

Pupil premium strategy statement: Prescott Primary School - 2018/19 (Last edited 27/03/19)

1. Summary information (Based on census taken Jan 2018)					
School	Prescot Primary School				
Academic Year	2018-19	Total PP budget	£178,120	Date of most recent PP Review	June 2018
Total number of pupils	448 inc N	Number of pupils eligible for PP	131 inc N	Date for next internal review of this strategy	February 2019

Current attainment based on the end of KS1/2 data 2017-2018 KS1: 60 pupils KS2: 61 pupils Pupil Premium: EYFS 14 pupils. KS1: 15 pupils KS2: 23 pupils			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Current school attainment (All pupils)</i>
EYFS - % of chn reaching GLD	64%	69.9%	70%
% achieving in reading, writing and maths	KS1 21% /0% KS2 57% /0%	KS1 76% /9% KS2 57% /11%	KS1 74% KS2 58%
% making progress in reading	KS1 21% /7% KS2 70% /30%	KS1 80% /17% KS2 70% /27%	KS1 74% KS2 73%
% making progress in writing	KS1 21% /0% KS2 74% /4%	KS1 78% /15% KS2 76% /19%	KS1 74% KS2 69%
% making progress in maths	KS1 21% /21% KS2 65% 9%	KS1 83% /13% KS2 62% /22%	KS1 74% KS2 73%
% of KS1 pupils achieving required level in phonics	(18) 61%	(53) 83%	(56) 88%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor levels of oracy impact on R,W,M at the end of EYFS and KS1
B.	Pupils in KS1 are lacking wider opportunities to read for pleasure, limiting skills for recall, inference and prediction; this then impacts on writing skills.
C.	Pupils in KS1 and KS2 are finding it difficult to reach the expected standards for maths.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Persistent absenteeism is high within the PP group. 20% of pupils are PA, with 45% of this group being PP pupils.

E	High percentage of incidents relating to social & emotional/home issues, particularly within the PP group.	
F	Inequality of access to digital technology, used to support learning and aid home-school communication.	
3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Raise oracy skills across EYFS and KS1, to particularly bring PP children in line with non-PP children at the end of KS1 in RWM.	PP data to indicate the gap has closed and in line with national at the end of each key stage. Review of SEND children with specific SLCN shows progress for these children.
B.	A range of strategies will be implemented to provide more opportunities for KS1 children to read for pleasure. This will increase time spent reading and –importantly – talking about books, leading to increased engagement and attainment in reading at the end of KS1 for ALL children	Data will show an increase in attainment in reading for children at the end of KS1, with PP data showing the gap has closed and is inline with national.
C.	More children at the end of KS1 and KS2 will reached the national standard for maths.	End of key stage data will show an increase in the number of children achieving the expected standard in maths. In year assessments to show increased attainment and progress. PP data will show the gap has closed and is more in line with national.
D.	Reduce persistent absenteeism for ALL children, with much reduced rates for those PP PA children.	Attendance data to show increased rates for whole school reaching the school target of 96%. Attendance data to show reduced PA children within the PP group. Increased interactions and progress with parents of PA children.
E.	Strong pastoral and social & emotional support will be offered to vulnerable pupils/families with barriers to learning reduced or removed.	Incidents dealt with swiftly and comprehensively to allow children to access their learning. Actions put in place to support the child in school and if need be, support the family. Fewer absences recorded for these children and less disruption to learning. Data logged on CPOMS.
F.	Provide equality of access to digital learning in Key Stage 2, boosting access to online reading and maths materials that will support learning across all subjects.	All pupils will engage with learning opportunities provided via the iPad, including increased home learning. 1:1 iPads to support the ‘Accelerated Reading’ programme, ‘STAR Maths’, ‘SPAG.com’ and ‘TT Rock Stars’ across KS2. Assessments to inform teacher judgements and inform rigorous target setting.

4. Planned expenditure					
mic year	18/2019				
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. Improved levels of oracy throughout the school in order to enhance pupils responses in RWM.	To employ strategies/audit tools suggested by The communication Trust (W.Lee) and 'I can' to strengthen staff CPD across school.	SEN Need statistics from Reception to Y6 identify Speech, language and Communication as being the area with the highest need. 52 children have been identified as having SCLN. 58% of SEND children have SCLN, with 12% all non-SEND pupils also experiencing difficulties. Of these 52 pupils,25 are PP.	Talk Boost Project – children will be assessed before/after using the strategy's materials. Lead Teachers to co-ordinate, collect and collate data. Impact will monitored and reviewed. Action plan to support this.	Julie Hewitson (KS1/2 SENDCo)	July 2019
	To purchase the 'Early Talk Boost' and 'Talk Boost KS1' strategy and train staff to implement this 9 or 10 week intervention.	The Talk Boost programmes can enable children to make 6 months progress within 9 or 10 weeks.	Review of 'Talk Boost' training, with teaching assistants training to follow.	Emma George (EYFS SENDCo)	
	SENDCos to lead oracy development programme across school.	Analysis of reading assessments at the end of KS1 and 2 indicates that answers involving inference are under-developed. This can be addressed by building pupils' oral responses in small groups, alongside reading quality texts together.		Lisa Seddon Deputy	
	Raise the importance of oracy with parents and families. Share guidance and national expectations.	The application of maths skills to problem solving activities is also a highlighted issue. Strategies to support listening and speaking must be taught and not assumed. Audit tools and oracy techniques should also impact on maths data across all key stages.			
	IGNITE TSA CPD on oracy, eg 'Deepening learning through vocabulary, voice and curriculum design'.	EEF research shows that oral intervention strategies can achieve +5 months progress.			
				Total cost	Talk Boost: £15000
B. Increased progress in outcomes in reading	Introduce Literacy & Language to Y2 after completing bridging	Y3 teachers have identified issues with children adjusting to the Literacy & Language strategy. This causes a delay in progress as	Accelerated Reader – pupil data. Share with parents at parents' meetings or when needed.	Lisa Seddon Deputy	July 2019
				Sue Curtis	

