



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 2017				
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	163	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	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%) The gap between the reading age and the chronological age closes.



IMPACT:

End of Summer 2018.

Key Stage 1.

Whole cohort Working ARE+= 53% (54%, 2017)
 PP children working ARE+= 40% (50%, 2017)
 Non PP children working ARE+= 59% (56%, 2017)

Gap between PP and Non PP: 19% / National 16% (6%, 2017)

Year 3

Whole cohort Working ARE+= 58%
 PP children working ARE+ (13/22 pupils) 57%
 Non PP children working ARE+ (22/38 pupils) 58%

Gap between PP and Non PP: 1% (decrease by 7%)

Year 4

Whole cohort Working ARE+= 44%
 PP children working ARE+ (8/20 pupils) 38%
 Non PP children working ARE+ (14/29 pupils) 48%

Gap between PP and Non PP: 10% (decrease by 12%)

Year 5

Whole cohort Working ARE+= 62%
 PP children working ARE+ (16/32 pupils) 52%
 Non PP children working ARE+ (20/25 pupils) 74%

Gap between PP and Non PP: 22% (remains the same)

End of Summer 2018.

Key Stage 2.

Whole cohort Working ARE+= 42% (45%, 2017)
 PP children working ARE+= 25% (34%, 2017)
 Non PP children working ARE+= 54% (58%, 2017)

Gap between PP and Non PP: 15% (decrease by 14%)/ National 16% (18%, 2017)

Data shows that the PP gap in each year group has closed in Key Stage 2. The attainment gap between PP and Non PP children working at ARE has almost diminished in Year 3 and has reduced considerably from 22% in Year 4 to now 10%. Whilst reading results in Year 6 have not matched or exceeded last years, the gap between PP and non PP children has reduced and is also just below that of national.

<p>B.</p>	<p>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>	<p>Gap between phonics within school between PP and Non-PP closes from 8%</p> <p>Gap to national other closes from 11%.</p>
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IMPACT:

Phonics results

Key Stage 1, Year 1

Whole cohort working at 62% (60%, 2017) +2% increase

PP children working at 47% (47%, 2017) Gap between PP and Non PP: 21% (19%, 2017)+2%

Non PP children working at 68% (66%, 2017)

Year 2 phonics retake:

PP children working at 44% (57%, 2017) Gap between PP and Non PP: 9% (13%, 2017) -4%

Non PP children working at 54% (70%, 2017) Gap between PP and Non PP: National 9%

Phonics this year has shown an uplift of 2% for those who met threshold in Year 1

<p>C.</p>	<p>Children who are on track to reach the expected standard in KS2 are 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>
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IMPACT:

Current attainment gaps are now as follows:

In Year 3 there is no longer significant difference between PP and non PP children.

PP children are working broadly in line with non PP children and the gap has closed considerably in Reading and Writing, and completely in Maths.

Year 3

(R 1%, W 2%, M 0%)

Year 4

(R 10%, W 10%, M 19%)

Year 5

(R 22%, W 32%, M 21%)

Year 6

(R 29%, W 16%, M37%)

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.
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IMPACT:

Across Nursery, Reception and Year 1, 60 Pupil Premium pupils have received the WELLCOMM intervention delivered on a 1:1 basis. All children have made progress- particularly in Reception and Year 1, with over 70% of PP children finishing the year at age related expectation. Results have shown that where progress has not been rapid, EAL has been the identifying barrier. In the next academic year, this will be something to consider. Throughout the year, pupil mobility has affected data as these children came in to school with low level comprehension skills. (Please see attached baseline and end of year analysis)

During January 2017, Rounds Greens new Nursery intake of children also came in with lower than average levels of speech and language. Many of these children have since been identified as EAL or SEND and further support has been provided.

Children in Year 1 have had fewer children starting on Red, as they have previously received WELLCOMM in Reception.

