



## Delph Side Community Primary School Pupil Premium Strategy 2017 -2018

1. Summary Information					
Academic Year	2017/18	Total Combined PP budget	£101,112.00	Date of most recent PP Review	6/10/17
Total PP budget Main School	£99,000.00	Number of pupils eligible for EYFS PP	6	EYFS PP	£2112.00
Amount per pupil	£1320.00			Amount per pupil	£352.00
Total number of pupils	185	Number of pupils eligible for PP	75	Date for next internal review of this	16/1/18
<b>2017 attainment KS2</b>					
		<i>Pupils eligible for PP (13)</i>		<i>National Average (other)</i>	
% achieving ARE or ARE+ in reading, writing and maths		15%		67%	
% achieving ARE or ARE+ in reading		23%		77%	
% achieving ARE or ARE+ in writing		85%		81%	
% achieving ARE or ARE+ in maths		62%		80%	
% achieving ARE or ARE+ in GPS		75%		-	
<b>Targeted attainment for 2018 KS2</b>					
		<i>Pupils eligible for PP (11)</i>		<i>National Average (other)</i>	
% achieving ARE or ARE+ in reading, writing and maths		55%		-	
% achieving ARE or ARE+ in reading		64%		-	
% achieving ARE or ARE+ in writing		64%		-	
% achieving ARE or ARE+ in maths		72%		-	
<b>2017 attainment KS1</b>					
		<i>Pupils eligible for PP (9)</i>		<i>National Average (other)</i>	
% achieving ARE or ARE+ in reading, writing and maths		56%		Awaiting data	
% achieving ARE or ARE+ in reading		56%		Awaiting data	



% achieving ARE or ARE+ in writing	56%	Awaiting data
% achieving ARE or ARE+ in maths	56%	Awaiting data
<b>Targeted attainment for 2018 KS1</b>		
	<i>Pupils eligible for PP (8)</i>	<i>National Average (other)</i>
% achieving ARE or ARE+ in reading, writing and maths	63%	-
% achieving ARE or ARE+ in reading	63%	-
% achieving ARE or ARE+ in writing	63%	-
% achieving ARE or ARE+ in maths	63%	-

#### Attendance 2016-2017

**PP children 91.3%**

**Non PP children 93.94%**

## 2. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers

- |    |   |
|----|---|
| A. | Key skills in Reading behind non PP and National PP   |
| B. | Reasoning skills in Maths behind non PP and National PP   |
| C. | Early speech and Language – both in terms of understanding language and in terms of speech skills. These have been lower for some pupils eligible for PP, therefore this impacts across the curriculum. |

### External Barriers

- |    |  |
|----|--|
| D. | Attendance of PP children below that of other children |
| E. | Self-esteem issues/aspirations/goals/confidence        |

## 3. Desired Outcomes

### Success Criteria

- |    |  |  |
|----|--|--|
| A. | <p>KS2 PP reading scores to improve</p> <ul style="list-style-type: none"> <li>- Targeted 64% to achieve ARE in reading</li> <li>- Targeted 55% to achieve ARE combined (Closing the gap to national)</li> </ul> | <ul style="list-style-type: none"> <li>• Data reflects a higher proportion of PP Pupils are achieving ARE in reading compared to cohort baseline (Summer 2017)</li> <li>• Data reflects PP progress is at least Good</li> <li>• Learning Walks and Work Scrutiny evidence consistently good teaching of reading and children making progress (as monitored through the SIP)</li> </ul> |
|----|--|--|



<p>B.</p>	<p>KS2 PP maths scores to improve</p> <ul style="list-style-type: none"> <li>- Targeted 72% to achieve ARE in maths</li> <li>- Targeted 55% to achieve ARE combined</li> </ul> <p>(Closing the gap to national)</p> <p>KS1 PP maths scores to improve</p> <ul style="list-style-type: none"> <li>- Targeted 63% to achieve ARE in maths</li> <li>- Targeted 63% to achieve ARE combined</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Data reflects a higher proportion of PP Pupils are achieving ARE in Maths compared to cohort baseline (Summer 2017)</i></li> <li>• <i>Data reflects PP progress is at least Good</i></li> <li>• <i>Learning Walks and Work Scrutiny evidence consistently good teaching of reading and children making progress (as monitored through the SIP)</i></li> <li>• <i>Mastery Maths approach embedded and used across the school successfully</i></li> </ul>
<p>C.</p>	<p>PP pupils in EYFS make better than average progress towards speech and language goals</p>	<ul style="list-style-type: none"> <li>• <i>WellComm assessment reflect that PP pupils are making significant progress towards targets</i></li> <li>• <i>Learning walks and monitoring evidence consistently good teaching of WellComm</i></li> <li>• <i>Specific children targeted and monitored</i></li> </ul>
<p>D.</p>	<p>PP attendance to be at least in line with 'other' pupils and moving closer to the national figure</p>	<ul style="list-style-type: none"> <li>• <i>Appointment of attendance lead as part of the Senior Leadership Team</i></li> <li>• <i>Attendance to have high profile in school</i></li> <li>• <i>Half termly monitoring of attendance shows a closing of the gap</i></li> </ul>
<p>E.</p>	<p>Targeted pupils show increased resilience in learning and impacts on pupils progress in reading, writing and maths</p>	<ul style="list-style-type: none"> <li>• <i>Data reflects targeted pupils have made at least expected progress in reading, writing and maths.</i></li> <li>• <i>Growth mindset PAQ reflect increase in resilience/confidence</i></li> </ul>



