

# Prescot Primary School - Pupil Premium Strategy Statement.

2017/18

1. Summary information					
School	Prescot Primary School				
Academic Year	2017/18	Total PP budget	£171,000	Date of most recent PP Review	March 2017
Total number of pupils	455 inc N	Number of pupils eligible for PP	131	Date for next internal review of this strategy	July 2017

2. Current Attainment and Progress		
Based on end of KS2 2016 - 17 children	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	27%	67%
% EXS in reading	46.7% (-2.68)	77% (0.33)
% EXS in writing	27% (-8.33)	81% (0.17)
% EXS in maths	47% (-2.66)	80% (0.28)

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> )	
A.	Gap between PP children and others in reading at the end of KS2 is significant (37% compared to 71%)
B.	53% PP children at KS2 are not meeting the expected standard in maths
C.	% PP pupils at KS1 achieving Greater Depth at Writing is 4%. This is 3% less than National disadvantaged. KS2 PP children also fall behind national others.
D.	%PP pupils achieving GLD at end of EYFS is 36% compared to 72% national other
E.	%PP pupils achieving RWM combined is 32% compared to 60% nationally
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
F.	Attendance rate for PP is 94.9% / 94.8% (16/17) Lates for FSM = 3.6%, Non PP = 1.1%
G.	On entry, language skills are lower for PP pupils

<b>4. Desired outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Increase attainment in Writing and SPAG at KS2. Particular focus on PP group and developing Greater Depth across all pupils.	Increased amount of pupils achieving GD in Writing. Diminish differences between PP and non PP groups.
<b>B.</b>	Increased attainment in Maths at EYFS esp the PP group. Also focus on developing work at greater depth.	More evidence of practical maths within lessons supported by a strong scheme of work consistently taught by all staff  Close gap between PP children and others All staff to attend CPD sessions (Numicon, White Rose)
<b>C.</b>	To improve punctuality and attendance for all children.	Number of recorded lates to be reduced.
<b>D.</b>	Reduce absenteeism for the FSM/PP and Girls group.	Absence rate to be below National.
<b>E.</b>	Increase % of FSM/PP pupils achieving GLD at end of EYFS.	Increase % of FSM/PP achieving GLD to at least National FSM measure.
<b>F.</b>	Equality of access to digital learning and home/school communication.	All pupils have equal access to digital learning platforms.
<b>G.</b>	Provide support social and emotional support for vulnerable pupils and families. A high proportion are FSM/PP.	Increased levels of engagement in school.
<b>H.</b>	Increase the % of PP (and non-PP) pupils achieving combined RWM at KS2	Higher % of PP pupils attaining combined RWM measure.
<b>I.</b>	Increase the % of PP (and non-PP) pupils achieving EXS+ in Reading	Higher % of PP pupils achieving EXS+ in Reading.

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 ?
A. KS2 to access Literacy and Language Programme (with exception of Year 6)	Years 3, 4 and 5 to follow L&L programme on a daily basis to improve skills in reading and writing	Successful implementation in previous Year 4 (Pilot year) We want to ensure that all pupils follow a coherent scheme of work and ensure PP children can achieve high attainment	Progress meetings with teachers twice a year. Development days held termly with outside support from L&L lead practitioner	L. Seddon J. Gemmel	Sept 2017
A. To further develop Fresh Start Intervention programme in Upper KS2	Train HLTA in delivery of Fresh Start Programme for Years 5 and 6 (Year 5 catch up).	PP children are making significantly less progress in reading compared to others	Progress meetings with teachers twice a year. Development days held termly with outside support from L&L lead practitioner HLTA to attend training	J.Ewing/J.G emmell D.Molloy	June/July 2017
B. Increase in Maths attainment in the Early Years.	Introduction of Numicon - all staff to attend CPD session for training. Follow White Rose Scheme of Work. Arbor tracking system updated to compliment KPI grids.	NCTL study has shown that a Numicon Intervention Programme, " <i>consistently appeared to improve mathematics attainment and progress rates, particularly for FSM pupils .</i> "	All staff to attend CPD session. Follow up on staff not able to attend  Progress meetings with teachers twice a year  Development days	C. Scott	July 2017

