

# Pupil Premium Strategy Statement (primary)

2016/17

1. Summary information					
<b>School</b>	Prescot Primary				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£174,000	<b>Date of most recent PP Review</b>	-
<b>Total number of pupils</b>	455 (inc. Nursery)	<b>Number of pupils eligible for PP</b>	131	<b>Date for next internal review of this strategy</b>	March 2017

2. Current attainment		
Based on End of KS2 2015 (data from RAISE Page 50 2015)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	68% (22 children)	85%
<b>% expected progress in reading</b>	95%	92%
<b>% expected progress in writing</b>	100%	95%
<b>% expected progress in maths</b>	100%	91%

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, such as poor oral language skills</i> )	
<b>A.</b>	On entry, language skills are lower for PP pupils
<b>B.</b>	Curriculum: Lack of engagement with reading within school (Boys in particular and in Upper KS2). Phonics results show 74% PP children achieved expected at end of KS1 compared to 92% National other.
<b>C.</b>	Writing: PP children are making less progress in writing at KS2 compared to national other.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Closure of local library.
<b>E.</b>	Attendance: Absent rate for free school meal children was 5.7% compared to 3.5% National other. (5.4% National FSM)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in EYFS class.	Pupils eligible for PP in Reception show expected attainment by the end of the year so they meet ARE.

<b>B.</b>	Raise profile of reading within school and ensure PP children have access to quality reading materials and to be able to support parents. Apply to Liverpool Reading Quality Mark	Engage with reading Quality mark and implement suggested strategies. Children accessing reading materials through use of iPads. Increase roll out of iPads to year 3 to have access. Achieve Gold Quality reading status
<b>C.</b>	Increase % of PP children achieving expected standard at Phonics screening test in Year 2	CPD for all teachers and support staff. Rigorous strategies consistent across KS1 Parental engagement with the programme and home school reading.
<b>D.</b>	Revise the current intervention strategies in relation to writing and review expertise of support staff. Literacy and Language strategy in place from Year 3 to Year 5. Staff fully trained and has attended development days. PP children targeted throughout lessons and signposted for Fresh start intervention	Diminishing the differences between PP children and other.
<b>E.</b>	Ensure Maths attainment/progress is maintained at end of KS2.	% of PP pupils progress is at least level of other pupils

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2016/17</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>
<b>A.</b> Improve oral language skills for pupils eligible for PP in EYFS class.	Staff training and CPD to improve intervention allowing for early identification. (2yr old provision)	We have just opened a new 2yr old provision for children from disadvantaged backgrounds. The EEF toolkit recognises that early years and Pre school intervention is beneficial and it appears to be of a particular benefit to low-income families. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	Courses selected using evidence of effectiveness co-ordinated by the school SENDCo. Regular reviews of children receiving support. Sharing of effective strategies between staff	<b>S. Loftus (SENDCo)</b>	January 2016
<b>D.</b> Writing: PP children are making less progress in writing at KS2 compared to national other.	CPD for all staff – Feedback and quality of marking. Pilot Literacy and Language programme in current Yr4 to improve reading and writing attainment	PP children making less progress than others. We want to ensure that PP children can achieve high attainment – by training relevant teachers on L&L programme.	Year 4 teachers to attend L&L course by Easter. Ensure marking policy adhered too through lesson observations and progress meetings.	Literacy Leader	March 2016
<b>A.C.</b> Additional Staff in Early Years, Year 1 and Year 2.	Deployment of TAs to support provision and reduce increase staff to pupil ratios.  Increase staff capacity for Creche and 2 Year Old provision.	EEF evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.	Professional development, including specialist RWI training.	J.Ewing	March 2016
<b>Total budgeted cost</b>					£55,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen</b>	<b>What is the evidence and</b>	<b>How will you ensure it is</b>	<b>Staff lead</b>	<b>When will you review</b>

