



Pupil Premium Strategy Statement Priestsic Primary and Nursery School 2017-2018

1. Summary information					
School	Priestsic Primary and Nursery School				
Academic Year	2017/2018	Total PP budget	£161,040	Date of most recent PP Review	July 2017
Total number of pupils	463	Number of pupils eligible for PP	115	Date for next internal review of this strategy	July 2018

Year Group	% Year Group
Foundation 1	13%
Foundation 2	12%
Year 1	20%
Year 2	23%
Year 3	32%
Year 4	37%
Year 5	36%
Year 6	34%

2. Current attainment 2017		
	21 Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving the expected standard at the end of in reading, writing & maths	47.6%	61%
Scale score Reading	102	104
Scale Score EGPs	104	106
Scale Score Maths	102	104
Progress score in reading (or equivalent)	-1.8	School -1.5 NA 0
Progress score in maths (or equivalent)	-1.8	School -2.4 NA 0
Progress score in writing (or equivalent)	-2.1	School -1.8 NA 0
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Below national average attainment on entry into Foundation Stage in the key areas. Communication and language levels being lower for pupils eligible for PP than for other pupils.	
B.	Oral language skills in EYFS and Year 1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.	
C.	Slower progress in Reading, Writing and Maths for some PP pupils across the school. This reduces the proportion of pupils achieving the combined ARE at the end of Key Stage 1 and Key Stage 2.	
D.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across the school. This prevents sustained high achievement in Key Stage 2	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	PP Pupils absence/persistent absence was above the national average in 2015. This reduces their school hours and can cause them to fall behind their peers.	
F.	Children are not exposed to a wide variety of life experiences that allow them to experience in context the vocabulary required to access the curriculum.	

G.	A great majority of pupils with social, emotional or family circumstance difficulties are eligible for PP, with low aspiration and capacity to support learning at home. Children experiencing difficulties at home or other out of school pressures can make less academic progress causing them to fall behind the attainment and progress levels of their peers.	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improved levels of communication and language within EYFS	Improved outcomes at the end of EYFS.
B.	Improve oral language skills for pupils eligible for PP in EYFS and Year 1	Pupils eligible for PP in EYFS and Year 1 make rapid progress by the end of the year so that more pupils eligible for PP meet age related expectations.
C.	Accelerate the progress of disadvantaged pupils to secure improved outcomes at the end of Key Stage 1 and Key Stage 2. Achievement gap between PP and non PP pupils is lessened. Raise attainment in combined reading, writing and maths.	Increase in the proportion of PP pupils who achieve the combined ARE at the end of Key Stage 1 and Key Stage 2. The in school gap and gap between PP pupils and those at national level will decrease.

D.	Sustain higher rates of combined progress across Key Stage 1 and Key Stage 2 for identified high attaining pupils eligible for PP.	<p>Pupils eligible for PP identified as high ability make as much progress as other pupils identified as high ability across Key Stage 1 in reading, writing and maths.</p> <p>Greater proportion of PP pupils working at greater depth.</p> <p>Measured in all year groups by teacher assessments and moderation.</p>
E.	<p>Increase attendance rates for pupils eligible for PP</p> <p>Improve the punctuality of PP pupils to ensure they are in school on time.</p>	<p>Reduce the number of persistent absentees among pupils.</p> <p>Overall PP attendance improves from % to% in line with the school target.</p> <p>Reduce the number of late marks recorded for PP pupils.</p> <p>Increase punctuality through attendance at Breakfast Club.</p>

F.	Children who are eligible for PP are enriched by attending clubs, trips, residential visits and school events	All children, regardless of their background, home situation or any kind of disadvantage will have access to sports events, school trips, residentials and other extra-curricular activities.
G.	<p>Children who are eligible for the PP who have been affected by out of school issues or difficulties at home continue to achieve as well as their peers. Their social, emotional and behavioural issues are supported.</p> <p>Improved self-esteem and well-being of these PP pupils.</p>	<p>Children who are experiencing difficulties at home which may affect their learning will be given support. Staff will be deployed and available for providing talk time and other relevant opportunities to offer emotional support when it is required. The impact of difficulties at home will not impact severely on learning at home.</p> <p>Children are able to identify strategies to deal with challenging situations.</p> <p>Children demonstrate greater resilience and demonstrate more positive attitudes to learning. Fewer behaviour incidents recorded for these pupils in the behaviour log. Safeguarding issues are identified and acted on as appropriate. Children are supported through nurture activities and outside agencies where necessary.</p>