Nursery			Reception			Year 1		
<u>September</u>			<u>September</u>			<u>September</u>		
Colour	% All	% PP	Colour	% All	% PP	Colour	% All	% PP
Red	65.5% (19)	50% (1)	Red	33.9% (18)	31% (4)	Red	20% (12)	40% (6)
Amber	13.8% (4)	0	Amber	15.1% (8)	31% (4)	Amber	3% (2)	0
Green	20.6% (6)	50% (1)	Green	50.9%(27)	38% (5)	Green	77% (46)	60% (9)
<u>July</u>			<u>July</u>			<u>July</u>		
Red	36% (13)	25% (2)	Red	17% (10)	14% (2)	Red	22% (9)	29% (5)
Amber	14% (5)	12% (1)	Amber	2% (1)	0	Amber	0	0
Green	50% (18)	63% (5)	Green	81% (48)	86% (12)	Green	78% (22)	71% (12)

E.	<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>
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	<p>IMPACT: Due to rigorous monitoring and tracking of behaviour there has been a slight increase in low level behaviour for all children (19% of recorded incidents low level behaviour) PP behaviour incidents Autumn PP chn 51% (Non PP 49%) Spring PP chn 43% (Non PP 57%) PP children are receiving appropriate support, thus closing the gap between PP and non PP pupils Summer PP chn 46% (Non PP 54%) 14 children have accessed nurture provision this term. Children have attended 2 sessions per week. 77% of PP children attending synergy reduced behaviour incidents to 0 by the end of the year compared to 40% Non PP. Where incidents have not been reduced, children have received extra support from school and other professionals. Pupil views from synergy attendees show that children enjoy the sessions and use them to think about making more positive choices when in class (see synergy case studies)</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%. 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>IMPACT: Attendance at the end of Year was 92.07% PP children compared to 94.3% Non PP children. Lateness for PP children has reduced to 1.02% for those late after the registers close. This reduction has ensured that more pupils are in school and ready to learn.</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>IMPACT: 12 paid trips have taken place throughout the academic year 2017-2018. Trips are open for all children to attend. 93% of PP children attended these trips. Where PP children did not attend trips, 79% of reasons provided were that children were absent/ill- not that parents did want children to attend. A residential trip was offered to all pupils in Year 3. 30% of PP children attended (Compared to 42% non PP). All of the PP children who did not attend had 100% attendance in school.</p>		

H.	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.	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.
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IMPACT:

More rigorous systems are in place to support staff with concerns. Concerns are being addressed more swiftly and school work in partnership with parents and professionals in order to provide each child with an appropriate level of support. 9.8% of PP children at Rounds Green are identified as being on the safeguarding register. Throughout the year all of these children have had access to educational support, either in small targeted group work, or through other professionals in order to reduce barriers to learning. 6 of the 16 PP children have are also on the SEND register. Of the 10 PP children not on the SEND register ,60% are working at or above ARE, with the other 40% working slightly behind their peers. (Only 2 chn working at previous year group.)

5. Planned expenditure

Academic year	2017-2018
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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

IMPACT:

Beanstalk has been in place in Year 5 for four months. Children have mad accelerated progress from 'emerging' in the previous year group to 'emerging' in their current year's group. Where progress had not been accelerated low attendance is a factor. Pupil voice has highlighted that children have fostered a greater love of reading.

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
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IMPACT:

Additional teaching staff in Key Stage 1 has allowed groups of approximately 15 children to ensure the needs of individual children are being met. Accurate tracking of data has ensured fluidity between groups and rigorous monitoring of planning has allowed staff to work at a pace allowing children to learn a sound a day to build upon strong phonic knowledge taught in foundation stage.

Pupil progress meetings have addressed children that are falling behind and additional phonic intervention sessions have happened.

Phonic attainment for PP children remains at 47% this year (47% 2017) Children who did not meet the threshold were quickly identified and interventions put into place to accelerate reading progress before Year 2. Interventions also remain in place for these children as they enter Year 2, to enhance phonic knowledge and prevent them falling further behind their peers.

