



## **Pupil Premium Strategy 2016-2017**

### **Shadwell Primary School** **Bramham Shadwell Federation**

<b>Amount of PPG received in 2014/15</b>	<b>£15,500</b>
<b>Amount of PPG received in 2015/6</b>	<b>£13,800</b>
<b>Amount of PPG received in 2016/17</b>	<b>£18,480 (16 pupils)</b>

The Bramham Shadwell Federation believes that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential. This is directly in line with our ethos and philosophy of 'Excellence for All'.

The pupil premium is a Government initiative that targets extra money to pupils from potentially deprived backgrounds, for whom research shows underachieve compared to their peers.

The Government have used pupils entitled to Free School Meals (FSM / Ever 6) as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for Free School Meals.

Looked After Children (LAC) or the children of armed service personnel are also eligible for this increased funding.

The analysis below is based on the most up to date national information we have. National data for specific groups including disadvantaged pupils is not yet available for attainment or progress for 2017 but comparisons can be made to 2016. Once 2017 national averages are released, an analysis of disadvantaged pupils progress and attainment compared to non-disadvantaged pupils (other pupils) nationally will be made (should this be available to schools).

Progress from KS1 → KS2 2016 – 2017 (DfE performance measures)				
Group	Reading	Writing	Maths	R/W/M Attainment % at expected standard
Ever 6 / FSM (2)	+0.6	-1.45	+0.23	50%
All other (27)	+4.27	-4.46	+1.23	83%
National non- disadvantaged	+0.33	+0.17	+0.28	
National FSM (2015 – 2016)	+0.33	+0.12	+0.24	67% (2017)
EVALUATION 2016 - 2017				
<ul style="list-style-type: none"> <li>• Reading: Disadvantaged pupils did not perform as well as Other pupils however they did make more progress than national (compared to 2015 – 2016 data)</li> <li>• Writing: Disadvantaged children made stronger progress than their non-disadvantaged peers. This was less progress than national however. The very small number of FSM children should be taken into account – both were on the SEND register.</li> <li>• Maths: Disadvantaged children did not make as much progress as Other children however this was broadly in line with national (2015 – 2016 data)</li> <li>• R/W/M attainment: Our FSM children did not make as much progress as the 'Other' group or in comparison to national. The very small number of FSM children should be taken into account – both were on the SEND register.</li> </ul>				

Progress from KS1 → KS2 2015 – 2016 (DfE performance measures)				
Group Cohort (29)	Reading	Writing	Maths	R/W/M Attainment % at expected standard
Ever 6 / FSM (4)	+4.89 (-1.26 - +11.04)	-2.99 (-9.15 - +3.18)	+0.58 (-4.65 - +5.81)	75%
All Other (24)	+2.08	-3.27	1.71	69%
National FSM (2015 – 2016)	+0.33	+0.12	+0.24	60%
EVALUATION 2015 - 2016				
<ul style="list-style-type: none"> <li>• Reading: Disadvantaged pupils made greater progress than their non-disadvantaged peers. This was significantly more than National.</li> <li>• Writing: Disadvantaged pupils made better progress than their non-disadvantaged peers. This was less than National. (NB Writing was moderated by LA)</li> <li>• Maths: Disadvantaged children made slightly less progress than their non-disadvantaged peers but better progress than National.</li> </ul>				

- R/W/M attainment: A larger % of children attained the expected standard in R/W/M combined than their non-disadvantaged peers and than National.

4.95% of school are FSM	% Attainment (75% at 'expected' ARE or above )	% Progress (7 points throughout academic year)
<b>Maths</b>		
<b>FSM</b>	77.78	55.56
<b>Non-FSM</b>	88.37	83.14
<b>Reading</b>		
<b>FSM</b>	77.78	66.67
<b>Non FSM</b>	88.37	80.81
<b>Writing</b>		
<b>FSM</b>	66.67	55.56
<b>Non-FSM</b>	85.47	78.49

#### EVALUATION NOTE:

Each child is worth 6.25% each (16 children) and Pupil Premium children make up only 4.9% of the school population. 2 of these PP children are also on the SEND (12.5% of Pp group) register and although are included in whole school data, also have their own specific tracking for progress when necessary.

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?

