

# Pupil Premium Review Form 2

## Self-evaluation – Pupil Premium Strategy Statement

### PRIMARY



<b>Headteacher:</b>	Helen Heap				
<b>PPR:</b>	Mrs R Cox, Mr R Mason As a result of an external pupil premium review the existing pupil premium plan was written. The plan below shows the intended pupil premium spending for the Spring Term onwards accounting for 50% of the overall Pupil Premium Budget ( <b>£119,610</b> ). This is the plan the school will be providing and impact report on and evaluating at the end of the Summer Term				
<b>Date:</b>	17 <sup>th</sup> January 2017				
<b>1. Summary information</b>					
<b>School</b>	Rounds Green Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£239220	<b>Date of most recent PP Review</b>	Jan '17
<b>Total number of pupils</b>	450	<b>Number of pupils eligible for PP</b>	162	<b>Date for next PP Strategy Review</b>	

<b>2. Current attainment 2016 KS2 SAT data</b>		
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>
<b>% achieving expected or above whole school RWM</b>	<b>22% (32 children)</b>	60%
<b>% achieving expected or more in reading</b>	<b>25% (32 children)</b>	71%
<b>% achieving expected or more in writing</b>	<b>59% (32 children)</b>	79%
<b>% achieving expected or more in maths</b>	<b>25% (32 children)</b>	75%
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		

<b>A.</b>	Reading – 2016 KS2 SATs and the percentage of Pupil Premium children who are on track currently in reading is below national expectation (national other 71% 2016); children who have difficulties in reading are at a disadvantage in accessing all other areas of the curriculum.
<b>B.</b>	Phonics – the number of PP children achieving the required standards in Yr1 phonics in 2016 was 60% vs national average of 80%. This impacts the children’s progress in reading, developing an early gap in their attainment, which can then be difficult to address in KS2.
<b>C.</b>	<p>Improve access to good first quality teaching for all.</p> <p>Progress measures across KS2 indicate that quality of teaching across KS2 was not consistent and as a result attainment is low.</p> <p>More able children – KS2 SATS 2015, shows the % of PP children reaching greater depth standard is significantly below national figures (R 3%, W 0%, M 3%), especially in writing, where no children achieved greater depth.</p> <p>Middle ability disadvantaged children who achieved the expected standard in R, W and M showed statistically highly significant gap to national figures at the end of KS2 (5 pupil equivalents or 37%).</p>
<b>D.</b>	Speech & Language – the number of children with identified issues in EY/KS1 is high (10-21%), a child with poor speech and language has a significant barrier to accessing the curriculum.
<b>E.</b>	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 between 20%(Y4) and 38% (Y6).
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	<p>Attendance rates of Pupil Premium children are below those of non-pupil premium (4% gap); this impacts 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.</p> <p>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.</p>
<b>G.</b>	Narrow range of experiences the children are exposed to.
<b>H.</b>	Safeguarding – of concerns within school 75% are of pupil premium children, if children’s basic needs are not being met then they will not be in a position to be ready to learn.

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 (R13%), Year 4 (R20%), Year 5 (R24%), Year 6 (R33%)</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.	Gap between phonics within school between PP and Non-PP closes, gap to national other closes from 20%.
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, 23%, W 18%, M 3%).</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 (R77%, W64%, M 68%), Year 4 (R57%, W30%, M43%). Year 5 (R36%, W23%, M 27%), Year 6 (R23%, W 19%, M 23%).</p> <p>Current in year attainment gaps are as follows: Year 3 (R13%, W8%, M 9%), Year 4 (R20%, W26%, M17%). Year 5 (R24%, W14%, M 19%), Year 6 (R33%, W 33%, M 33%).</p> <p>2016 GDS – R (3%), W (0%), M (3%) to increase by at least 100% to R (6%), W (3%), M (6%)</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.

