

Pupil premium strategy web statement

1. Summary information					
School	ROBERT SHAW PRIMARY AND NURSERY SCHOOL				
Academic Year	2016/17	Total PP budget	119,673	Date of most recent PP Review	Summer 16
Total number of pupils	456	Number of pupils eligible for PP	81	Date for next PP Strategy Review	Autumn 16 (TBA)

2. Current attainment				
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>National PP children</i>	<i>National non-premium</i>
% achieving Good Level of Development	54.5%	68.8	<i>Data currently unavailable</i>	<i>Data currently unavailable</i>
% achieving pass mark at Year 1 phonics (32)	54.5%	84%	70%	83%
KS1 % achieving secure or above in reading, writing & maths (or equivalent)	45.5%	65.3%	<i>Data currently unavailable</i>	<i>Data currently unavailable</i>
KS 2 % achieving secure or above in reading, writing & maths (or equivalent)	44.4%	30.2%	60%	60%
Reading Progress Score	-2.19	-3.56	<i>Data currently unavailable</i>	<i>Data currently unavailable</i>
Writing Progress Score	2.97	-1.18	<i>Data currently unavailable</i>	<i>Data currently unavailable</i>
Maths Progress Score	0.69	-4.04	<i>Data currently unavailable</i>	<i>Data currently unavailable</i>
% achieving above expected in reading, writing & maths	0	0	7%	7%

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.	The middle ability children who are eligible for PP are not making as much progress as they could
B.	Behavioural issues of some children eligible for PP is having an impact on their learning or requires additional social and emotional support in order for them to be ready to access learning to their full potential.
C.	EAL and poor English language skills of a large number of children eligible for PP is slowing progress across the curriculum
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance is lower for children eligible for PP than other pupils in school.

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	The progress of middle ability pupils eligible for PP is accelerated.	½ termly data collections indicate that pupils eligible for PP are making accelerated progress and by the end of the year they are reaching the end of year expectations or better.
B.	Behavioural issues have been addressed and children feel ready to learn.	The number of detentions related to wasted learning time is reduced to 0.
C.	EAL learners eligible for PP are making at least expected progress and often better than expected progress.	Progress and attainment are in line with national expectations and other groups, across the school.
D.	Improved attendance rates for children eligible for PP	Attendance improves from 94% to 96%, in line with 'other' pupils The % of persistent absenteeism is reduced to 10% or below.

5. Planned expenditure					
Academic year		2016/17			
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?
Improved attainment levels in maths by developing reasoning skills.	Reasoning to be taught across the week and identified in planning and in books. Staff training on quality questioning and reasoning skills.	Ofsted actions for improvement Children struggle to explain their reasoning and how they have come to an answer (even if it is correct)	INSET day with a specific focus on Blooms taxonomy and questioning strategies. Staff meeting CPD to develop a secure understanding of reasoning within maths. Book analysis Lesson observations Pupil discussion	AP	As part of the school development plan – ongoing. ½ termly data analysis and pupil progress meetings
All teaching will be graded as at least good	Peer observation Coaching Mentoring support for new teachers	Teaching is improving and a significant % is good or better, however this is not consistent across the school evidenced in lesson observations and pupils books.	Increased number of SLT meetings to monitor progress and identify priorities for improvements Increased monitoring activities identified in the M&E timetable. Non negotiable policy compliance monitoring and feedback	SLT	Termly monitoring of teaching and feedback to the Governing body and as part of ½ termly data collections and pupil progress meetings.
Improving the progress of the middle ability pupils	Top down planning and focused marking/feedback in order to guide middle ability pupils in improving their work.	Ofsted report Data analysis Book reviews	See school development plan	SLT	½ termly pupil progress meetings and data collections.