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
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IMPACT:

Additional Maths groups in Year 6 have seen PP children in focused groups make an average scaled score progress of +10.8/ class average scaled score: +11 (PP scores range from +1 to +18)

Additional Reading groups in Year 6 have seen PP children in focused groups make an average scaled score progress of +7.5/ class average scaled score: +8 (PP scores range from = to +15)

Additional SPaG groups in Year 6 have seen PP children in focused groups make an average scaled score progress of +7/ class average scaled score: +8 (PP scores range from = to +15)



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

IMPACT:
 Small group work has continued to raise attainment of PP children in Reading and comprehension
 PP children in Year 5 have made an average of 11.3 months progress (Reading age) with 12 of these children now working at or above their actual reading age, compared to 10.5 months progress for non PP children.
 PP children in Year 6 made an average of 5.6 months progress compared to 8 months (Non PP)
 A new reading for pleasure display has been rolled out allowing upper KS2 to access a wider range of texts for enjoyment. Pupil discussions indicate that children are enjoying taking extra texts home.
 Reading volunteers and HLTAs have increased capacity to ensure that more children have been targeted and listened to on a weekly basis.

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		
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IMPACT:
 Small booster groups have taken place throughout the year, however due to staff disruptions, this has not been as regular as planned.
 Pupil progress meetings and planning scrutinies identify children who are falling behind and support staff then delivers small group and 1:1 interventions to close gaps and address misconceptions.
 Additional phonics interventions and ore regular assessment in both English and Maths (Rising stars) give teachers a secure understanding of children nest steps in learning.
 53% of PP children in Year 1 are reading at or above their actual reading age and by the end of Year 2 41% are working at, or above their actual reading age. The 6 PP children who are working below, are on the SEND register and receiving individual support.

C	<p>Learning Support Practitioners to support first quality teaching in class in KS2</p> <p>Learning Support Practitioners to run a range of reading, writing and maths boosters in KS2 according to identified gap analysis. £26036 + £26036</p>	<p>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.</p> <p>Small group or 1:1 intervention will enable any misconceptions to be addressed, and identified gaps to be plugged.</p>	<p>Half-termly assessment data Pupil Progress meetings Pupil voice Monitoring (Lesson obs., books, environment) Intervention data and records</p>	<p>DB KS2 class teachers SLT</p>	<p>July 2018</p>
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IMPACT:

See cohort and PP data

F, E, H	<p>Employ family support worker to engage directly with families. £28568</p>	<p>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.</p>	<p>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</p>	<p>DB HH</p>	<p>July 2018</p>
F	<p>Employ consultant Attendance & Prosectition £3610</p>	<p>Direct contact with parents of families exhibiting concerning behaviours improves attendance.</p>		<p>DB</p>	<p>July 2018</p>

IMPACT:

The family support worker has continued to build strong relationships with families at Rounds Green. This has allowed many barriers to be removed and has supported SLT closely by often being the 'first port of call' for parents and families. Referrals have been made swiftly and targets addressed. Safeguarding meetings have ensured a holistic approach and actions shared accordingly to allow children to meet their potential at school. The FWS has played an integral part helping to develop positive communication between school and families.

School has utilised additional external services to add capacity to our aim to raise attendance and reach out to more families. Whilst still slightly below non PP children, the attendance officer has worked alongside school completing home visits and in school meetings that target our hard to reach PP children.



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
IMPACT: See E and SENCO report.					
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
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IMPACT:

A higher number of referrals have been made this year and support from the family support worker as well as the Attendance officer has raised awareness of the importance of attending school. Although still below the national target of 96% attendance rose slightly throughout the year. Termly prizes for attendance have been shared and staff has tried to raise the profile of attendance. This has been difficult to change a historic trend, however a new attendance policy with rewards that will be begin in September should again, support this. Admin is starting to become more robust with families targeted in a clear, transparent system.

Trips are open for all children to attend. 93% of PP children attended these trips. Where children did not attend, illness was the main reason. At Rounds Green we will continue to support and encourage children to attend all trips

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.

Basic cost breakdown

	Person	Cost	Total
Quality Teaching	Beanstalk	£642	
	Letterbox	£5550	
	PMc	£25106	
	DB 50%	£35000	£66298
Targeted Support	B W	£34783	
	A B	£26036	
	J B	£26036	
	S N	£28568	
	JB / KW 4/5th of 7/13th.	£26839 –	£145872 -
	Instill	£22000	£22000
Other Approaches	Attendance	£3000	
	Trips	£16,000	
	JP %	£8150	£27150
			£217,220

