

Pupil premium strategy statement

1. Summary information					
School	Toner Avenue Primary School				
Academic Year	2017-2018	Total PP budget	£144,080	Date of most recent PP Review	Jan '18
Total number of pupils	321	Number of pupils eligible for PP	111	Date for next internal review of this	July '18

2. CURRENT ATTAINMENT		
	Pupils Eligible for PP	Pupils not eligible for PP
% of children attaining the expected standard in Reading	39%	45%
Reading progress measure	-2.6	-2.9
Reading Scaled score	99	99
% of children attaining the expected standard in writing	56%	62%
Writing progress measure	-1.7	-1.8
% of children attaining the expected standard in Maths	39%	52%
Maths progress measure	-2.8	-1.9
Maths Scaled score	99	100
3. Barriers to future attainment (for pupils eligible for PP)		
In school barriers (issues to be addressed in school)		
A	Children join EYFS with below average skills in speaking and literacy this has an impact on reading in subsequent years	
B	Low level of parental engagement for PP children	
C	High numbers of disadvantaged families accessing social services support, Early Help	
External Barriers		
D	Attendance of disadvantaged children is lower than national averages and other children (17% persistent absences of disadvantaged pupils)	

4. Desired outcomes (Desired outcomes and how they will be measured)	Success criteria
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A.	EYFS gap between disadvantaged and non-disadvantaged diminished	63% of Disadvantaged children to make GLD
B.	Increase number of disadvantaged pupils passing phonics screen	75% of disadvantaged children pass screen
C.	Narrow the gap at the end of KS2 in mathematics between disadvantaged and non-disadvantaged children, progress.	72% of disadvantaged pupils reach the expected standard in mathematics, progress measure narrowed.
D.	Narrow the gap at the end of KS2 in RW&M combined between disadvantaged and non-disadvantaged children	60% of disadvantaged pupils reach the combined expected standards.
E.	Improve the attendance of disadvantaged pupils and reduce persistent absenteeism	Disadvantaged attendance 95% + and persistent absenteeism significantly reduced.

5. Planned expenditure

Academic year

2017-2018

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?	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?
EYFS gap between disadvantaged and non-disadvantaged diminished	<ul style="list-style-type: none"> HLTA in R frees class teacher to provided targeted support for PP children in phonics x3 20 minute sessions per week Teacher's pay particular focus to the PP children in small group time and targeted 	<ul style="list-style-type: none"> Phonics boost sessions allow the class teacher to deliver tailored and high quality phonics to a small group. Teachers have the biggest impact on children's progress. Tailored curriculum needs and small group work, delivered by the teacher ensures that the children receive the quality first teaching for their specific needs. 	<ul style="list-style-type: none"> Phonics boost sessions monitored and the progress of PP children monitored closely. Provision maps demonstrate that children are set differentiated activities and lesson observations to focus on the progress of the pupil premium children. 	EYFS lead Monitored by HT	February 2018

	activities. Provision maps show the PP children's needs and gaps are considered in every session.				
Increase number of disadvantaged pupils passing phonics screen	<ul style="list-style-type: none"> Class teachers take targeted support groups during assembly to deliver quality first teaching tailoring the sessions to the PP children's needs. In 3 whole class phonics teaching sessions, HLTA takes some of the children to allow the class teacher to provide additional input to the pupil premium children. 	<ul style="list-style-type: none"> Tailored curriculum needs and small group work, delivered by the teacher ensures that the children receive the quality first teaching for their specific needs. Regular repetition of sounds helps children to become more confident in recognising them in words. 	<ul style="list-style-type: none"> Phonics sessions monitored by English lead and local authority English lead and the progress of PP children monitored closely. Practise phonics screens show increase in score for PP children. 	Year one Staff Monitored by HT	February 2018
<p>Narrow the gap in attainment at the end of KS2 in mathematics between disadvantaged and non-disadvantaged children</p> <p>Narrow the gap at the end of KS2 in RW&M combined between disadvantaged and non-disadvantaged children</p>	<ul style="list-style-type: none"> In class highly skilled HLTA allows the class teacher to focus on the disadvantaged children in 3 sessions per week. HLTA, Class Teacher, Head teacher take 'booster groups' to ensure PP children's specific needs are met. PP children taken by class teacher and HT. Invest in high quality training to develop the mathematical reasoning across the school. LA 	<ul style="list-style-type: none"> Quality targeted teaching in small groups allows skilled teachers to focus on PP children's barriers to learning and to develop skills. Consistent whole school approach ensures that PP children (and all) have continuity as they move through the school 	<ul style="list-style-type: none"> Disadvantaged provision maps show clear targets and strategies to allow PP children to make progress. 	Year six teacher HLTA HT monitoring and support	<p>End of Autumn term 2017</p> <p>February 2018 – May 2018</p>

	maths lead				
Narrow the gaps between the disadvantaged children and the rest of the cohort across the school for attainment Narrow the gap at the end of KS2 in RW&M combined between disadvantaged and non-disadvantaged children	<ul style="list-style-type: none"> Use HLTA staff x 4 to allow teachers to deliver quality first teaching focussed on disadvantaged children. Teachers identify all PP children through provision maps and allocate dedicated teaching time to each child. 	<ul style="list-style-type: none"> Quality first teaching by the most skilled and qualified staff is proven to provide the best progress for children. Having staff clearly focussed on the disadvantaged gap allows the m to tailor a curriculum to meet specific needs 	<ul style="list-style-type: none"> Drop in sessions in Spring to monitor and assess the impact of the disadvantaged support. Termly data shows progress being made by PP children in all areas. 	HLTA staff x4 Class teachers Monitored by head and Link Governor for PP	Easter '18

