

North Somercotes CE Primary School



Pupil Premium Strategy Statement 2017-18 – Jan '18 Update

1. Summary information					
School	North Somercotes CE Primary School				
Academic Year	2017-18	Total PP budget	£ 82.420	Date of most recent PP Review	Feb '17
Total number of pupils	193	Number of pupils eligible for PP	62 + 1	Date for next internal review of this strategy	Apr '18

2. Current attainment			
End of KS2 outcomes (2017)	Pupils eligible for PP (12)	Pupils not eligible for PP (20)	Pupils not eligible for PP (National Average)
% achieving the expected standard in reading, writing and maths	83%	80%	67%
% achieving the expected standard in reading	83%	80%	77%
Average scaled score - reading	103.7	105.2	105.3
% achieving the expected standard in writing	83%	90%	81%
% achieving the expected standard in maths	95%	90%	80%
Average scaled score - maths	107.7	106.5	105.3
% making progress in reading	-0.8	+0.1	+0.3
% making progress in writing	-2.4	-0.4	+0.2
% making progress in maths	+3.1	+1.7	+0.3
% achieving the expected standard in English (Grammar, Spelling and Punctuation)	95%	83%	82%
End of KS1 outcomes (2017)	Pupils eligible for PP (6)	Pupils not eligible for PP (16)	Pupils not eligible for PP (National Average)
% achieving the expected standard in reading	83%	75%	79%
% achieving the expected standard in writing	50%	94%	72%
% achieving the expected standard in maths	83%	88%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school)*

A.	Increased number on roll has increased PP profile of school. For children who join the school in upper KS2 we have less time to address the gaps in learning. This impacts on the outcomes for the PP group.
B.	Maintaining funding the current teaching and support staff team to enable a full and wide range of interventions to take place daily. Also ensure daily support for all children eligible for PP funding during English and Maths lessons.
C.	EYFS baseline identifies children join our school broadly below national average. We are currently working with, and supporting, our main feeder Nursery to raise standards on entry, particularly in relation to oral language skills. Speaking and Listening skills for PP children need developing across school.
D.	Training opportunities for non-teaching staff to lead effective, consistent and measurable high-quality interventions.

External barriers *(issues which also require action outside school)*

E.	Small minority of children require nurture support at all times of the day to ensure they are calm, focused and able to tackle school life and the curriculum
F.	Attendance – some community apathy regarding importance of achieving school attendance target

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure all children eligible for PP Funding have a support and intervention programme in place to enable them to achieve the expected standard at the end of KS2	Children eligible for PP funding continue to outperform Non PP children nationally by the end of KS2. This is supported by a full and wide range of intervention support from teaching and non-teaching staff. All Non-teaching hours will be tailored to ensure the highest level of support
B.	Support and maintain current staffing structure to ensure all children eligible for PP funding receive high quality support and intervention across the curriculum.	
C.	Support increased Speaking and Listening opportunities across school including developing intervention provision for Early Years	Speaking and Listening intervention and enrichment work across school identifies increased evidence of good quality Speaking and Listening in targeted year groups. This is promoted through the school website and other correspondence. High quality Early Years intervention is in place – led by well-trained TAs
D.	Ensure all Teachers and TAs have the skills to lead effective, high quality interventions across school.	Full range of effective and high quality interventions, led by fully trained TAs, in place to cover the full range of ages and abilities in school. This further ensures that all PP children are on track to achieve the expected outcome (or better) by the end of KS2

