



1. Summary information					
School	Robert Shaw Primary and Nursery School				
Academic Year	2017/18	Total PP Budget	110,880.00 Apr17-Mar18	Date of Most recent PP review	Summer 2017
Total Number of Pupil	460	Number of pupil eligible for PP	72	Date for next PP strategy review	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	40.0%	61.1%	TBA (58.5% LA)	TBA (61.1% LA)
% achieving pass mark at Year 1 phonics	72.7%	87.5%	TBA (72.0% LA)	TBA (81.5% LA)
KS1 % achieving secure or above in reading, writing & maths (or equivalent)	27.3%	63.3%	TBA (50.8% LA)	TBA (61.2% LA)
KS2 % achieving secure or above in reading, writing & maths (or equivalent)	47%	36%	67%	61%
Reading Progress Score	+0.92	-0.36	TBA	TBA
Writing Progress Score	-4.78	-6.73	TBA	TBA
Maths Progress Score	-0.71	0.44	TBA	TBA
% achieving above expected in reading, writing & maths	6%	2%	11%	11%

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.	Children are not achieving the expected level in writing
B.	Emotional, social barriers that need supporting in order for children to be ready to access learning to their full potential
C.	Eligible children that have multiple barriers (<i>SEND, EAL etc.</i>) are not making as much progress as they could

External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance is lower for children eligible for pupil premium than other pupils in school

4. Outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Children will achieve the expected level in writing	Across the school PP children will achieve the expected progress The percentage of PP children meeting the expected standard will increase
B.	Children will be able to access learning to their full potential despite social and emotional barriers	Children are identified and supported appropriately for their individual needs
C.	Children with multiple barriers will make expected progress through individual/group support and interventions depending on needs	Progress with children that have one or more barriers will make expected or better progress than last year
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		2017/2018			
The three headings below enable schools to demonstrate how they are using 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?
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	Increased number of SLT meetings to monitor progress and identify priorities for	SLT	Termly monitoring of teaching and feedback to the Governing body and as part of ½ termly

		consistent across the school evidenced in lesson observations and pupils books.	improvements Increased monitoring activities identified in the M&E timetable. Non negotiable policy compliance monitoring and feedback		data collections and pupil progress meetings.
Improve the progress of children with more than one barrier.	Additional language support in class in order to secure a full understanding of tasks to be completed. Read, Write Inc Staff meetings	Children that have one or more barriers and 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 the focused learners. Monitoring of progress through data analysis and pupil progress meetings. Discussions with EAL/SEND leader.	SM & SLT	½ termly pupil progress meetings
Improve children's attainment levels in writing	Talk for writing to be taught in KS1	Data analysis Book reviews	See school development plan	SLT ESL	½ termly pupil progress meetings and data collections.
Total budgeted cost					£44,056
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	Managing emotions and behavioural issues related to some pupils eligible for PP are preventing them accessing their learning and are thus making	Behaviour logs – reduced number of incidents recorded. Children are accessing their learning and making at least the expected progress.	AB	½ termly review of behaviour data ½ termly data collections and pupil progress meetings.

	support to develop good learning techniques and habits	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.			
Improve the written and oral skills of multibARRIER 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	Improved outcomes for RWI 2016 and it continued into 2017. 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.
Total budgeted cost					£53,824
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?

Attendance to reach 96% or better	Attendance officer to be employed	This is the approach we used last year and the attendance rose from 92.58% to 94.17%	Regular weekly discussion between attendance officer and staff Data collected monthly	AB and CC	½ termly
Total budgeted cost					13,000