B. Increase number of children working at GD in Maths at EYFS.	Membership of the Primary Maths Specialist Programme. Part of NW Maths Hub 3.	Part of the school's strategic review of Maths provision.	CPD - Developing Mathematical fluency in the Early Years.	M.Blackburn	July 2017
C. Additional Staff in Early Years, Year 1 and Year 2.	Deployment of TAs to support provision (including RWI) 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 2017
<b>Total budgeted cost</b>					£60,000
<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>
H Increase % attaining EXS+ in Maths	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 2017
I Increase % attaining EXS+ in Reading	Provide Fresh Start RWI intervention for Y5 and Y6	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	Highly trained HLTA. Programme consistent with whole school RWI approach.	J.Ewing J.Gemmell D.Molloy	June 2017
<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>C and D.</b> To improve punctuality for all children.	Introduce a breakfast provision into our early doors initiative. Doors open at 8.30am - children will have access to free cereal in class before registration.	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a <a href="#">randomised controlled trial</a> published by the <b>Education Endowment Foundation (EEF)</b>	Training of TA's and Pupil Leaders	L.Seddon	June/July 2017
<b>E</b> Diminish the difference between PP and non PP pupils at EYFS.	Create new outdoor Learning space and routines for EYFS. Shared space for 2YO, Nursery and Reception.	Disadvantaged children make the best progress; when younger children play alongside their older peers. when pupils access early education in the same setting.	Leadership of Early Years. Training of TAs. Deployment of staff.	E.George	June/July 2017
<b>E</b> Diminish the difference between PP and non PP pupils at EYFS.	Participation in the EEF funded Peep Learning Together Programme.	The Peep Learning Together Programme is an early intervention which supports parents to understand more about how children learn - and to do more of the things at home which make a difference to children's outcomes, like singing, sharing books and stories and talking about a wide range of ideas, thoughts and feelings	Support by EEF and Peep. Ensure time and resources are targeted to support successful implementation.  Existing positive evidence about the Programme which has already been established by the University of Oxford.	E.George	July 2018
<b>F</b> Equal access to learning technology for all pupils.	Provision of 1:1 iPads for KS2 pupils.	EEF - studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months).... technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practise more.	School is an accredited Apple Regional Training Centre and an Apple Distinguished School.	L.Seddon L.Wiltshire	December 2017
<b>I</b> Extend reading opportunities at home and school.	Continue provision of My Book Blog. - Online and real books.	Extension of last year's succesful trial funded by RWI.	All KS2 pupils have access to an iPad.  Integrated into Reading for Pleasure strategy.	L.Seddon	March 2018

<p><b>G</b> 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>December 2017</p>
<p><b>A- H</b> Continue 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 strategies can be particularly effective for low achieving and older pupils.</p>	<p>CPD and Inset. Staff visits to Wroxham Primary School. Membership of Beyond Levels.</p>	<p>S.George</p>	<p>June 2017</p>
<p><b>Total budgeted cost</b></p>					<p>£90,000</p>

6. Review of expenditure				
Previous Academic Year				
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
Improve oral language skills for pupils eligible for PP in EYFS class.	121 small group provision of BLAST S&L Intervention	Provision for small targeted groups worked. Only small but expected progress was made.	Programme will not continue next year as staffing ratios were affected.	£2,000
Writing: PP children are making less progress in writing at KS2 compared to National Other.	Pilot Literacy and Language programme.	Programme received very well by Year 4.	Literacy and Language programme to be rolled out to Years 3 and 5.	£5,000
Additional staff in Early years, Year 1 and Year 2	Deployment of staff to enable small group targeted approach to RWI	Current structure of RWI would be impossible without extra trained members of staff. Combined Y1 and Y2 phonics results are the best the school has achieved.	Continue with current approach. We believe that by supporting the Early Years with well trained staff we are reducing the risk of interventions in further school years.	£50,000
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
Provide catch up for Maths tuition for targeted pupils	Pre learning groups during the afternoon to enhance knowledge and prepare children for next lesson  After school club to provide extra provision	Difficult to compare impact with previous years as no measure of expected progress is available.	It is felt that the catch up approach is valuable and although there are no progress measures the in school gap between PP and non PP is at its smallest in Maths.  Maths catch up will continue in small group form but will be available to all pupils.	£20000
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	Cost
Raise profile of reading	Apply for Liverpool	Gained Reading Quality Mark - Gold status.	New reading action plan needs to build on success of the	£5,000

within school and ensure PP children have access to quality reading materials and to be able to support parents.	Reading Quality Mark	Reading has become a high expectation at Prescott Primary.	Reading Quality Mark. Continue investment in books and school Library.	
Revise the current intervention strategies in relation to writing and review expertise of support staff.	Literacy and Language Programme. Fresh Start Y5 and 6.	Literacy and Language strategy in place form Year 3 - Year 5. Staff fully trained and has attended development days. PP children targeted throughout lessons and signposted for Fresh Start intervention.	Continue programme into Year 2 and Year 6.	£12000
Close the digital divide. Provision of 1:1 I pads for KS2 pupils	1:1 Provision of iPads	All KS2 pupils have equal access to learning technology both at home and school.	Key strategy to support learning and increase home/school links.	£20000
Provide social and emotional support to pupils and families	Provision of Learning/Family Mentors and Play Therapist.	Crucial support for wellbeing, mental health and social care demands of the school community.	Key to success for many pupils. Engagement with social care and other agencies including Early Help.	£50000
Provide educational visits	Subsidise cost for FSM families.	Estimated £3000 in addition to budgeted costs.	Very little local evidence of impact.	£8000
Adopt Learning without Limits approach and build on Growth Mindset work	Challenge based Learning.	Pupils understanding self regulation and increased resilience when learning	Need to build on practical approaches for teachers.	£1200

## 7. Additional detail

The following information can be found at The Education Endowment Foundation's Family of Schools Database.

