

Pupil premium strategy statement (primary)

1. Summary information					
School	Caldew Lea				
Academic Year	2017	Total PP budget	£158 680	Date of most recent PP review	Planned for Jan 2018
Total number of pupils	284 excluding nursery	Number of pupils eligible for PP	114	Date for next internal review of strategies	Jan 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	
	2016	2017
% achieving expected standard in reading, writing and maths	38.9% non-disadvantaged=42.9%	52.9% non-disadvantaged=55.6%

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.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	Behavioural issues for groups of some children
C.	Cross over with SEND
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Support from home can be mixed.
E.	Attendance rates for some pupils eligible for PP is low
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
	Success criteria

A.	Higher rates of progress across for higher achievers.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils. Measured by teacher assessments and successful moderation practices across the school and cluster. Also by internal tracking data and itrack results.
B.	Behavioural issues addressed	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Consistent approaches throughout school.
C.	Children in receipt of pupil premium in all year groups make accelerated progress	In school tracking data and statutory assessment shows children in receipt of PP make accelerated progress.
D.	Improve phonic knowledge in key stage 1	All children in receipt of pupil premium pass the phonics screening test. Children in key stage 1 achieve the expected standard.
E.	Improved attendance rates for pupils in receipt of pupil premium	Children in receipt of pupil premium have attendance above 95%

5. Planned expenditure

Academic year		2017-2018			
Desired outcome	Chosen action / approach & cost	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 results for all children in key stage 1 and in phonics testing. Improvement in reading results across all year groups	Implement Lexia £3000	EEF- Improving literacy improves student outcomes overall. Thereby reducing the attainment variation between disadvantaged and non-disadvantaged. Phonics-Research suggests that phonics is particularly beneficial for younger learners as they begin to read.	Monitoring of reading progress and attainment using itrack	Nicola Gordon Bev Pasa	July 2018

Improved feedback methods	Staff training on high quality feedback.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Devise and implement a school feedback policy.	Headteacher SLT	December 2017
Accelerated progress for children in receipt of PP	<p>One to one tuition delivered by qualified teachers. Small groups specific work with HLTAs</p> <p>£41532 + resources (£1300)</p> <p>Smaller class sizes £86 618</p> <p>Collaborative learning Staff will need to view collaborative approaches in other schools (Supply cost £1000)</p> <p>Quality first teaching</p>	<p>EEF suggest a qualified teacher is more likely to achieve greater progress and raise attainment. Intensive tuition in small groups is highly effective. Pupils are grouped according to current attainment levels or specific needs.</p> <p>EEF would suggest that progress can be made with smaller class sizes. However, the quality of teaching and learning needs to be improved through professional development opportunities to focus on the best teaching methods and approaches.</p> <p>EEF suggests that the impact of collaborative learning has a positive effect on learning. Structured approaches with well-designed tasks lead to the greatest learning gains. Therefore through implementing approaches such as the white rose hub maths planning which favours collaborative learning, results should increase.</p> <p>The Sutton Trust's report states: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.</p>	<p>Tracking and monitoring of data of disadvantaged cohort via pupil tracking and pupil progress meetings.</p> <p>Observations of teaching and learning including work scrutiny</p> <p>Robust appraisal procedures</p> <p>Observations of maths teaching. Work scrutiny</p> <p>Address underperformance Appraisal procedures Monitoring e.g. observation/work scrutiny</p>	<p>Teaching staff Responsible for own children. CL= lead</p> <p>Sarah Leigh</p> <p>Claire Little</p>	July 2018

Improved oral language skills in reception	121 and small group provision of chatterbox intervention for children in Reception. £4000	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	Reception class teachers	June 2018
Problem behaviour is addressed Improved confidence and self esteem	Develop restorative approaches and focus on positive behaviours. Use an HLTA to spend time with individual children through nurture activities. Enlist the support of parents from early on. £ 17000 Nurture Group	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. To date, five nonrandomised studies which included 1239 children and young people show that students with SEBD are significantly more likely to improve in social and emotional functioning and academic achievement by attending NG provision for at least two terms rather than remaining in their mainstream classroom.	Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Completion of Boxall profiles. Discussions with teaching staff regarding	Claire Little Celia Potts School council	December 2017 June 2018
Increased attendance rates	Pastoral support employed to monitor pupils and follow up quickly on absences. First day response provision. £ 4180	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. Administrator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Sarah Scott Joanna Palmer	Ongoing throughout year July 2018

Mastery style learning	Implementation of white rose maths hub approach for mathematics. (Staff meeting)	There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning	Results Autumn, Spring, Summer	Sarah Leigh	July 2018
Improved confidence and self esteem	Music lessons/singing/ performance activities in year 5 £1350	EEF suggests that arts participation such as music has a positive effect. Music has been shown to stimulate parts of the brain which are related to reading, writing and maths.	Monitoring of wellbeing through discussions with class teachers. Feedback from children	Claire Little Ed Taylor	July 2018
Total budgeted cost					£158 860

6. Review of expenditure				
Previous Academic Year		2016-2017		
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

Improved attainment for all children	Reduced class sizes Increase in TA support	<p>Year 6</p> <p>Year 5: Reading 92% PP children expected level Reading 69% non PP children expected Writing 58% PP children expected level Writing 69% non PP children expected Maths: 75% PP children expected level Maths 62% non PP children expected</p> <p>Year 4: Reading 78% PP children expected level Reading 90% non PP children expected Writing 73% PP children expected level Writing 76% non PP children expected Maths 68% PP children expected level Maths 81% non PP children expected</p> <p>Year 3: Reading 77% PP children expected level Reading 75% non PP children expected Writing PP children expected level Writing 75% non PP children expected Maths PP children expected level Maths 67% non PP children expected</p> <p>Year 2: Reading 27% PP children expected level Reading 80% non PP children expected Writing 50% PP children expected level Writing 65% non PP children expected Maths 64% PP children expected level Maths 85% non PP children expected</p> <p>Year 1: Reading 50% PP children expected level Reading 70% non PP children expected Writing 50% PP children expected level Writing 68% non PP children expected Maths 50% PP children expected level Maths 74% non PP children expected</p> <p>Reception: Reading ELG 50% PP children expected level Reading ELG 69% non PP children expected Writing ELG 44% PP children expected level Writing ELG 57% non PP children expected Maths ELG 44% PP children expected level Maths ELG 60% non PP children expected</p>	Small class sizes have already been established for 2017-2018, therefore this approach will continue for this academic year. However class support as a TA/STA/HLTA will be much more specific from October 2017.	£119 000
Improved self-confidence and resilience in order to be ready for learning.	Nurture group	Children who have accessed nurture group have learned strategies to deal with their emotions. Boxall profiles show improved results.	Nurture group will continue for this year.	£17 000

Improved results in maths for years 2 and 4	Small group maths work with a qualified teacher.	Year 2 results were in line with the previous year (2016.) Results between disadvantaged and non-disadvantaged as above. 30% children 2016 did meet expected level for year in maths compared to 68% in 2017	Maths support will continue, but will be more focussed to ensure all children in receipt of pupil premium reach the end of year outcomes. It will not be solely focussed in years 2 and 4. Maths support will be more specific e.g. plus 1 & power of 2 maths interventions.	£22 254
Curriculum enrichment	Music lessons and instrument hire, clubs	Some children accessed activities that they would not have previously. Increased wellbeing	Music lesson hire does not close the academic gap. However, some children who are high attaining pupils may receive instrument tuition. In addition the self-esteem of children was raised.	£5500