Total budgeted cost					£117,359
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?
EYFS gap between disadvantaged and non-disadvantaged diminished	<ul style="list-style-type: none"> BLAST2 for targeted PP children with Language and auditory needs Using materials and resources from SALT small groups of PP children are targeted daily by the class teachers. HLTA to work with other children during these sessions. 	<ul style="list-style-type: none"> BLAST has been proven to support the development of speech, language and communication in foundation stage children. It is linked to the curriculum and is viewed as good practice in developing listening and speaking skills. S&L materials are tailored to individual needs giving regular and repeated practice at sounds and words that children find difficult 	<ul style="list-style-type: none"> Observations of BLAST sessions and recording of how the programme is tailored for specific PP needs. 	EYSF lead	Termly

Increase number of disadvantaged pupils passing phonics screen	<ul style="list-style-type: none"> Local authority English lead bought in to help make phonics teaching uniform from EYFS to Y3 	<ul style="list-style-type: none"> A consistent approach to phonics ensures those PP children who find this difficult have a smooth transition through EYFS and into KS1 	<ul style="list-style-type: none"> Regular monitoring of phonics teaching in EYFS and KS1, clear focus on the impact for PP children. 	EYFS lead English lead Support from LA E lead	Termly
Total budgeted cost					£528
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?
Improve the attendance of disadvantaged pupils and reduce persistent absenteeism	Employ senior teacher to monitor attendance and liaise with STC attendance team	Working with parents to raise the profile of good attendance has proven to be successful in the past. Overcoming barriers outside of school can be managed well during meetings with STC and attendance lead.	Monitor the PA of disadvantaged children and ensure that parents are contacted promptly when attendance becomes an issue. Use STC attendance team to chair meetings with parents and hold regular (monthly) meetings with school lead.	D. Tosh TLR2	June '18
Improve the attainment of the PP children in year 4 so that they are well prepared for the transition into upper key stage 2 and continuing into KS3	<ul style="list-style-type: none"> Reduce the class size from 36 to 18 x 2. This complex cohort did not perform well in year three. Experienced member of staff taking the majority of PP children to allow her to use experience to focus on their needs. 	Evidence shows that smaller class sizes have impact on the progress of all learners. This complex cohort means that one large class was unmanageable and the split allows teachers to clearly focus on the needs of the PP children. This cohort were identified early to allow them the best chance of making good progress as they progress through the school.	Through provision maps and Pupil Progress meetings and monitoring, teachers are held to account regarding their disadvantaged children's progress	Y4 Teachers DHT HT	
Total budgeted cost					£32,500

6. Review of expenditure				
Previous Academic Year		Budget allocation £ 131,000		
i. Quality of teaching for all				
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
Raise standards in early literacy	2 X TA targeted Literacy reading support. Phonics catch up and development in year 2 X 5 sessions per week	63.6% of PP children were working at the expected standard in reading at the end of KS1, with the gap closing between PP pupils and the rest of the cohort. 31.8% of PP children were working at greater depth which was higher than the non PP children and the LA average.	Strategy not focussed enough re evaluated with pupil premium provision maps to ensure quality first teaching for PP children	£178 per TA per week

ii 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
Raise the standards in early literacy	1 x HLTA to deliver BLAST catch up programme, targeted English and phonics support in year R and Y1. 4 sessions per year, per week	Y1 45% of PP children at age related expectations or better in reading, of the remaining 55%, 60% also had SEN. 67% of PP children made good progress from their starting points. The remaining 33% all have SEN Y1 45% of PP children at age related expectations or better in writing, of the remaining 55%, 60% also had SEN. 55% of PP children made good progress from	Although a useful scheme, BLAST is a very specifically focussed programme, this can still be used for individual children as the need arises, but time and resources will be better suited to providing quality first targeted literacy support for all groups.	£528 per week

		<p>their starting points. 33% of the children who did not make good progress have SEN. These children have been targeted in year two for additional phonics and writing support. Due to unforeseen circumstances the BLAST programme did not start until after Christmas due to staffing issues.</p> <p>61.5% of PP children passed the phonics screen. Additional support has been allocated for 2017 /18 to help these children catch up.</p>		
Narrow the gap in mathematics	4 x HLTA to deliver Sandwell mathematics programme in years 3-6 X3 sessions a week each	<p>52% of children were at age related expectations or better.</p> <p>70% of PP children made good progress from their starting points.</p> <p>25% of PP children also have SEN</p>	A review of the Sandwell intervention strategy was carried out by SENDco and HT and decided that it was not effective enough in raising attainment standards. More tailored interventions for PP children and the rest of the cohort needs to be established.	£528 per week per HLTA
Provide emotional support to the most vulnerable children	1 X HLTA trained as E.L.S.A (Emotional Literacy Support Assistant) Works 1:1 with PP children from yr 2 - 6. X5 sessions per week and additional if needed.	<p>ELSA work proved invaluable and time was at a premium for the lead. Families reported huge impact both in school and at home and children were given strategies to cope with their anxieties and feelings in a productive manner. This work was heavily supported by the Emotional Resilience team from STC.</p>	This strategy has proved valuable, although time limited this should continue and remain a key area for the emotional well being of our children	£2,000 training and resources costs £528 per week

iii Other Approaches

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
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

It has been clear that a thorough review of the PP was required. This has been completed in January 2018 and reported to governors. Moving forward the strategy now is focussed on quality teaching for all and ensuring that the most vulnerable pupils receive first class teaching.

Strategies previously in place were too focussed on intervention and 'schemes' with only a handful of students benefiting from the actions. This was not effective in narrowing the attainment gaps.