<https://educationendowmentfoundation.org.uk/resources/families-of-schools-database/prescot-primary-school-l34-2ta/>


The following charts presents the characteristics and performance of our most similar schools. The figures combine data from 2011-15, to produce an overall five year average. The national average line for Pupil Premium pupils is shown automatically.

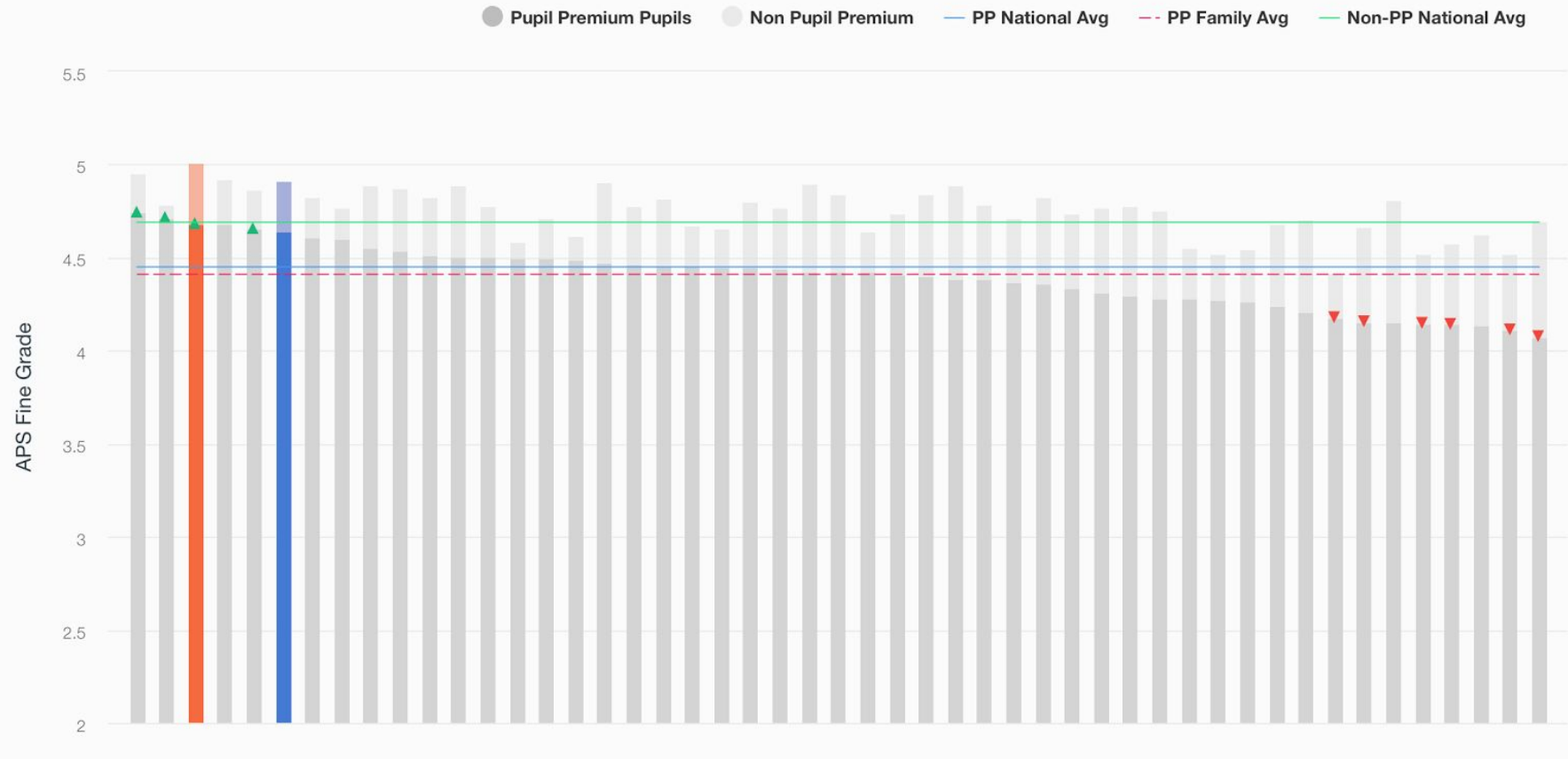
The Orange Bar represents Prescott Primary School.



Your Family of Schools presents the characteristics and performance of your most similar schools.


The figures combine data from 2011-15, to produce an overall five year average. The national average line for Pupil Premium pupils is shown automatically.

chart options 



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