5. Planned expenditure

Academic year **2017-18**

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?
<p>A Improve outcomes for all PP children within all groups of learners</p> <p>B Ensure children receive effective high quality interventions from all staff</p>	Staff Training to improve the quality of teaching and learning in maths	Maths has been identified as a key focus area of the SDP for 2017-18. Data analysis and in school monitoring identifies a need for increased focus in this area of the curriculum. High quality local consultant has been sourced on recommendation from Cluster colleagues and the NCETM	Consultant led programme beginning with an initial audit of maths provision identifying a rigorous programme of CPD to be planned and delivered across the year (including INSET Days and Twilight sessions)	HT Maths Lead	Autumn Term 2017
<p>C Improve Oral Language skills in Early Years</p>	Staff training on developing oracy across the full range of abilities in Early Years	PP funding will be used to invest in longer term change supporting and developing language skills from an early age. EEF toolkit will be used to source an appropriate, high quality intervention.	Full involvement in training programme from staff in Early Years. Training will be disseminated to all members of the Early Years team	Early Years Lead	Autumn Term 2017
<p>B Ensure children receive effective high quality interventions from all staff</p> <p>D Ensure all staff fully trained to deliver high quality interventions to all groups of learners</p>	Undertake a full review of TA hours to ensure the use of TAs is maximised ensuring full opportunity for teacher/TA liaison	Following research by the EEF and our involvement in the Lincolnshire Mobilise project we understand the importance of ensuring appropriate teacher/TA liaison time. Our SLT has worked closely to configure how this works best for our school	Mobilise project lead in school to monitor impact and effect through regular communication with all staff. Clear guidance has been established for all staff to follow.	Mobilise Project Lead	Autumn Term 2017
Total budgeted cost					£12,600

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?
<p>D Ensure all staff fully trained to deliver high quality interventions to all groups of learners</p>	<p>Full scale programme of TA training, including peer and school to school observations, to enable children to be expertly supported through all parts of the lesson and through interventions</p>	<p>Full engagement with the Mobilise Project led by Lincolnshire Learning Partnership, in conjunction with the Educational Endowment Foundation (EEF). CPD programme based on extensive research to ensure best practice disseminated through school</p>	<p>Mobilise project lead in school to ensure all TAs are fully communicated to through regular meetings</p>	<p>Mobilise Project Lead</p>	<p>Autumn Term 2017</p>
<p>B Ensure children receive effective high quality interventions from all staff D Ensure all staff fully trained to deliver high quality interventions to all groups of learners</p>	<p>Introduce a full range of published interventions into school to ensure all age ranges can be supported effectively in Maths and English, if required</p>	<p>EEF research has supported identification of a number of interventions and both the HT and Mobilise lead attended an Intervention Fair hosted by Lincolnshire Learning Partnership. Interventions include:</p> <ul style="list-style-type: none"> • Catch Up (Lit/Num) • Abracadabra • Nuffield Early Language 	<p>Mobilise project lead, in conjunction with DHT, to monitor impact and effect through regular communication with all staff.</p>	<p>Mobilise Project Lead DHT</p>	<p>Autumn Term 2017 – Full Intervention Review by DHT</p>
<p>A Improve outcomes for all PP children within all groups of learners</p>	<p>Intervention booster sessions to support improved outcomes at the end of KS1 and KS2 – led by experienced teachers</p>	<p>2 x teachers with experience of the KS1 and KS2 assessment requirements will support PP children in achieving the highest outcomes through booster intervention</p>	<p>Monitored by HT through Pupil Progress meetings, in line with monitoring and evaluation schedule</p>	<p>Y2/Y6 teachers HT</p>	<p>Analyse end of academic year outcomes 2017</p>
Total budgeted cost					£52,000

