and “work is too challenging or not challenging enough.” Ofsted also stated that “teachers too often underestimate or misjudge pupils existing skills and knowledge.”	<ul style="list-style-type: none"> • QA planning records • Book scrutinies • Learning walks • Introduce teaching assistant intervention folders and QA these to ensure tasks stretch and challenge. 	HT & English subject leader	Oct 2016 These actions are on-going. Work scrutinies show next steps marking to be patchy at this stage. More staff meetings and training planned Nov 2016
2) All teachers and TA's have a performance management target linked to pupil premium or SEND outcomes.	* Performance management targets linked to pupil premium/SEND outcomes agreed by end of Oct for teachers and November for TA's.	Pupil premium outcomes were too low in 2016 and not all staff felt accountable for raising the attainment and progress of pupil premium children	HT and performance management governors to QA.	HT -teachers AHT- TA's	
3) Improve the quality of marking so it impacts strongly on the attainment and progress of pupil premium children.	* Teachers to mark the work of pupil premium /SEND children 1 st and in greater detail so children know how to improve their work.	Ofsted stated that pupils lack clear guidance, inspiration and challenge from their teachers to do their very best.	Half termly book scrutinies	All teachers HT, AHT and English lead to QA	
4) To ensure misconceptions are quickly addressed.	* Feedback and marking to address children's misconceptions within lessons or later in the day.	Ofsted said “misconceptions are not addressed in a timely manner.”	Learning walks and book scrutinies to ensure marking addresses misconceptions and next steps, moving the learning on.	All staff HT, AHT & English lead to QA	
Total budgeted cost					£1,000

ii. Targeted support for pupil premium children to help them catch up with their peers.					
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact & further actions
<p>EARLY YEARS 67% of pupil premium children to achieve GLD. Gap between our pupil premium children and others nationally to reduce to 15% or less.</p>	<ul style="list-style-type: none"> * Embed Early Years Talk Boost. * Upskill TAs via Outstanding TA programme so the quality targeted support improves. * Introduce “Numicon”. Training for teachers/TA’s to improve early maths skills. Booked for 23/11/16 	<p>Some have poor speech and language skills when they start nursery.</p> <p>Disadvantaged need more targeted support to achieve GLD.</p>	<p>Learning walks and workbook scrutinies.</p>	<p>EYFS leader</p>	<p>Need to further raise expectations. Coach/support teacher. INSET to upskill 2 TA’s: reserved 2 places on “outstanding TA” course Jan 2017</p>
<p>PHONICS 67% of pupil premium children to pass the phonics test in 2017.</p>	<ul style="list-style-type: none"> * Intensive daily phonics support for this group from HLTA or Year 1 teacher. 	<p>Variable phonics results.</p> <p>Pupil premium children need to catch up with their peers before the gap widens.</p>	<p>Check that pupil premium children know their phase 1/2/3/4 phonics and can apply them confidently.</p>	<p>Year 1 teacher & English leader</p>	<p>Already having impact. Number of high frequency words/sounds known has increased</p>
<p>MATHS End of KS1 82% to achieve expected standard (whole cohort). End of KS2 75% of pupil premium children to achieve expected standard.</p>	<ul style="list-style-type: none"> * Continue to improve targeted support via “First Class Numbers” & “Success at Arithmetic”. * NCETM subject knowledge audit to be done online by all teachers * Further INSET by Great North Maths Hub to improve subject knowledge. * Y5/6 “Tea & Cake Booster Club” 	<p>Pupil premium maths outcomes at KS1 are too low and well below the average for others nationally.</p>	<p>Further training for TA’s— in-house and via Maths Hub.</p> <p>Challenging performance management targets, learning walks and workbook scrutinies.</p>	<p>HT (Maths Leader)</p>	<p>Audit done and gaps in knowledge identified. Courses booked accordingly. Great North Maths hub contacted Booster sessions started Oct 2016</p>
<p>WRITING Improve the writing skills in year 3 and 4 for PP girls by helping them to express their thoughts more clearly first and provide a structure for improving writing.</p>	<ul style="list-style-type: none"> * 3 members of staff to attend Talk4writing course in November 2016. Initially £150 * Embed Read, Write Inc Spelling Zone programme. * Y5/6 “Tea & Cake Booster Club” 	<p>2 of the 3 PP children in Yr 4 and the 1 PP girl in Yr 3 have poor oral language skills and are limited in their ability to express themselves orally and hence in writing. The course will help staff develop the necessary skills to tackle these problems more effectively.</p>	<p>GW and VB (English lead) will work with staff and children to ensure impact seen. Work scrutinies will be carried out and feedback on course will also be held in a staff meeting to ensure good ideas disseminated</p>	<p>GW & VB</p>	<p>Talk 4 writing course booked Spelling programme embedding Booster sessions started</p>