6. 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/B Improved oral language skills in EYFS and Year 1 Oracy throughout the rest of the school is improved.	Employment of Teaching Assistant to support the development of communication and language within Foundation 1 Staff training on developing oracy. talk partners, talking tables, individual support via SALT assessments to plan next steps. Throughout the rest of the school children are supported through SALT, read write programme, language and literacy programme, time for talk, fresh start, toe by toe and talk partners etc. Greater emphasis on modelling language through play. Increased staff ratio in Foundation 1 to support language development. To audit classroom environment to ensure that they encourage communication opportunities between children and staff and children. Forest School in Foundation 1 to provide wider experience and opportunities for new vocabulary and language development.	To provide focused speech and language intervention to enable targeted pupils to develop their speech and language skills We want to invest some of the PP in longer term change which will help all pupils and address the early identification of communication and language difficulties. Focussed language teaching will improve attainment for all pupils. To improve the percentage of PP pupils working at ARE for Communication and Language.	Attendance at Language networks facilitated by Speech and Language specialists Staff meetings to deliver training where needed Assessments will monitor impact Appraisal reviews will monitor attainment and achievement for PP children Observations Learning Walks EYFS Action Plan 2017-2018	EYFS Lead SENCO Key Stage 1 English Subject Leader	January 2018 March 2018 July 2018

<p>C</p> <p>Accelerate the progress of disadvantaged pupils to secure improved combined outcomes at the end of KS1& KS2</p>	<p>Review the whole school approach to the teaching of mathematical reasoning. The introduction of the White Rose maths scheme across the school</p>	<p>We want to improve progress for all pupils across the school in mathematics</p>	<p>Introduction of a reviewed whole school approach to the teaching of mathematical reasoning monitored closely by SLT Formal lesson observations Data analysis Work scrutiny – PP focus</p>	<p>Key Stage 1 Maths Subject Lead</p> <p>Key Stage 2 Maths Subject Lead</p>	<p>January 2018 March 2018 July 2018</p>
<p>D</p> <p>Improve progress for high attaining pupils</p>	<p>Whole staff training to ensure that higher ability children are challenged throughout the school in the key subjects, ensure that PP children are the focus of this.</p>	<p>We want to ensure that pupils eligible for PP are achieving high attainment and making good progress throughout Key Stage 2</p>	<p>Clear procedures in place for identifying and supporting pupils working at greater depth within reading, writing and maths. English and Maths leads to closely monitor outcomes in books to ensure provision is in place through differentiation. Formal lesson observations Data analysis Work scrutiny</p>	<p>Headteachers</p> <p>Key Stage 1 Maths Lead</p> <p>Key Stage 1 English Lead</p> <p>Key Stage 2 Maths Lead</p> <p>Key Stage 2 English Lead</p>	<p>January 2018</p> <p>March 2018 July 2018</p>

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 oral language skills in EYFS	1:1 and small group provision of speaking and intervention for children in EYFS.	Baseline Assessment shows that particular PP pupils are significantly below ARE in Communication and Language.	Organise timetable to ensure that staff delivering provision have sufficient preparation and delivery time	EYFS Lead SENCO	January 2018 March 2018 July 2018

<p>B</p> <p>Accelerate the reading progress of disadvantaged pupils in Year 1</p>	<p>Teacher led 1:1 and small group intervention tailored to individual needs to support the teaching of phonics within Year 1</p>	<p>Identified children need targeted support to achieve ARE for the Phonics Screening Check.</p>	<p>Dedicated time to ensure that staff delivering provision have sufficient preparation and delivery time.</p>	<p>Key Stage 1 English Lead</p>	<p>December 2017 February 2018 April 2018 May 2018 June 2018</p>
<p>C</p> <p>Accelerate the progress of disadvantaged pupils to secure improved combined outcomes at the end of Key Stage 1 and Key Stage 2</p>	<p>Progress and attainment targets will be set. Interventions will be identified and implemented as and when needed Programme of 1:1 and small group provision /Booster Classes tailored to individual needs in reading, writing and maths.</p>	<p>We want to accelerate the progress of disadvantaged pupils to secure improved combined outcomes at the end of Key Stage 1 and Key Stage 2.</p>	<p>Assessment used to identify gaps. Close monitoring of impact Interventions will be monitored and reviewed Pupil progress and attainment meetings will be carried out termly – teachers and headteachers</p>	<p>Headteachers Senco</p>	<p>December 2017 March 2018 July 2018</p>
	<p>Reading Project F2-Y3 Classroom Assistants have been trained by school's Leading Practitioner to provide daily 1:1 reading support for targeted Pupils</p>	<p>We want to accelerate the progress of disadvantaged pupils to secure improved combined outcomes at the end of Key Stage 1 and Key Stage 2. The project will support pupils' development of skills, confidence and enjoyment in reading. These are the children that are not reading at home.</p>	<p>Regular assessment in reading, writing and maths. Evidence of pupil progression through book bands End of year ARE Outcome of KS1 SATs EYFS Profile</p>	<p>Key Stage 1 English Lead EYFS Lead</p>	<p>December 2017 March 2018 July 2018</p>

