



Pupil Premium Strategy Statement 2017 – 2018

Headteacher:	Helen Heap				
PPR:	Mrs R Cox, Mr R Mason external review (January 2017) Planned review (Autumn 2017) This is plan the school will be providing, reporting on and evaluating at the end of the Summer Term 2018.				
Date:	September 2018				
1. Summary information					
School	Rounds Green Primary School				
Academic Year	2017/18	Total PP budget	£216,480	Date of most recent PP Review	Jan '17
Total number of pupils	405	Number of pupils eligible for PP	142	Date for next PP Strategy Review	Autumn 2018

2. Current attainment 2017 KS2 SAT data		
See Pupil Premium Report for more detail on current attainment and gaps.	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or above whole school RWM	22% (32 children)	67%
% achieving expected or more in reading	34% (32 children)	77%
% achieving expected or more in writing	34% (32 children)	81%
% achieving expected or more in maths	28% (32 children)	80%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Reading – 2017 KS2 SATs and the percentage of Pupil Premium children who are on track currently in reading (34%) is significantly below national expectation (national other 77% 2017); children who have difficulties in reading are at a disadvantage in accessing all other areas of the curriculum. Despite improvements over 2016-17 a significant number of disadvantaged children are still failing to reach the required standard 66% at the end of KS2 and 50% at the end of KS1. Whilst some intervention is to be targeted at writing and maths, the significant focus will continue to be reading in order to provide the children the skills to access the wider curriculum.



B.	Phonics – the number of PP children achieving the required standards in Yr1 phonics in 2017 was 50% vs national average of 81%. This impacts the children’s progress in reading, developing an early gap in their attainment, which can then be difficult to address in KS2. (Pat)
C.	Continue to improve access to good first quality teaching for all. Progress measures across KS2 indicate that quality of teaching across KS2 was not consistent and as a result attainment is low. More able children – KS2 SATS 2016, shows the % of PP children reaching greater depth standard is significantly below national figures (R 6% vs 29%, W 3% vs 21%, M 6% vs 27%), especially in writing, where only two children achieved the greater depth.
D.	Speech & Language – the number of children with identified issues in EY/KS1 is high (10-20%), a child with poor speech and language has a significant barrier to accessing the curriculum. (C Bate)
E.	Social emotional issues and behaviour – across the school the % of children with SEHM/Behaviour issues across individual year groups varies with the numbers growing in KS2 to an average of 15% across the Key Stage. In Key Stage 1 again the number of pupils being identified is increasing. (S Notice)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Attendance rates of Pupil Premium children are still below those of non-pupil premium despite improvements made in 2016-17 (1.4% gap); this impacts in the relative time they spend within school and if children are not in school they are not learning resulting in slower progress and a widening gap. Lateness of children with pupil premium results in key lost learning time and causes also additional anxiety for those children at the beginning of the school day, which affects their ability to learn for a further period of time 2.64% of disadvantaged children were late before registered closed in comparison to 1% for non-disadvantaged children. (J Potter, Prizes)
G.	Narrow range of experiences the children are exposed to. (Trips)
H.	Safeguarding – of concerns within school in the July safeguarding register 95% are disadvantaged children, if children’s basic needs are not being met then they will not be in a position to be ready to learn. (S Notice)

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Children have improved reading and comprehension skills allowing them to access the wider curriculum and make accelerated progress	<p>The PP gap in ARE closes within each year groups across KS2 and the percentage of PP children attaining ARE in Reading increases. Current ARE attainment gaps are: Year 3 (R8%), Year 4 (R22%), Year 5 (R22%), Year 6 (R29%)</p> <p>The gap between the reading age and the chronological age closes.</p>
B.	The outcomes for PP children in phonics raises at the end of Year 1, allowing them to develop reading skills in Y2 and KS2 at an appropriate rate. Children not attaining the required level of phonics at the end of Year 1 are at a higher risk of falling behind in Reading across KS2 and not meeting the required standard as a result of time spend in Year 2 catching up.	<p>Gap between phonics within school between PP and Non-PP closes from 8%</p> <p>Gap to national other closes from 11%.</p>
C.	<p>Children who are on track to reach the expected standard in KS2 is increasing.</p> <p>Children achieving greater depth standard at end KS2 increases to closer national other (R, 29%, W 21%, M 27%).</p> <p>Progress across KS2 is accelerating to raise KS2 attainment in future years.</p>	<p>KS2 on-track data for PP children shows an increase from entry data (gap to national expectations is closing) and internal attainment gap is closing through raising the attainment of pupil premium pupils.</p> <p>Current in year attainment is as follows: Year 3 (R47%, W52%, M 59%), Year 4 (R42%, W26%, M21%). Year 5 (R32%, W0%, M 13%), Year 6 (R17%, W 9%, M 9%).</p> <p>Current in year attainment gaps are as follows: Year 3 (R8%, W-1%, M -9%), Year 4 (R10%, W7%, M18%). Year 5 (R22%, W18%, M 16%), Year 6 (R29%, W 37%, M 32%).</p> <p>2017 GDS – R (6%), W (3%), M (6%) to increase by at least 50% to R (9%), W (5%), M (9%)</p>
D.	PP children have received speech and language intervention, their reading ages have improved and they are able to access the curriculum fully.	The reading ages of those children in receipt of S&L intervention increases quicker than chronological age and as a result the gap closes.