Improve the progress of EAL learners.	Additional language support in class in order to secure a full understanding of tasks to be completed. Read, Write Inc	EAL learners eligible for PP are making less progress than other pupil. We want to ensure that all pupils reach the end of year expectations or beyond.	Regular review of books for EAL learners. Monitoring of progress through data analysis and pupil progress meetings. Discussions with EAL leader.	SM & SLT	½ termly through pupil progress meetings and data collections.
Total budgeted cost					£21,000
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?
Reduce the number of behavioural incidents of PP pupils in order for them to focus on their learning.	Reviewed behaviour policy. School counsellor intervention to develop positive behaviours and managing emotions. Small group and 1:1 support to develop good learning techniques and habits.	Managing emotions and behavioural issues related to some pupils eligible for PP are preventing them accessing their learning and are thus making progress which is lower than 'other' pupils. In order for them to access their full potential we feel it is important to support their emotional health to develop coping strategies and understand their feelings.	Behaviour logs – reduced number of incidents recorded. Children are accessing their learning and making at least the expected progress.	DR	½ termly review of behaviour data ½ termly data collections and pupil progress meetings.
Improve the written and oral skills of EAL and other pupils eligible for PP.	PP intervention group to address key skills EAL support to develop oral and written skills EAL support within class to enable a clear understanding of what is being taught RWI daily	Ofsted report Improved outcomes for RWI 2016 It is clear that the children who have EAL and are eligible for PP have difficulty with their written and oral skills which prevents them from making progress which is at least expected. Work in books clearly shows written English skills to be a barrier to the progress made.	Non negotiable policy School development plan monitoring Lesson observations Book scrutiny	PR	½ termly pupil progress meetings and data analysis Monthly book scrutiny of identified pupils.

Pupil progress across the school will be accelerated and children eligible for PP are achieving in line with their peers.	Setting in place for Y2 and Y6 for English and Maths. Focused top down planning.	Ofsted report Data analysis of Daisi and Raise-on-line	To take place despite any staff absence Lesson observation Pupil discussions	KC	Monthly discussions with staff involved ½ termly pupil progress meetings and data analysis.
Total budgeted cost					£86,100
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?
Children eligible for PP funding attend regularly	Breakfast club places available Appoint an attendance officer Rewards for good attendance	Ofsted report Attendance data	Monitor the attendance of all pupils with a particular focus on those eligible for PP funding. ½ termly meetings with the attendance officer	DR	½ termly
Total budgeted cost					12,573

6. Review of expenditure				
Previous Academic Year				
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
<p>The gaps between children eligible for PP funding and their peers have narrowed in all year groups.</p> <p>Children eligible for PP funding make similar progress to their peers.</p>	<p>Make the PP support teacher full time</p> <p>Allocate a timetable to PP teacher relating to gap analysis</p> <p>Focused teaching of phonics in EYFS and KS1</p>	<p>Maths</p> <p>Year 1: PP progress 4.25/non PP progress 4.18 Year 2: PP progress 5.74/non PP progress 6.09 Year 3: PP Progress 5.72/non PP progress 6.31 Year 4: PP progress 6.01/non PP progress 6.64 Year 5: PP progress 6.63/non PP progress 5.66 Year 6: PP progress 6.65/non PP progress 6.54</p> <p>Reading</p> <p>Year 1: PP progress 3.43/non PP progress 5.1 Year 2: PP progress 5.63/non PP progress 5.58 Year 3: PP progress 6.78/non PP progress 6.63 Year 4: PP progress 6.57/non PP progress 6.44 Year 5: PP progress 6.5/non PP progress 5.52 Year 6: PP progress 10.28/non PP progress 9.46</p> <p>Writing:</p> <p>Year 1: PP progress 2.9/non PP progress 4.87 Year 2: PP progress 5.62/non PP progress 5.71 Year 3: PP progress 4.95/non PP progress 3.33 Year 4: PP progress 6.06/non PP progress 6.43 Year 5: PP progress 7.24/non PP progress 5.23 Year 6: PP progress 5.68/non PP progress 7.55</p>	<p>In most cases interventions and actions had impact on closing the gap and increasing the progress of the children in receipt of PP funding from their starting points.</p> <p>Interventions in reading worked particularly well.</p> <p>All reading interventions will continue and be increased and developed across the school.</p> <p>Children need to be identified earlier in Years 1 and 2. Data analysis will take place in July to identify the children for immediate support in September.</p>	£93,140

i. 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
Children's emotional health is catered for enabling them to access their learning.	School counsellor intervention to develop positive behaviours and manage emotions.	Reduction in the number of detentions No fixed term exclusions in the summer term.	Focused and small group counselling sessions had a significant impact on the wellbeing of individuals and groups. This will be continuing next year.	£20,000
Attendance of children eligible for PP is above 95%	Family worker – key role is attendance.	Pupil Premium (including EYFS PP) 92.46% Non pupil premium (including EYFS) 93.82	A more focused approach needs to be had with attendance being high on the agenda. A dedicated attendance office needs to be appointed.	£8,300