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													
i. Quality of teaching for all																	
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.	<p>In 50% of the class the gap between Disadvantage and Others has diminished. The overall collective difference throughout the school between Disadvantage and Others is positive.</p> <p>The tables below show the percentage of children meeting the expected standard in Math. 2016 and 2017 cohorts are compared.</p> <table border="1"> <thead> <tr> <th>Math KS1 EXS+</th> <th>Cohort 2016</th> <th>Cohort 2017</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>58.3%</td> <td>72.7%</td> <td>+14.4%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>72.9%</td> <td>83.7%</td> <td>+10.8%</td> </tr> </tbody> </table>	Math KS1 EXS+	Cohort 2016	Cohort 2017	Change	Pupil Premium	58.3%	72.7%	+14.4%	Non Pupil Premium	72.9%	83.7%	+10.8%	<p>Currently a teacher is on the Mini MAST programme to become the maths specialist for the school this will aid in disseminating good practise.</p> <p>Continue to have support groups to provide more individualised teaching and learning for disadvantage groups.</p> <p>The priority of mathematics has shifted from arithmetic to reasoning. Staff meeting time has been allocated.</p>	£21,000	
Math KS1 EXS+	Cohort 2016	Cohort 2017	Change														
Pupil Premium	58.3%	72.7%	+14.4%														
Non Pupil Premium	72.9%	83.7%	+10.8%														

		Math KS2 EXS+	Cohort 2016	Cohort 2017	Change		
		Pupil Premium	TBA	TBA	TBA		
		Non Pupil Premium	TBA	TBA	TBA		
All teaching will be graded as at least good	Peer observation Coaching Mentoring support for new teachers	The majority of teaching is good or better.			Changes within the staffing structure to allow good practice to be share will be put in place for the year 2017-18.		
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.						
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	100% of disadvantaged EAL children achieved their screening in both year 1 and year 2. Outperforming Other EAL children by 5%			Continue the provision of Read Write Inc. across both EYFS and KS1. Lower KS2 will also be involved with any children that have not met the requirements of the RWI programme. Ensure RWI is a non-negotiable		
ii. Targeted support							
Reduce the number of behavioural incidents of PP pupils in order for	Reviewed behaviour policy. School counsellor intervention to develop positive	The behaviour policy was reviewed and amendments made The amount of detentions dropped by around 40% from 2015-16 to 2016-17.			The implementation of behaviour being entered on to SIMS to allow for more specific data (information about Disadvantage children) to be imputed and it being on a central system.		£86,100

them to focus on their learning.	behaviours and managing emotions. Small group and 1:1 support to develop good learning techniques and habits.	Exclusion dropped by nearly 80% from 2015-16 to 2016-17.		
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	100% of the focused EAL PP children no longer require the RWI intervention.	Using the RWI programme has shown good progress children all element of reading along with writing, thus the programme will be used again next year.	
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.	Where setting has been adopted it is shown that in Year 6, on average, has diminished the difference and are now outperforming Others in all areas. Moreover, setting in Year 2 has shown, on average, have diminished the difference and are out performing Others in Maths. Within reading and writing the gap has widened. In year 3 and 5 the gap has diminished and now the PP children are now outperforming the Others (excluding Y3 Maths). Tables show the difference in Robert Shaw Points (the assessment system in place at	The approach has had success within closing the gap within the school for RWM.	

Robert Shaw school) between PP and Others at the start and end of the academic year.

Maths

Year group	Difference Autumn 1	Difference Summer 2 (RSP)
Y1	+0.23	-0.23
Y2	-0.02	+0.25
Y3	+0.23	-0.49
Y4	-0.07	-0.50
Y5	-0.37	+1.24
Y6	-1.31	+0.35

Reading

Class/Year group	Difference Autumn 1	Difference Summer 2 (RSP)
Y1	-0.04	-0.48
Y2	-0.11	-0.69
Y3	-0.04	+0.64
Y4	+0.05	-0.38
Y5	+0.07	+1.01
Y6	-0.64	+0.57

Writing

Class/Year group	Difference Autumn 1	Difference Summer 2 (RSP)
Y1	+0.10	-0.43
Y2	-0.32	-1.57
Y3	-0.09	+0.03

		Y4	-0.02	-0.92		
		Y5	-0.18	+0.59		
		Y6	-0.55	+0.74		
iii. Other approaches						
Children eligible for PP funding attend regularly	Breakfast club places available Appoint an attendance officer Rewards for good attendance	The attendance for disadvantage children in 2016-17 was 94.17 (including EYFS) which has improved - as attendance was 92.58 (including EYFS) in the year 2015-16.		As an improvement was made, provisions that were made last year will continue to roll out to this year, to continue to aspire to meeting the expected attendance percentage of 96 or better.		12,573