<p>E.</p>	<p>Children with SEHM and / or behavioural issues are receiving appropriate support and the barrier is removed for these children.</p>	<p>The number of behavioural incidents is reduced for PP children from the Autumn starting point (see behaviour recovery data analysis)</p> <p>Key Indicators for highlighted children (including non-academic measures e.g. Boxall profiles) is improving.</p> <p>The number of children identified as having a SEHM/behaviour barrier is reduced in KS2 by 50%; currently to between 15% average across the Key Stage.</p>
<p>F.</p>	<p>The attendance of pupil premium children improves to be closer to non-pupil premium children within school and closer to national figure (96.0%). Children not in school are not accessing the curriculum. Children are arriving and being collected on-time.</p>	<p>Gap between PP and Non-PP attendance reduces from 1.2%.</p> <p>Attendance of PP children improves from 94.4% to above 95% to national figure (96%). Lateness is rigorously monitored and reduced further Number of late sessions for PP children is reduced from 2.64% (1272 sessions) to below 2%.</p>
<p>G.</p>	<p>Children have access to all school trips.</p>	<p>All pupil premium children in each class attend every paid school trip.</p>
<p>H.</p>	<p>Children are receiving the appropriate level of support when concerns are raised; concerns are being followed through to ensure appropriate support has been directed to the family, or concern is closed. Children’s wellbeing requirements are being fully met.</p>	<p>The percentage of pupil premium children in each year group where safeguarding is a barrier is reduced. May 2017 19% of PP children identified as having some barrier as a result of a safeguarding concern.</p>



5. Planned expenditure

Academic year

2017-2018

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	Reading volunteers in school. Beanstalk (Y5) and Letterbox Club (Y1 and 2) £642 + £5550	Children need to be able to be heard read by an adult as frequently as possible in order to improve their decoding and comprehension skills. Beanstalk and Letterbox Club	Pupil Voice Parent voice Reading age data	DB	July 2018
B	Additional teaching staff in Year 1/2 to allow for smaller phonics groups. £25106 (PMc)	Targeted intervention in phonics allows individual needs of the children to be met, allowing better targeting and teaching of missing phonic sounds within the child's current phonics phase. Phonic attainment of PP children was 11% below national other, and this is has direct impact on their progress in reading in Year 2. Children with poor phonic knowledge by the end of Y1 are more likely to fall behind in reading in Y2 and through KS2	Pupil Progress meetings Phonics tracking data in KS1 and EY. Observation of phonics teaching Checking of phonics planning.	SLT KS1 phase leader Phonics leader.	June 2018



C	Use of additional teaching to split Y6 into 3 smaller groups for English and maths. 50% DB (£35,000)	To allow smaller, more focused Literacy and Numeracy teaching in Y6 for PP pupils teaching better targeted to needs across all three groups resulting in increased progress.	Half-termly assessment data Pupil Progress meetings Pupil voice Monitoring (Lesson obs., books, environment)	SLT	July 2018
Total budgeted cost					£66298
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	Proportion of HLTA time to run small group quality reading interventions. £34783 (BW)	In upper KS2 there are a number of children whose main barrier to learning is poor reading and comprehension skills. Small group work to raise enjoyment of reading, amount of home reading taking place.	Pupil progress meetings Reading ages Home reading stage Monitoring of interventions Intervention records	PP lead SLT	July 2018
A	Teacher to run a range of reading, writing and maths boosters in KS1 according to identified gap analysis. £25106 (PMc)	Small group or 1:1 intervention will enable any misconceptions to be addressed, and identified gaps to be plugged.	Half-termly assessment data Pupil Progress meetings Pupil voice Monitoring (intervention obs., books) Intervention data and records		
C	Learning Support Practitioners to support first quality teaching in class in KS2	In order to support good first quality teaching in early KS2 to ensure that PP children are not falling behind. The number of children not on track increases as they progress through KS2 as compared to KS1.	Half-termly assessment data Pupil Progress meetings Pupil voice Monitoring (Lesson obs., books, environment) Intervention data and records	DB KS2 class teachers SLT	July 2018



	Learning Support Practitioners to run a range of reading, writing and maths boosters in KS2 according to identified gap analysis. £26036 + £26036	Small group or 1:1 intervention will enable any misconceptions to be addressed, and identified gaps to be plugged.			
F, E, H	Employ family support worker to engage directly with families. £28568	Children cannot make progress when not in school. Removing potential home barriers to attendance will improve attendance and also the wellbeing of the children. Children who do not have their basic needs met are not able to learn to their potential.	Parent meetings Referrals to attendance service. Attendance of PP children. Safeguarding concerns. Referrals to targeted support. Outcome of first day call and visits. Safeguarding meeting	DB HH	July 2018
F	Employ consultant EWO £3610	Direct contact with parents of families exhibiting concerning behaviours improves attendance.		DB	July 2018
E	Nurture Provision £4849	Children need to be having all their basic needs met before they are in a position to learn. Nurture address some of those emotional issues that are a barrier.	Pupil Voice Assessment Data Boxall Profile Data	HH Governors	July 2018
Total budgeted cost					£123,872
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?

F	Awards and prizes for attendance £3000	Motivating children to come to school will help raise the attendance of those families who are above 96% towards 100%. Develop an intrinsic desire for children who are below 96% to want to come to school (increasing the pressure parents to bring them to school). Changing the attendance profile of the school.	Monitor attendance with family support worker. Monitor number of children who are reaching 100% half termly. Monitoring of persistent absence from school.	DB Governing Body	July 2018
F	Administration to allow robust systems or monitoring attendance and punctuality and as a result prompt referral for support. £8150	Administration required to ensure prompt and success referral to attendance service is vital. Monitoring and recording of punctuality is important in order target parents effectively.	Number of referrals increases Attendance gaps decreases Number of disadvantaged children attaining 100% attendance increases	DB Governor	Half Termly July 2018
G	Funding of trips and residential visits is funded by the school. £16,000	Children need to broaden their experiences outside of their locality by going on trips, which develops vocabulary and writing but also the whole child.	All pupil premium children attend visits	Office SLT	July 2018
Total budgeted cost					£27150 (£239,220)

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.