<p>Improve writing confidence and competence of older boys especially. % to achieve expected standard at end of KS1 in writing= 82% (whole cohort) and 75% of pupil premium children.</p>	<p>* Hire cartoonist for the morning to work with boys to develop their story ideas and express them in cartoon format. Move from this story boarding to more narrative text. * Audit extended writing opportunities across the curriculum</p>	<p>Children will be inspired to tell stories in a different format. * Pie Corbet training on “Talk for Writing” for teachers, cascaded to TA’s to ensure greater consistency.</p>	<p>Meeting with cartoonist to plan this event carefully.</p>	<p>GW & VB</p>	<p>Audit to be done late Nov</p>
<p>Improve writing skills by employing more drama before asking children to write so that they have had an opportunity to verbally express themselves 1st & work with a group to collect ideas.</p>	<p>Organise for drama company Konflux theatre group to work with older children in school to develop a play in a day. Skills of using drama as a precursor to writing of teacher of older children to be developed</p>	<p>Many of our PP children lack ideas/inspiration and the ability to express themselves orally so are often hindered in expressing themselves in writing, also</p>	<p>Meeting with the drama group to plan this event carefully.</p>	<p>GW & VB</p>	<p>Planned for Feb 17</p>
<p>READING Improve reading and confidence and fluency amongst PP children many of whom have learning difficulties. % to achieve expected standard at the end of KS1 in reading = 88% (whole cohort) and end of KS2 (pupil premium) 50%.</p>	<p>* Introduce reluctant readers to reading ebooks in order for them to have an increased pleasure reading</p>	<p>Rates of progress too variable. Novelty of reading on ipad will be</p>	<p>GW and VB to monitor impact by conducting attitudes to reading survey before and after</p>	<p>VB</p>	<p>Ipads priced but no further</p>
	<p>• Contact Seven Stories in Newcastle about families reading together courses. Also obtain on loan topic boxes from them to encourage boys reading.</p>	<p>Significant evidence that children in families where they are supported with their reading at home, do much better than their peers who are not read with at home.</p>	<p>See above</p>		<p>Dates will be agreed soon. “Stay & Read” sessions happening and more parents attending reading workshops.</p>
<p>Support homework for those children who have little support out of school.</p>	<p>Support Yr 6 children specially (but also other year groups e.g. Yr 5) with home/school learning by providing SATs revision books. Also run after school “Tea, Cake and maths/English” booster classes where they can talk to staff about school and life and also receive some support for difficulties with maths and English.</p>	<p>Children will receive specialist help from the teaching staff who teach them through the day. They will be given more individual support for their particular problems and also have an opportunity to talk and express themselves in a less threatening environment.</p>	<p>See above</p>		<p>Homework study books ordered. Parents meeting planned for Mid November; personal invitations for hard to reach parents.</p>
Total budgeted cost =					£17,000

iii. Other approaches to raise the attainment and progress of pupil premium children.					
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact & further actions
Improved attendance at school to help improve attainment.	* Contribute towards a family attending a Strengthening Families course to improve the attendance of a pupil premium child.	* Levels of attendance are too low. * 2016 PA rate of non PP was 9% but PA rate of PP children was 22%. * Improved relationships at home will lead to better attendance at school. Greater resilience towards difficulties will mean	Attitudes to school will improve and attendance will increase.	GW	Already impacting on attendance; PP child has a perfect 100% Not needed yet in main stream GW to talk to nursery parents and consider award incentives
	* Attendance review meetings organised with parents of poor attenders, emphasis on the lack of progress in RWM. * Improved attendance rewards (certificate & book) for pupils who manage to improve attendance by 10%. Awarded every half term.	See above.	* Close monitoring of attendance and absences. * Will require medical evidence for pupils at risk of becoming PA.	GW	
Parents better able to support learning at home.	* Hold meetings with PP parents so look at ways we can help them to support their children's learning at home. * Numeracy and literacy workshops to show parents how to support home learning. Personal invitations for hard to reach parents.	Increased parental support will lead to increased progress and attainment	Frequency that parents hear their children read evidenced in homework diaries. Keep records of the number of parents attending parents' evenings.	GW	Homework books planned
Remove the financial barrier to pupils accessing quality enrichment that enhances learning opportunities.	Paying for children to attend field trips and day trips and also for them to have music lessons.	Paying for these things might be a barrier to them accessing them	Check enrichments are impacting on pupil outcomes by looking at the quality of work produced after visits and trips.	GW	None yet organised
Total budgeted cost					£2,980

8. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all: to improve the percentage of good and outstanding				Total budgeted cost from main budget.
Desired outcome	Actions	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
Reading books that are age appropriate for children struggling to read.	* Barrington Stokes sets of books purchased for children with reading difficulties. * Audit of other reading books.	Children like the new books and were motivated to read more often. But reading outcomes at the end of KS1 still too low for pupil premium children, well below the national averages of their peers.	This was a good strategy but still more needs to be done to improve reading outcomes of pupil premium children.	£2,220

ii. Targeted support for pupil premium children.				
Desired outcome	Actions	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
Increase the attainment and progress in writing of a group of Y5 boys who are struggling.	Teacher and an HLTA attended Fresh Start training. Materials purchased to run Fresh Start intervention for 1 hour every day.	1 PP child now beginning to work at expected level in writing 2 nd PP Child still working below expected level but confidence greatly increased. Still issues with technicalities of reading though comprehension good. Non – PP child now working at expected level in reading and writing. 2 nd Non PP skill below in writing but at expected level in reading.	Yes. The impact of this concentrated time to focus on their individual problems means that the teaching was better focused on their particular needs and also meant that their confidence and willingness to write has increased considerably. They also have more technical skills to build words when writing.	£4,280

Improve speech and communication skills in EYFS.	Train TA and Teaching staff in Early Talk Boost. Buy materials and run course	Staff report that children in Nursery and Reception classes are much more focused and able to express themselves better, though PP children still not as fluent as an average child in the rest of cohort. They are within the normal range though.	Will continue to embed Early Talk boost.	£1,500
More access to good quality support for PP children.	Increased HLTA and TA support in classes in order to support all children	This allows all groups within classes to have good quality support.	Will be continued.	£15,000
Contribution towards instrumental music lessons, educational visits, residential trips and creative art days.	Financial barriers to enrichment activities removed.	Increased self-confidence, particularly from those participating in music and outdoor activities, but impact on reading, writing and maths outcomes limited.	Will find ways of ensuring enrichment activities impact more strongly on reading, writing and maths pupil premium outcomes.	£2,000

9. Additional detail

For **additional** information and evidence relating to this plan please see SIP reports, Ofsted Report, Target Tracker evidence, monitoring records and head teachers reports for governors.