<p>Counselling (Bespoke and professionally trained)</p>	<p>Once a week x 1 hour</p> <p>Predicted spend: <b>£500</b></p>	<p>No</p>	<p>This was counselling for a child to deal with a specific family trauma</p>	<p>Support will lead to an outcome whereby child is able to cope in and out of school with techniques for dealing with the trauma</p>	<p>All monitored by class teacher and exiting family members. Success evidenced by coping at school and monitoring may lead to further counselling</p>	<p>This child has made good progress this year in Reading: X points Writing: X points Maths: X points</p> <p>Salford Reading October 2015 – July 2016 =  (LH)</p>
<p>Play therapy</p>	<p>Once per week – all year</p> <p>Predicted spend: <b>£700</b></p>	<p>No</p>	<p>Specific and bespoke for child who had experienced chronic trauma</p>	<p>Monitoring by DHT and class teacher, along with talk time (below) will demonstrate increased capacity for dealing and coping with everyday life and changes to family situation.</p>	<p>Class teacher and DHT (+external)</p>	<p>This child has made good progress this year in Reading: X points Writing: X points Maths: X points</p> <p>Salford Reading October 2015 – July 2016 =</p>
<p>‘Talk time’</p>	<p>(2 hour per child per week) 2 pupils</p> <p>Predicted spend <b>£1400</b></p> <p><b>Actual spend</b></p>	<p>No</p>	<p>Emotional support for PP children who are also vulnerable for other reasons eg Child Protection intervention</p>	<p>children being ready for learning and being able to concentrate in lessons</p>	<p>All children’s discussions are logged in a book and any issues arising are reported to SLT / DSL. Children are monitored via successful learning behaviours displayed in class.</p> <p>Class teachers to monitor and feedback in termly accountability</p>	<p>Children demonstrated capacity for learning and development and progress was equal to that of all other children (ave) within their classes.</p>

					meetings.	
--	--	--	--	--	-----------	--

<p>Memory Matters</p>	<p>(TA 1 hr per child x 39 weeks)</p> <p>Predicted spend <b>£700</b></p> <p><b>Actual spend:</b></p> <p>Teacher training costs: (course + supply) Predicted spend: <b>£90 + £120</b></p> <p><b>Actual spend:</b></p>	<p>Yes</p>	<p>Programme to develop ST memory skills to increase daily learning capacity (2x week for 20 minutes)</p> <p>All Year groups</p>	<p>This will support children in developing their learning as it increases recall and attention</p>	<p>DHT (SendCo) Pupil Progress meetings</p> <p>Pupil premium governor (termly)</p>	<p>Not all PP children received this intervention and as a whole school we see 77.8% of our PP children achieving ARE at the end of the year in Maths and Reading. 66.7% achieved ARE in Writing. 55.6% made 7 points progress in Maths and 66.7% made 7 points progress in Reading</p> <p>The children in receipt of this intervention made <b>XX</b></p>
<p>Higher order reading skills Programme</p>	<p>(TA 2hr x 39 weeks )</p> <p>Predicted spend <b>£1500</b></p> <p><b>Actual spend £</b></p>	<p>No</p>	<p>TA led intervention programme (one to one) for children identified as falling below nation expectation</p> <p>(1 hour per week per child x 3 children) Key stage 2 children</p>	<p>Accelerated progress to align children to peers</p>	<p>(SendCo) Pupil Progress meetings</p> <p>Pupil premium governor (termly)</p>	<p>In KS 1 and KS2 on average, FSM children made 6 points progress in reading (7 is expected) (49points / 8 children.</p>

<p><b>1:1 support for child with complex needs in addition to top up funding.</b></p>	<p>£1700</p>	<p>Yes</p>	<p>One to one support to ensure child has mechanisms to cope in school and access National curriculum, friendships and group work.</p>	<p>Child is able to access curriculum and demonstrates ability to function in mainstream school.</p>	<p>Class Teacher Exec. DHT</p>	<p>This child also has an EHCP and specific reference can be made to the additional provision and this child's progress throughout 2016 – 2017.</p>
<p><b>Further English Interventions By TAs</b></p> <p>phonics intervention</p> <p>Daily reading intervention</p>	<p>2 x week x 30 mins x 1 children <b>£350</b></p> <p>Daily for 5 children = 5 hours <b>£1750</b></p>	<p>No</p>	<p>Relevant PP children in all year groups</p>	<p>Children demonstrate (accelerated where appropriate) progress in data shared in accountability meetings</p>	<p>Class teachers SLT</p>	<p>Salford Reading average Reading Age increase = <b>XX</b></p> <p>Year 1 PP children Phonics: 2/3 FSM children passed phonics screening at end of Year 1: the third child has global SEND and is in receipt of ongoing support in this way; this child's progress tracked on SEND tracking.</p>
<p>Maths</p>	<p>2 children with individualised programmes, classroom support. 6 hours per week <b>£1,800</b></p>	<p>No</p>	<p>Relevant PP children in all year groups</p>	<p>Children demonstrate (accelerated where appropriate) progress in data shared in accountability meetings</p>	<p>Class teachers SLT</p>	<p>Both Year 6 children (Maths): One child made progress 34 → 43 points (9 points progress = deemed 'Exceptional') One child made progress 33 → 42 points (9 points progress = deemed 'Exceptional')</p>