## Planned Expenditure

### 1. Improving Outcomes

Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
To improve attainment in reading	Comprehension strategies	EEF research shows that by directly teaching comprehension strategies, pupils can make up to five months additional progress.	Termly Pupil Progress meetings Data analysis	Jonathan Fyne	Termly – PP meetings Dec 2017 March 2018 June 2018 <b>Total cost: £2400</b>
	Everyday reading	The school recognises that high percentages of its pupil premium children are working below ARE for reading. Children who do not read at home need to be heard read on a daily basis to provide high quality 1-1 reading opportunities	Monitoring shows targeted pupils are reading regularly Data analysis	Jonathan Fyne	Termly – PP meetings Dec 2017 March 2018 June 2018 <b>Total cost: £11400</b>
	Targeted intervention	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.	Termly Pupil Progress meetings Data analysis Weekly discussions with staff delivering	Liz Burton Ian Morris Laura James	Termly – PP meetings Dec 2017 March 2018 June 2018 <b>Total cost: £9165</b>



To improve attainment in Maths	Purchase Maths Mastery Scheme of Work	EEF research reports that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.	Work scrutiny Regular Learning walks Data analysis Termly pupil Progress meetings Formal lesson observations PAQ Staff meeting agenda item	Liz Burton	Ongoing throughout the year Formally – Dec 2017 Mar 2018 June 2018
	<b>Total cost: £6500</b>				
	To be part of a Maths Mastery research hub.	EEF research states Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress	Staff meeting agenda item Observations	Liz Burton Chloe Breckell	Ongoing throughout the year Formally – Dec 2017 Mar 2018 June 2018
<b>Total cost: £550</b>					
Targeted intervention		EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.	Termly Pupil Progress meetings Data analysis Weekly discussions with staff delivering	Liz Burton Ian Morris Laura James	Termly – PP meetings Dec 2017 March 2018 June 2018
					<b>Total cost: £9165</b>
<b>Total Budgeted Cost</b>					<b>£39,180</b>



2. Removing Barriers to Learning					
Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
Pupils to show increasing resilience	Play Therapy	The EEF identifies that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself	Reviewed half termly in pastoral meetings Pupils progress Observation and assessment of pupils attitudes to learning	Liz Burton Carolyn Lock	
					<b>Total cost: £4800</b>
To improve EYFS Speech, language and communication so that pupils can access the wider curriculum	WellComm Intervention Programme	EEF evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.	Data analysis of EYFS speech and language data Observations and assessments of the children Discussions at pupil progress meetings	Heather Hains	Termly PP meetings Dec 2017 Mar 2018 June 2018
	School based Speech and Language therapist	EEF evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.	Weekly meetings with SENCO Targeted pupils assessed by SLT twice yearly Data analysis	Heather Hains Liz Burton	<b>Total cost: £8550</b> Ongoing throughout the year Formally – Dec 2017 Mar 2018 June 2018 <b>Total cost: £2090</b>



To support families – making school accessible	Learning mentor family support	EEF research shows that by focusing on social and emotional learning, pupils can make additional progress. The school recognizes that for many of PP families, additional family support is required and this is delivered via onsite pastoral support	Pupil/parent attitudinal questionnaire Learning Mentor to complete CAFs and TAFs Learning mentor logs Update meetings with SLT.	Carolyn Lock	
<b>Total cost: £5000</b>					
To ensure all children are ready to learn at the start of the school day	Breakfast club	The school breakfast club is attended by almost half of the pupils and has proved to be invaluable over the last 3 years to ensure children are ready to start the day of learning having been fed and supported.	Termly Pupil Progress meetings Data analysis Weekly discussions with staff % of pupils attending school % increase in punctuality	Carolyn Lock Ian Morris	
<b>Total cost: £9730</b>					
To support pupils learning in class	Additional adult support	As the EEF research indicates, having additional adults (TAs) in the classroom who work collaboratively with the teacher to secure outcomes has a positive impact. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit.	Termly Pupil Progress meetings Data analysis Weekly discussions with staff	Liz Ormerod Class Teachers	
<b>Total cost: £28200</b>					
<b>Total Budgeted Cost</b>					<b>£58382</b>



### 3. Improving Punctuality and Attendance

Desired Outcome	Action/ Approach	What is the evidence & rationale for this choice?	How will you measure the impact?	Staff lead	When will you review implementation?
To improve Pupil Premium attendance	Daily Breakfast Club	The school recognises that many pupils in the school are late or not attending school at all. PP Pupils need to be in school regularly to benefit from quality first teaching. NFER research identifies addressing attendance as a key step.	Attendance monitored on a weekly/half termly and termly basis Reported to governors termly Reported to parents half termly Registers collected on a daily basis	Ian Morris/ Carolyn Lock	Weekly Half termly Termly  <b>Total cost: £350</b>
	SLT Leader of Attendance	PP Pupils need to be in school regularly to benefit from quality first teaching. NFER research identifies addressing attendance as a key step. By appointing an SLT lead, PP attendance is monitored and addressed on a weekly basis.	Attendance monitored on a weekly/half termly and termly basis Reported to governors termly Reported to parents half termly Registers collected on a daily basis	Ian Morris	Weekly Half termly Termly  <b>Total cost: £350</b>
To improve Pupil Premium attendance	Learning Mentor first response	School recognises that contact needs to be made with families as soon as they are not present for school or they will miss entire sessions of learning.	Register collected on a daily basis Attendance monitored on a daily and weekly basis Pupils targeted for support	Carolyn Lock	Daily Weekly Half termly Termly  <b>Total cost: £2850</b>
					<b>Total cost: £2850</b>
<b>Total Budgeted Cost</b>					<b>£ 3550</b>