<p>at the end of key stage 1 and 2.</p>	<p>modules. (Summer Term) Purchase L&L anthologies and pupil books. This will support Y2 in becoming Y3-ready by July. L&L Training for Y2 teacher.</p> <p>Continue to develop the 'Accelerated Reader' strategy throughout KS2. Introduce to some children in Y2 to get them Y3-ready.</p> <p>Accelerated Reader Lead to promote quality texts for KS2 children and ensure extensive choice within the school library. Regular audit of books, new releases etc to capture interest.</p> <p>Reading Review via the 'Reading Quality Mark' scheme.</p> <p>Increase reading areas around school and develop focus for each. Children to have free use where possible.</p>	<p>children take time to adjust to a new strategy. We need to expose children in Y2 to the L&L strategy so that the transition from Y2 to Y3 is strong and consistent.</p> <p>Accelerated Reader, teamed with a well-stocked library has changed how pupils view reading. Regular competitions and book recommendations increase the profile of reading. Children talk more about their books and share their preferences. Teachers can now monitor reading data and habits more closely and children can choose books accurately. We must maintain this and develop it to target individual children more rigorously.</p> <p>The Reading Quality Mark is an evaluative tool for which the school achieved 'Gold' status for three years ago. In applying for this again, we can assess reading provision across the school and decide on next steps.</p>	<p>Half termly STAR reading tests for KS2 children.</p> <p>Half termly Early Literacy STAR tests for Y1/2</p> <p>Half termly L&L review meetings for staff to moderate work and deliver training for all teachers on developing reading within L&L. L&L Development days (2) with consultant to ensure Y2 to Y3 transition is strong.</p> <p>Half termly monitoring of reading by Reading Leads.</p> <p>Reading Action Plan and review.</p>	<p>KS1 Lead</p> <p>Jo Gemmell Lit & Lang Lead</p> <p>Steve George Head AR Lead</p>	<p>£20000</p>
<p>C. Increased attainment in Maths for all pupils at KS1 and KS2.</p>	<p>Implement Inspire Maths programme across KS1 and KS2.</p> <p>Inspire CPD for Maths Leads and whole staff, (5 days + launch day)</p> <p>Purchase high quality resources to support Inspire teaching and learning.</p>	<p>Data for PP and non-PP children at the end of KS2 indicates that attainment in maths is significantly lower than the national average. The three-year trend indicates an issue with KS2 children reaching national standards in maths. KS1 data also shows a decrease in the number of children reaching the expected standard, with a significant gap between PP and non-PP children.</p> <p>Inspire maths has been recommended and viewed at another excellent school. The aim</p>	<p>Monitor KS2 children half termly with STAR Maths tests. Lead Maths Teacher</p> <p>Monitor all children rigorously during the lesson and feed into same day intervention. Teachers record SDI outcomes on grids and feed into planning.</p> <p>Maths observations for all staff (Nov 2018)</p>	<p>Maths Lead Catherine Scott</p> <p>Sue Curtis KS1 Lead</p> <p>Steve George Head</p>	<p>July 2019</p>

[illegible]