<p>TA training to improve and develop Maths Mastery support throughout years 1 – 6</p> <p>Training delivered by mastery lead/DHT. 2 x half days</p>	<p>2 x afternoons – all TAs</p> <p><b>£70</b></p> <p>Predicted spend <b>£225</b> <b>Actual spend £</b></p>	<p>No</p>	<p>All children in all year groups – all children entitled to the support that will close any learning gaps in Maths</p>	<p>All TAs trained in Maths Mastery -</p>	<p>Maths Lead Practitioner 20<sup>th</sup> January 2017</p>	<p>Same day intervention running from September 2017 and pre-teaching running during Term 3 2017.</p> <p>TAs PM to incorporate accountability for intervention progress from Oct 2017.</p>
<p>Spellodrome</p>	<p>Predicted cost: <b>£600</b></p>	<p>New</p>	<p>Following an analysis of school in-house data and writing moderation, whole school drive for improved spellings to impact on writing results</p>	<p>Gaps between PP children and non-Pupil Premium children demonstrate input required in writing for PP children to close the gap 66.23 whole school ave writing vs. 54.5 FSM</p> <p>NB skewed data for Year 6 whereby 100% non-FSM vs. 17% FSM achieved expected in writing)</p>	<p>Z. Pickard – AHT Class teachers</p>	<p>Gaps remain between FSM and non-FSM in writing however we have witnessed in increase % children achieving expected ARE in all year groups comparing 2016 data to July 2017 data in writing.</p> <p>Spellodrome will be re-launched for 2017 – 2018 and PP children will be provided with the opportunity to practise this in after school and lunchtime clubs.</p>



<p>Cost of English leader / AHT out of class for book triangulation, work scrutiny, observations of spelling, reading and writing sessions and feedback to teachers</p>	<p>Predicted spend 1 morning per week <b>£4,200</b></p>	<p>New</p>	<p>All year groups On termly basis (alternating with accountability sessions) – along with this, support in class from AHT with PP groups / classes not making adequate progress</p>		<p>HT to monitor and specifically categorise PP outcomes/ progress on a termly basis.</p>	<p>Monitoring PP children on a termly basis for English:</p> <p><b>Reading</b> December: 4 points progress expected FSM = 78% Non FSM = 88%</p> <p>April: 5 points expected FSM = 78% Non FSM = 93%</p> <p>July: 7 points expected FSM = 67% Non FSM = 81%</p> <p>The biggest gap can be seen in Term 3. This can be explained by one 'outlier' for data.</p> <p><b>Writing</b> December: 4 points progress expected FSM = 67% Non FSM = 91%</p> <p>April: 5 points expected FSM = 78%% Non FSM = 90%</p> <p>July: 7 points expected FSM = 67% Non FSM = 85%</p>
---	---	------------	--	--	---	--

--	--	--	--	--	--	--

Subsidy of trips	Predicted spend <b>£1500</b>  Actual Spend	No	All year groups throughout school can approach and request support for funding trips.  Equality of opportunity	Increases the opportunities for children on pupil premium for additional experiences to ensure they are included in activities which will have follow-up work.	FBM and EHT Monitored by class teachers	All pupil premium children attended all school trips and residential. Each child was able to access the learning following the school trip and reports from children and teachers were highly positive re. their engagement in learning during and after the trip.
Subsidy of Residential	Predicted spend: <b>£1000</b>  Actual Spend:	No	4	Increases the opportunities for children on pupil premium for additional experiences to ensure they are included in activities which will have follow-up work.	FBM and EHT (including Senior Administrator @ Bramham)  Monitored by Class teacher – brief report to be submitted to SLT re. impact and successes of the trip	All pupil premium children attended all residential. Each child was able to access the learning following the school trip and reports from children and teachers were highly positive re. their engagement in learning during and after the trip.
NEET and Attendance Officer (targeted services)	<b>£500</b> (estimated cost)	No	All children in all year groups	Support to families who struggle to ensure a timely arrival at school and / or those with attendance below 90% (school threshold 95%). Increased attendance at school will benefit children's learning	EHT (Designated CP officer) Senior Administrators	The has been a decline in attendance for FSM children in 2016 – 2017 (92%) compared to 2015 – 2016 (97%) However in 2016, absences were largely authorized and the number of unauthorized absences had reduced since 2015 – 2016.