	<b>action/approach</b>	<b>rationale for this choice?</b>	<b>implemented well?</b>		<b>implementation ?</b>
A. Improve oral language skills for pupils eligible for PP in EYFS class.	121 small group provision of BLAST S&L intervention	Targeted catch up for identified PP children in a small group situation. Programme has been independently evaluated and shown to be effective.	Organise timetable to ensure that staff delivering provision have sufficient prep and delivery time. Consult local EYFS settings, which have used the programme to identify potential barriers to good implementation.	Nursery and Reception teachers	January 2016
B. Writing: PP children are making less progress in writing at KS2 compared to national other.	Year 4 to pilot Literacy and Language programme Introduction of Fresh Start programme to identified Children Inc. PP children	Some of the children identified need targeted support to catch up.	Delivery time of L&L daily Lesson observation/progress meeting to identify progress with identified children.	E.Kearney	June 2016
E. Provide catch up Maths tuition for targeted pupils	1:1 Maths Tuition.	1:1 or small group approaches have been successful in previous years.  Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	Highly trained Maths teachers deployed for short regular sessions.	C.Scott	June 2016
<b>Total budgeted cost</b>					£20,000
<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>
B.. Raise profile of reading within school and ensure PP children have access to quality reading materials	Apply for Quality reading mark status to raise profile of reading within the school  Plans to include a new school library within school  I pads to be rolled out to other year groups allowing more access to online books – research My BB	Allow children (and parents) more access to reading books.  On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.	Award of Quality reading mark status	S. Curtis	March 2016
D. Revise the current intervention strategies in	Roll out Literacy and Language programme to	On average, reading comprehension approaches improve learning by an	CPD of all staff involved to ensure that they can deliver quality lessons	E. Roxbrugh	June 2016

<p>relation to writing and review expertise of support staff. Literacy and Language strategy in place from Year 3 to Year 5. Staff fully trained and has attended development days. PP children targeted throughout lessons and signposted for Fresh start intervention</p>	<p>Year 4 as a pilot</p> <p>Complete an audit on current intervention classes and the impact shown</p> <p>CPD for HLTA to deliver Fresh Start programme</p>	<p>additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p>Allow HLTA to deliver FS programme to identified pupils</p>	<p>within the programme.</p>		
<p>A-E. Close the digital divide. Provision of 1:1 iPads for KS2 pupils.</p>	<p>Continue roll out into Y3.</p> <p>Revise management of devices and audit of useful Apps.</p> <p>Staff training through Apple.</p>	<p>To enable equality of access for all pupils to the digital environment.</p> <p>To develop all pupils capacity to engage in technology for learning in a useful and safe manner.</p>	<p>School is an accredited Apple Regional Training Centre and an Apple Distinguished School.</p>	<p>L.Seddon</p>	<p>May 2016</p>
<p>A-E. Provide social and emotional support to pupils and families.</p>	<p>Provision of Learning/Family Mentors and Play Therapist.</p>	<p>On average, social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p>	<p>Highly trained and effective inclusion team.</p>	<p>S.Loftus</p>	<p>June 2016</p>
<p>A-E. Provide Educational Visits</p>	<p>Subsidise costs of school visits and outdoor learning.</p>	<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>Specialist school visits and a range of quality outdoor experiences.</p>	<p>L.Seddon</p>	<p>March 2017</p>
<p>A-E. Adopt Learning Without Limits approach and build on Growth Mindset work.</p>	<p>Staff training and build challenge based curriculum supported with new assessment system.</p>	<p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these</p>	<p>CPD and Inset. Staff visits to Wroxham Primary School. Membership of Beyond Levels.</p>	<p>S.George</p>	<p>June 2017</p>

		strategies can be particularly effective for low achieving and older pupils.			
<b>Total budgeted cost</b>					£100,000

6. Review of expenditure				
Previous Academic Year		2015/16		
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
Expected progress at the end of KS2	Teacher support for groups.	95% - 100% expected progress for FSM6 across RWM.	Continue use of cross over days to provide extra support.	£10,800
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
SATS support for End of KS2	1:1 Tuition	95% - 100% expected progress for FSM6 across RWM.	Timing of tuition. Start earlier in the year.	£2,550
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
Support for Wave 2 groups in RWM. From Y3 -6.	Opportunity Classes	Good progress made by groups.	Review intervention style in line with Learning Without Limits approach, RWI and Lit and Lang Fresh Start.	£36,900
7. Additional detail				
Where reference is made to PP pupils this refers to pupils who are eligible for free school meals and meet the criteria as set out by the Government, see <a href="http://www.gov.uk">www.gov.uk</a>				