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?
<p>E Nurture Support for vulnerable children to support them in fully accessing school life and the curriculum A Improve outcomes for all PP children within all groups of learners</p>	<p>Ensure all children are fully nourished and supported to tackle all areas of school life through:</p> <ul style="list-style-type: none"> • Breakfast Club • Break/Lunch Nurture Groups • School Lunches • Educational Visits • Music/Arts Provision • Social/Emotional support programmes • EWO support • Speaking and Listening 	<p>Our school community serves a diverse range of needs, including over 30% disadvantaged. This equates to nearly 1 in every 3 children. Through our outstanding school kitchen we are able to offer bespoke support with food and food education. We also ensure no child eligible for PP funding misses an opportunity to engage with educational visits, music, the arts or the wider curriculum.</p>	<p>HT and School Business Manager have excellent relationships with the whole school community and can address any need as they arise. Communication between home and school is excellent and we ensure PP families are aware of the opportunities available.</p>	<p>HT Business Manager</p>	<p>Autumn Term 2017</p>
<p>E Nurture Support for vulnerable children to support them in fully accessing school life and the curriculum A Improve outcomes for all PP children within all groups of learners</p>	<p>Ensure children eligible for PP receive swift and effective intervention to support SEN and Disabilities through:</p> <ul style="list-style-type: none"> • Specialist teacher support • Counselling • Nurture support • Social/Emotional support programmes 	<p>As outlined in the SEN/D code of practice we have a responsibility to ensure as full as possible inclusion for this group of children. At North Somercotes CE Primary School we are committed to ensuring this is the case.</p>	<p>SENCo will monitor through EHCPs, IEPs or through Provision Maps to ensure the needs are being met for this group of children. Our school is well respected locally in relation to SEN provision and children in this group achieve well – regular monitoring by the SENCo/HT will ensure this remains the case.</p>	<p>SENCo</p>	<p>Autumn Term 2017</p>
Total budgeted cost					£13,860

6. Review of expenditure – January 2018

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
<p>A Improve outcomes for all PP children within all groups of learners B Ensure children receive effective high quality interventions from all staff</p>	<p>Staff Training to improve the quality of teaching and learning in maths</p>	<p><i>Outcomes for 2016-17 evidence continued strong outcomes for PP children at the end of KS2 – outperforming National non-PP in the large majority of areas, especially in maths. An increased range of high quality interventions are being used supporting increased numbers of children working at Exp+ across school. This are monitored by the SLT through our TA support programme led by our DHT and through Provision Mapping – with a key focus on impact.</i></p>	<p><i>We will continue to use evidence based practice to source intervention material. We may have been over ambitious by planning to implement too many new interventions at once. Time must be given to embed these before we move on to the next one. These will continue to be a key focus of our Provision Maps.</i></p>	<p>On track for identifiable spend</p>
<p>C Improve Oral Language skills in Early Years</p>	<p>Staff training on developing oracy across the full range of abilities in Early Years</p>	<p><i>This objective is being transferred to the next academic year to enable full and appropriate time to be focused on embedding fully.</i></p>	<p><i>Due to a significant number of new interventions being implemented at the same time it was considered that we would delay this intervention until the next academic year.</i></p>	<p>Funds transferred to increased targeted intervention</p>
<p>B Ensure children receive effective high quality interventions from all staff D Ensure all staff fully trained to deliver high quality interventions to all groups of learners</p>	<p>Undertake a full review of TA hours to ensure the use of TAs is maximised ensuring full opportunity for teacher/TA liaison</p>	<p><i>As a result of increased opportunities for teacher and teaching assistants to discuss learning, assessments and next steps we have seen significantly improved progress for all groups of pupils. TAs are now trained more effectively to ensure all intervention have maximum impact on pupil progress. PP children at the end of KS2 – outperform National non-PP in the large majority of areas.</i></p>	<p><i>Continue to invest in the training and development of teaching assistants and ensure that teacher/TA liaison time is timetabled for within the whole school non-teaching support programme.</i></p>	<p>On track for identifiable spend</p>