<p>D</p> <p>Improved progress for high attaining pupils</p>	<p>CPD on providing a depth of understanding for high attaining pupils within reading, writing and maths</p> <p>Programme of 1:1 and small group provision /Booster Classes tailored to individual needs in reading, writing</p>	<p>We need to ensure that PP pupils can achieve high attainment as well as meeting expected standards. We want to ensure that teachers are providing depth and encouragement for these pupils within reading, writing and maths.</p>	<p>Clear procedures in place for identifying higher attaining pupils</p> <p>English and Maths subject leaders to monitor provision and identify areas for further CPD.</p>	<p>English and Maths Subject Leaders</p> <p>Headteachers</p>	<p>December 2017</p> <p>March 2018</p> <p>July 2018</p>

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 and improved punctuality	First day response by office staff/Headteachers Free PP places at Breakfast Club High profile Headteacher meet and greet at 8:45 am Headteacher to attend termly Local Authority Attendance Network meetings where good practice is shared Attendance awards, weekly and termly	We can't improve attainment for children if they aren't actually attending school	Weekly briefing with office staff on existing absence issues. Weekly monitoring of persistent absenteeism by office staff and Headteachers. All staff will collaborate to ensure school processes work smoothly together. Headteachers to monitor impact of actions on PP attendance and punctuality	Headteachers	October 2017 December 2017 February 2018 April 2018 June 2018 July 2018

F	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>To enable PP pupils to participate in wider opportunities at school.</p>	<p>Curriculum enrichment for pupils. Subsidy/funding of enrichment activities including clubs, educational visits, music lessons (Key Stage 2) workshops and residential trips</p>	<p>Learning is supported by trips that are carefully planned to enhance the school's curriculum. Learning is embedded and extended through real first hand experiences with purposeful and relevant learning opportunities, allowing them to produce quality final products, particularly in writing. Pupils have experienced social and cultural events. Social skill, independence, perseverance and team work are developed through participation in group activities and over-night stays on residential visits.</p>	<p>Records of number of PP pupils attending after school clubs and residentials. Pupil interviews PP pupils tracked individually throughout the year through Pupil Progress meetings Formal observations Coordinator reviews</p>	<p>Headteachers</p>	<p>January 2018 March 2018 July 2018</p>
<p>G Social, emotional and behavioural issues of pupils supported. Improved self-esteem and ability to manage emotions in challenging situations.</p>	<p>Issues are identified with clear procedure and structured conversations held with parents. Outside agencies are involved to support specific needs. Lunch time support is given where needed Playtime cover led by Midday supervisors</p>	<p>Pupils need to be able to recognise emotions and feelings in others and in themselves and develop strategies to adopt in order to manage their emotions and being emotionally ready to learn. Out of school issues can affect children's mental well-being. It is important that we support children emotionally before it affects their learning too adversely Through six midday supervisors providing playtime cover for Key Stages 1 and 2 there is a consistency in approach to expectations of behaviour in all playtimes, Teacher and TA time is more directly focused upon teaching and learning.</p>	<p>Behaviour log review. Termly SBAP review Pupil interviews Observations of children in class/playtime Careful timetabling of intervention and appropriately chosen staff.</p>	<p>Headteachers SENCO</p>	<p>January 2018 March 2018 July 2018</p>

<p>Total Pupil Premium Budget: £161,040</p> <p>Additional teacher 1 day per week in Year 1 – £3565</p> <p>Speech and Language TA in EYFS- £13,336</p> <p>Programme of 1:1 Tuition/Booster sessions in Key Stage 2 in Reading, Writing and Maths – £7,290</p> <p>Programme of Year 6 Booster classes- £1020</p> <p>Curriculum enrichment subsidy/funding of enrichment activities – £28,000</p> <p>Additional TA 1 day per week in Key Stage 2- £3786</p> <p>Additional TAs to support pupils on a 1:1 basis- £40,612</p> <p>Staffing of lunchtime club – £4349</p> <p>Free breakfast club for PP pupils – £780</p> <p>Reading Project F2-Y3/Playtime Provision – £44,970</p> <p>Music Hub Provision – £2,100</p> <p>SBAP provision £459</p>	<p>Total Spend</p> <p>£150,267</p>
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