E.	Children with SEHM and / or behavioural issues are receiving appropriate support and the barrier is removed for these children.	<p>The number of behavioural incidents is reduced for PP children from the Autumn starting point (469 incidents of recorded behaviour)</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 20% (Y4) and 38% (Y6).</p>
F.	<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.</p> <p>Children are arriving and being collected on-time.</p>	<p>Gap between PP and Non-PP attendance reduces from 4.5% by half to 2.2%.</p> <p>Attendance of PP children improves from 91.4% closer to national figure (96%).</p> <p>Lateness is rigorously monitored.</p> <p>Number of late sessions for PP children is reduced from 2.6% to below 2%.</p>
G.	Children have access to all school trips.	All pupil premium children in each class attend every paid school trip.
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. Jan 17 25% of PP children identified as having some barrier as a result of a safeguarding concern.

## 5. Planned expenditure

**Academic year**

**2016-2017**

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?
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<b>A, B, C</b>	Introduce a whole school approach, with appropriate resources (Oxford reading tree Project X), to guided reading. <b>£7787</b>	Guided reading across the school is not consistent across the phases and appropriate texts are not sufficiently available. Children are therefore not being receiving texts and teaching appropriate to their need and progress is therefore slow.  Children are not taking home books targeted to need and engagement in reading at home is low. Children who read at home are more able to access guided reading in school and develop decoding and comprehension skills.	Pupil Progress meetings Monitor closely the quality of teaching of guided reading. Rate of progress of children through the reading bands. Track of reading and spelling ages. Review of guided reading planning. Tracking of reading assessment PIRA test.	Reading Lead SLT	July 2017
<b>B</b>	Additional teaching staff in Year 2 to allow for smaller phonics groups. <b>£10576</b>	Smaller groups in phonics allows groups to be grouped tighter to individual needs of the children, allowing better targeting and teaching of missing phonic sounds within the child's current phonics phase. Phonic attainment of PP children was 20% 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 Tracking reading ages. Phonics tracking data in KS1 and EY. Observation of phonics teaching Checking of phonics planning.	SLT KS1 phase leader Phonics leader.	July 2017
<b>C</b>	Use of additional teaching to split Y4 and Y6 into 3 smaller groups for English and maths. <b>£33582 + £11663</b>	To allow smaller, more focused Literacy and Numeracy teaching in Y6 for PP pupils, children's misconceptions can be addressed quicker and 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 2017
<b>Total budgeted cost</b>					<b>£63608</b>
<b>ii. Targeted support</b>					

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?
<b>A</b>	<p>Proportion of HLTA time to run small group quality reading interventions. <b>£10390</b></p> <p>Reading volunteers in school.</p> <p>Beanstalk (Y5) and Letterbox Club (Y1 and 2) <b>£642 + £5550</b></p>	<p>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.</p> <p>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</p>	<p>Pupil progress meetings Reading ages Home reading stage Monitoring of interventions Intervention records</p>	PP lead SLT	
<b>C</b>	<p>Employ three Graduate Teachers to support first quality teaching in class in Year 3 and Year 4.</p> <p>Employ three Graduate Teachers to run a range of reading, writing and maths boosters in Y3, 4 according to identified gap analysis. <b>£17785</b></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>	Y3/4 class teachers SLT	
<b>F, E, H</b>	<p>Employ family support worker to engage directly with families. <b>£14284</b></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>		

<b>F</b>	Employ consultant EWO <b>£1855</b>	Direct contact with parents of families exhibiting concerning behaviours improves attendance.			
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**Total budgeted cost**    **£50506**

### 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?
<b>E</b>	Awards and prizes for attendance <b>£1500</b>	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.		July 2017
<b>G</b>	Funding of trips and residential visits is funded by the school. <b>£4000</b>	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 2017

**Total budgeted cost**    **£5500 (£119 614)**

## 6. Review of expenditure

Previous Academic Year	
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### i. Quality of teaching for all

Desired outcome	Chosen action / approach	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

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## ii. Targeted support

Desired outcome	Chosen action / approach	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

## iii. Other approaches

Desired outcome	Chosen action / approach	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

## 7. Additional detail

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