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
<p>D Ensure all staff fully trained to deliver high quality interventions to all groups of learners</p>	<p>Full scale programme of TA training, including peer and school to school observations, to enable children to be expertly supported through all parts of the lesson and through interventions</p>	<p><i>As a result of increased opportunities for teacher and teaching assistants to discuss learning, assessments and next steps we have seen significantly improved progress for all groups of pupils. TAs are now trained more effectively to ensure all intervention have maximum impact on pupil progress. PP children at the end of KS2 – outperform National non-PP in the large majority of areas.</i></p>	<p><i>Continue to invest in the training and development of teaching assistants and ensure that teacher/TA liaison time is timetabled for within the whole school non-teaching support programme.</i></p>	<p>On track for identifiable spend</p>
<p>B Ensure children receive effective high quality interventions from all staff D Ensure all staff fully trained to deliver high quality interventions to all groups of learners</p>	<p>Introduce a full range of published interventions into school to ensure all age ranges can be supported effectively in Maths and English, if required</p>	<p><i>Outcomes for 2016-17 evidence continued strong outcomes for PP children at the end of KS2 – outperforming National non-PP in the large majority of areas, especially in maths. An increased range of high quality interventions are being used supporting increased numbers of children working at Exp+ across school. This are monitored by the SLT through our TA support programme led by our DHT and through Provision Mapping – with a key focus on impact.</i></p>	<p><i>We will continue to use evidence based practice to source intervention material. We may have been over ambitious by planning to implement too many new interventions at once. Time must be given to embed these before we move on to the next one. These will continue to be a key focus of our Provision Maps.</i></p>	<p>On track for identifiable spend</p>
<p>A Improve outcomes for all PP children within all groups of learners</p>	<p>Intervention booster sessions to support improved outcomes at the end of KS1 and KS2 – led by experienced teachers</p>	<p><i>Intervention programme in line with 2016-17 to be replicated in 2017-18. Spring Term intervention of, at least, 1 full days extra support a week targeted at children who need support to reach the expected standard. Intervention TA also works with specifically targeted groups to ensure outcomes are maximised and every child, including those eligible for PP funding achieve their potential. Monitor for 2017-18</i></p>	<p><i>Continuously review intervention programme. Liaise with KS2 staff re Easter school provision</i></p>	<p>On track for identifiable spend</p>

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
<p>E Nurture Support for vulnerable children to support them in fully accessing school life and the curriculum</p> <p>A Improve outcomes for all PP children within all groups of learners</p>	<p>Ensure all children are fully nourished and supported to tackle all areas of school life through:</p> <ul style="list-style-type: none"> • Breakfast Club • Break/Lunch Nurture Groups • School Lunches • Educational Visits • Music/Arts Provision • Social/Emotional support programmes • EWO support • Speaking and Listening 	<p><i>12+ PP children regularly attend Breakfast Club ensuring they have a nourishing and healthy start to the school day. This supports attaining good or better outcomes. Outcomes for 2016-17 evidence continued strong outcomes for PP children at the end of KS2 – outperforming National non-PP in the large majority of areas, especially in maths.</i></p> <p><i>Intervention TA supports specific PP children during lunch time ensuring behaviour management is dealt with in a positive way.</i></p> <p><i>High proportion of PP children access music provision – without this being funded by school the children would not be able to access this.</i></p> <p><i>EWO/Specialist Teacher work with a number of PP children – attendance for PP children is line with attendance for non-PP.</i></p> <p><i>Speaking and Listening project introduced for 2 x classes with high levels of PP children – this was a huge success and supported increases in confidence –contributing to increased outcomes for this group of children.</i></p>	<p><i>The large majority of these approaches will be continued using next year's PP funding. All social/emotional support will be continued. We will continue to ensure we identify the needs of all children and act decisively when planning and allocating support.</i></p> <p><i>Speaking and Listening intervention to be targeted at current Y5. This cohort has had a number of additions and this will ensure we further meet their needs</i></p>	<p>On track for identifiable spend</p>
<p>E Nurture Support for vulnerable children to support them in fully accessing school life and the curriculum</p> <p>A Improve outcomes for all PP children within all groups of learners</p>	<p>Ensure children eligible for PP receive swift and effective intervention to support SEN and Disabilities through:</p> <ul style="list-style-type: none"> • Specialist teacher support • Counselling • Nurture support • Social/Emotional support programmes 	<p><i>We work with a counsellor who has regular sessions with some PP children based on their social and emotional needs.</i></p> <p><i>We ensure PP children are able to access all visits and extra-curricular provision – no child misses out on any aspect of school life for purely financial reasons.</i></p> <p><i>The full package of intervention and support both at a social and emotional level as well as an academic level contributes to the successful outcomes for PP children at North Somercotes CE Primary School.</i></p>		