<p>A. Improved levels of oracy throughout the school in order to enhance pupils responses in RWM.</p> <p>B. Increased progress in outcomes in reading at the end of key stage 1 and 2.</p>	<p>Y6 weekly Booster Reading Group. Lead by HLTA. One hour sessions for identified children, comprehension strategies.</p> <p>Additional Y6 teacher for two days per week. Smaller groups to address SLCN and gaps in reading. Focus on inference and vocab and transference to writing.</p> <p>Reading Recovery style programme across Y1/2. Children identified as needing support, (many of which are PP). Employ two TAs to work 1:1 or 1:2 with identified children daily. 'Ra Ra Ra' strategy with high quality books. Purchase RWI 'Book Bag Books'.</p> <p>Y5/6 Peer Tutors trained in reading techniques in order to support the Y1/2 targeted readers</p>	<p>EEF research states that 'on average, reading comprehension strategies can deliver an additional six months progress'.</p> <p>Smaller groups will help to keep children on track in Y6.</p> <p>PP data shows that only 21% of the group achieved expected at the end of KS1. The RWI programme provides our children with the phonics knowledge to decode words and read in a technical way. Analysis of need on entry to Y2 has shown that some children may pass the phonics check without being confident in reading or talking about whole stories.</p> <p>EEF research shows that effective use of peer tutors can add an additional 5 months progress.</p>	<p>Rigorous, well-targeted, measured interventions have been planned to enable us to track individuals carefully. These smaller groups will ensure that we help the identified readers to 'keep up not catch up'.</p>	<p>KS1 Lead Sue Curtis RWI Lead Jenny Ewing</p> <p>Neil Jones Asst Head for KS2</p> <p>Julie Hewitson SENDCo</p>	<p>July 2019</p> <p>£23000</p>
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C. Increased attainment in Maths for all pupils at KS1 and KS2.	<p>Y6 Intervention group for pupils expected to achieve GD at the end of KS2.</p> <p>Y4 Intervention group for basic skills, three times per week. Lead by HLTA, from Oct - July</p> <p>Y5 intervention group for basic skills, three times per week. Lead by SLT. From Oct to July.</p>	<p>EEF research suggests that small group tuition can add up to four months progress. This is our rationale for teaching in smaller groups to target specific need.</p> <p>KS2 maths data indicates a gap between PP and non PP children who achieve GD standard. These smaller intervention groups across KS2</p>	<p>Through half termly, rigorous assessments of targeted children using STAR maths tests. Teachers to review impact of intervention groups and adapt groups accordingly to ensure progression across the year groups.</p>	<p>Steve George Head</p> <p>Lisa Seddon Deputy</p> <p>Catherine Scott Maths Lead</p> <p>Sue Curtis KS1 Lead</p> <p>Julie Hewitson SEND Co</p>	<p>After each half term.</p> <p>£20000</p>
Total budgeted cost					
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?
D. Improved attendance for ALL children, reaching school target of 96% and reduce absenteeism for PA pupils	<p>Work with families to support regular and punctual attendance.</p> <p>Visit other school's with excellent attendance to share good practice, (Whitefield Primary)</p> <p>Clear Attendance Policy shared with parents regularly and in a variety of ways.</p> <p>Seek support from KMBC Attendance Service</p> <p>First day response, texts and home visits to secure attendance from PA children.</p>	<p>Addressing attendance is a key issue in closing the gap between PP and non PP children.</p> <p>45% of the PA group are PP children.</p>	<p>Half termly attendance meetings with focussed discussion on individual pupils or families.</p> <p>Planned actions and review of PA pupils every two weeks.</p>	<p>Steve George Head</p> <p>Rosemary Moffatt Learning Mentor</p> <p>Frances Collis Learning Mentor</p>	<p>January 2019</p> <p>£15000</p>

<p>E. Provide social and emotional support for vulnerable pupils and families.</p>	<p>Provide two Learning Mentors to support vulnerable children in school, either with 1:1 support or groupwork.</p> <p>Learning Mentors will also build strong relationships with vulnerable families who may otherwise disengage from school.</p> <p>Employ a specialist Play Therapist to support individual pupils on a need basis. Weekly 1:1 sessions.</p> <p>Employ a trained Counsellor to work with identified individuals. Weekly.</p> <p>Use CPOMS to record, collate, communicate and analyse incidents.</p>	<p>On analysis of incidents recorded on CPOMS during one term, we can see that 'Home Issues' registered the highest amount of incidents at 459. This is followed by 'Behaviour' at 349. The majority of incidents involve PP pupils.</p> <p>Further investigation shows clear links between the two categories and we see a correlation between disruptive home situations and changes in behaviour. This is a barrier to learning.</p> <p>Social & emotional interventions have a significant impact on learning behaviours and reduce stress levels for our pupils. The EEF suggest 4 months progress can be made with effective short interventions.</p> <p>Play-therapy and counselling sessions are offered on a priority of need basis, with a constant waiting list in operation. This offers specialist support for both the child and the family and significantly improves behaviour for learning.</p>	<p>Rigorous monitoring of incidents and actions on CPOMS system.</p> <p>Highly experienced, trained Inclusion Team with regular team meetings.</p> <p>Strong communication between teachers, Inclusion Team and parents when necessary.</p> <p>SENDCo and SLT to track individual progress to ensure potential learning gaps are highlighted and are closed as quickly as possible.</p>	<p>Steve George Head Lisa Seddon Deputy</p> <p>Rosemary Moffatt Frances Collis Learning Mentors</p> <p>Emma George Asst Head for EYFS</p> <p>Julie Hewitson SENDCo</p>	<p>February 2019</p> <p>July 2019</p> <p>£35000</p> <p>Total budgeted cost</p>
					£179,000