

# Pupil Premium Strategy Statement



1. Summary information					
School	Roebuck Primary School and Nursery				
Academic Year	2016-2017	Total PP budget	£56,235	Date of most recent PP Review	N/A
Total number of pupils	301	Number of pupils eligible for PP	63	Date for next internal review of this strategy	July 2017

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving ARE or above in reading, writing and maths	50%	60%
Progress score in reading	-3.87	
Progress in writing	+1.45	
Progress in maths	+2.52	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
A.	Poor language skills, particularly understanding of vocabulary in reading, and lack of wider reading limits progress. Maths fluency skills are weaker than their peers, impacting on problem solving.
B.	The progress of middle prior attaining (MPA) pupils from end of KS1 statutory assessment in reading and writing is slower than the non-pupil premium peers
<b>External barriers</b> ( <i>issues which also require action outside school</i> )	
C.	Attitude to learning and lack of aspiration / self-belief
D.	Attendance for pupils eligible for the Pupil Premium (PP) was 96.2% which was 0.3% below the attendance for all other children (2015-2016) – this reduced their school hours and caused them to fall behind

4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	Improve opportunities for supported reading and writing Maths fluency of PP pupils matches that of their peers	By July 2017 PP pupils across the school make rapid progress so the large majority meet at least age related expectation. Pupils eligible for PP will score as highly in school based and SATs arithmetic assessments as non PP pupils.
B.	There are higher rates of progress across KS2 for MPA pupils from their KS1 statutory	Pupils eligible for PP that the school identifies as middle ability

	assessment baseline	make rapid progress in reading and writing so that they have a positive progress score at the end of KS2.
<b>C.</b>	Improved learning behaviours and increased aspiration will support pupil progress in all lessons	The large majority of pupils will achieve at least their Good Learner badge. An increased number of parents feel more able to support their children with learning at home and are motivated for their children to do well in reading, writing and maths.
<b>D.</b>	Increase attendance rates for pupils eligible for PP across the school	The difference between the attendance of PPs/non PPs narrows.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016-2017</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improve opportunities for supported reading, writing and maths.</p> <p>There are higher rates of progress across KS2 for MPA pupils from their KS1 statutory assessment baseline.</p>	<p>Partner teaching, including small group target teaching.</p> <p>Embedding ERM feedback.</p>	<p>Exemplar schools where teachers have become empowered to teach PP pupils successfully use this approach. Recent improvement in school in narrowing the progress gap has been due to this approach. EEF Toolkit suggests that high quality feedback is an effective way to improve attainment.</p>	<p>Teaching and Learning Advisor (TLA) providing whole staff training / support. Internal CPD for support staff and less experienced staff. Peer / colleague planning and marking by teachers in planning meetings. SLT professional development in other authorities to gain wider perspective. Narrowing the Gap (NTG) Leaders attending national conference to learn more about best practice. Termly SLT meeting focussing on NTG work. Half-termly review of attainment and progress. Half-termly Pupil Progress Meetings</p>	SLT NTG Lead	April 2017
<p>There are higher rates of progress across KS2 for MPA pupils from their KS1 statutory assessment baseline.</p> <p>Maths fluency of PP pupils matches that of their peers.</p>	<p>CPD for providing challenge for MPA pupils.</p> <p>Weekly teaching of vocabulary across the school.</p> <p>Develop maths mastery approach.</p>	<p>Exemplar schools where teachers enable PP pupils to make higher rates of progress use this approach. Recent improvement in school in narrowing the progress gap has been due to this approach. EEF toolkit suggests that mastery learning is an effective way to improve attainment and further progress. Therefore training teachers to use this approach will improve outcomes for MPA pupils including PPs.</p>	<p>Teachers filming lessons where strategies are being used and evaluating these. Six teachers taking part in the Outstanding Teaching Intervention. Internal CPD for support staff and less experienced staff. Maths SLs visiting other schools where mastery approach is already implemented to share good practice. Termly review of attainment and progress. Half-termly pupil progress meetings. Individual case studies.</p>	SLT NTG Lead English SLs Maths SLs	April 2017
<b>Total budgeted cost</b>					£45,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improve opportunities for supported reading, writing and maths.</p> <p>Maths fluency of PP pupils matches that of their peers.</p>	<p>Weekly guided intervention for targeted groups of pupils in reading, writing and maths across the school.</p> <p>Regular 1:1 and small group teaching for reading, writing and maths across the school.</p>	<p>EEF toolkit suggests and feedback from school monitoring shows that regular 1:1 or small group tuition has been effective in enabling pupils to secure targets that help close gaps.</p>	<p>Use outcomes of assessment analysis and pupil outcomes from daily lessons to identify pupils and targets.</p> <p>Introduction of new tracking system for whole-school intervention – training delivered to all staff on this.</p> <p>Interventions are reviewed half termly for impact.</p> <p>Internal CPD for support staff and less experienced staff.</p> <p>Termly review of attainment and progress.</p> <p>Half-termly pupil progress meetings.</p> <p>Individual case studies.</p>	<p>SLT NTG Lead INCo</p>	<p>Half termly through 2016-2017</p>
<p>There are higher rates of progress across KS2 for MPA pupils from their KS1 statutory assessment baseline.</p>	<p>Embed self-differentiation, self-assessment and partner talk across the school in order to remove the ceiling from learning.</p>	<p>School based evidence shows the need to remove the ceiling from learning, particularly in KS1 and lower KS2, and where Outstanding teaching and good progress is seen, these principles underpin the teaching style.</p>	<p>The school will use the analysis of formal assessment and pupil outcomes as well as pupil view to identify specify gaps in knowledge and skills</p>	<p>SLT English SLs Maths SLs Class teachers TAs</p>	<p>Half termly through 2016-2017</p>
<b>Total budgeted cost</b>					£62,000

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improved learning behaviours and increased aspiration will support pupil progress in all lessons.</p>	<p>Growth mindset workshops for pupils and parents.</p> <p>Shirley Clarke INSET.</p> <p>Visits to other settings.</p> <p>Regular English and maths workshops for parents where support is given to help with their children's learning at home.</p>	<p>The EEF toolkit and school based analysis shows that positive learning behaviour reduces off task behaviour and supports pupil progress and self-esteem.</p> <p>School analysis shows that where parents engage more with their child's learning, attainment and progress both improve.</p>	<p>Visit to other schools to observe good practice in BLP and growth mindset.</p> <p>Pupil voice and Teacher view assessment at start and end of term.</p> <p>Internal CPD for all staff.</p> <p>Regular drip-feeding about growth mindset to all stakeholders via whole-school newsletter.</p> <p>A minimum of monthly workshops held for parents of all age groups.</p> <p>Termly Reaching Your Potential newsletters to advertise workshops.</p>	<p>SLT NTG Lead All SLs</p>	<p>July 2017</p>

Increase attendance rates for pupils eligible for PP across the school.	<p>Focus on attendance in weekly staff briefings.</p> <p>Monthly attendance report at SLT meetings.</p> <p>Follow up phone calls to parents by PSAW, including Health Checks (home visits) where necessary by PSAW and HT.</p>	<p>DfES feedback on attendance indicated that negative attendance impacts negatively on pupil progress.</p> <p>School monitoring and teacher view shows that a main reason for lower progress levels is due to lack of parental engagement and poorer attendance.</p>	<p>Attendance monitored for cohorts, groups and whole school.</p> <p>Three staff briefings held weekly with attendance as a standing item on agenda.</p> <p>PSAW daily monitoring and follow-up action implemented.</p>	PSAW NTG Lead HT	Monthly
<b>Total budgeted cost</b>					£45,000

6. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Narrowing the gap between PP and non PP pupils in reading, writing and maths.	<p>Partner teaching in Years 1, 2 and 6 to support / train teacher in effective teaching of PP pupils.</p> <p>Focus pupils for support staff in all literacy and maths lessons. Support staff appraisal targets focussed around this.</p>	<p>PPs made accelerated progress in Year 6 in writing and maths.</p> <p>PPs made accelerated progress in Year 1 in reading, writing and maths.</p> <p>PPs in Year 2 did not make the same level of progress as their peers.</p> <p>Because of the new curriculum, it is not possible to compare gap directly with previous years but a baseline gap has been established.</p>	<p>Relentless, very high expectation secures accelerated progress for even the most challenging of children. This has formed part of school based CPD and monitoring programme. Partner teaching works consistently well for Year 6. Small group teaching worked better the previous year for Year 2 pupils.</p> <p>The school will use partner teaching via the small group approach moving forwards.</p>	£48,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Narrowing the gap between PP and non PP pupils in reading, writing and maths.	<p>Intervention Groups</p> <p>1:1 tuition</p> <p>Year 6 Booster</p> <p>Easter School</p>	<p>The large majority of pupils across the school met intervention targets.</p> <p>Children who attended additional intervention started the school term more 'learning ready' than their peers and there was an indication that this did impact on achievement of age related expectation by the end of the year.</p>	<p>Regular intervention has an impact but there needs to be a clear baseline, target and assessment for every intervention to ensure impact and this must be evaluated with regards to value for money. We need high expectation from all teachers that the gain from intervention is transferred to classroom learning and sustained.</p>	£50,000

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>Improve engagement of parents.</p> <p>Achieve Leading Parent Partnership Award (LPPA).</p>	<p>Structured Conversations.</p> <p>Regular parent workshops.</p> <p>Improve parental feedback system and website.</p>	<p>The number of families attending support events / workshops increased throughout the year. There was also other evidence of increased parental engagement, such as: Parent Evening attendance; attendance at Booster classes; higher percentage of Home Learning completed. The school achieved the LPPA in March 2016 with outstanding status.</p> <p>A new school website introduced – 100% positive feedback received.</p> <p>Feedback box and feedback page on website introduced.</p>	<p>Flexible and persistent approach to be able to accommodate the needs of parents so they are available to meet with staff and support their children. Structured conversations help target correct area of support and to find out parent's concerns regarding school engagement. The right staff needs to be appointed in the NTG role. However, all teachers need to take responsibility for parental engagement and SLs need to take a lead when a workshop is in their subject area. Continue to promote options for feedback.</p>	<p>£51,000</p>
<p>Improve attendance of Year 6 PPs to be above 96%.</p>	<p>Breakfast club during SATs week.</p> <p>Whole class trip for token reward.</p>	<p>Year 6 pupils won the attendance system for the spring term and received a bowling trip as a reward. School's SATs results improved again for third successive year, including attainment at ARE in writing, EGPS and maths all being above national. 100% attendance during SATs week due to breakfast club. PP attendance data was 96.2% for 2015-2016.</p>	<p>The need to motivate and encourage Year 6 pupils to improve attendance. Structured conversations and weekly meetings with target families helped improve attendance data, thus pupil achievement.</p>	<p>£700</p>