

# Pupil premium strategy statement (primary)

1. Summary information					
School	Sharrow School				
Academic Year	2016 - 17	Total PP budget	£203,680	Date of most recent PP Review	January 2017
Total number of pupils	494	Number of pupils eligible for PP	110	Date for next internal review of this strategy	July 2017

2. Current attainment (2016 outcomes)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
KS2 % achieving in reading, writing and maths	39%	53%
KS2 progress in reading	0.08 (32 pupils)	0
KS2 progress in writing	1.46 (32 pupils)	0
KS2 progress in maths	0.21 (32 pupils)	0
KS1 % achieving standard in reading	78%	78%
KS1 % achieving standard in writing	78%	70%
KS1 % achieving standard in maths	67%	77%
Y1 % achieving expected standard in phonics	69%	70%
EYFS % achieving GLD	47%	69%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Very limited life experiences impacting on: general knowledge, ability to organise and limited depth of vocabulary affecting progress and attainment of more able disadvantaged pupils in particular
<b>B.</b>	Poor oral language skills - particularly in Foundation Stage and KS1 - in addition to EAL, prevent the children accessing the curriculum and making good progress
<b>C.</b>	Low starting points and poor problem solving skills require accelerated progress by children to achieve age expected levels or above
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	% of sessions missed due to Overall absence for FSM is 5.2 compared to 3.4 for non FSM national average for primary schools
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved progress and attainment rates for more able disadvantaged pupils	Increased proportion of more able disadvantaged children will achieve greater depth at KS2. Progress for more able disadvantaged children will be in line with, or above all children.
<b>B.</b>	Improved oral language skills in Reception, KS1 and identified children in KS2	Children make above expected progress so that the proportion that achieve age related expectations or above is in line with all children
<b>C.</b>	Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above	Children make above expected progress so that the proportion that achieve age related expectations or above is in line with all children
<b>D.</b>	Improved attendance rates for disadvantaged pupils	Overall PP absence rate improves from 5.2 to 3.4 in line with national '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>
<p>A. Improved progress and attainment rates for more able disadvantaged pupils</p> <p>C. Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above</p>	A re-assessment of how the TAs are deployed to facilitate working more closely with the targeted children, addressing some of the key areas of need such as: life experiences, problem solving, language skills	We want to invest some of the PP funding in supporting teachers and TAs in understanding how to work together more effectively. EEF Making Best Use of Teaching Assistants Guidance Report 2015 gives a number of recommendations on the effective use of TAs in everyday classroom contexts.	<p>Inset day, followed by staff meetings to deliver training and regular monitoring of sessions.</p> <p>Organise the whole school timetable to ensure that TAs are able to work with target children on a regular and structured basis without having to withdraw them from any English, Maths, Science or PE sessions</p>	SMT	July 2017

<p>A. Improved progress and attainment rates for more able disadvantaged pupils</p> <p>C. Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above</p>	<p>Staff training for TAs on high quality feedback, questioning and how to help pupils become independent learners</p>	<p>We want to invest in some longer term changes which will support all pupils. A range of different evidence sources including EEF Toolkit and Pupil Premium Report by Oxford School Improvement: Improving the impact of TAs suggest that high quality feedback and questioning together with strategies to support children becoming independent is an effective way to improve attainment.</p> <p>EEF Toolkit: Feedback +8 months</p>	<p>Ongoing training will be provided by SMT and middle leaders.</p> <p>Observations and feedback to staff by SMT and middle leaders.</p> <p>Peer observations to develop understanding of skills and embed learning</p>	<p>SMT</p>	<p>July 2017</p>
<p>B. Improved oral language skills in Reception, KS1 and identified children in KS2</p>	<p>Training for TAs and teaching staff on language approaches and interventions</p>	<p>The Deputy Senco and an HLTA's have accessed training on specific language programmes and worked closely with speech and language therapists to personalise these programmes to meet the needs of Sharrow children. They have successfully implemented these programmes but now need to train staff so these interventions can be embedded more widely across school.</p> <p>EEF Toolkit: Oral language interventions +5 months</p>	<p>Organise timetable so staff leading interventions have time to work alongside staff new to delivering interventions.</p> <p>Pre and post intervention assessments.</p> <p>Observations of interventions by Deputy Senco and HLTA. Peer observations</p> <p>Monitoring of data by SMT</p>	<p>Deputy Senco and HLTA</p>	<p>Termly for specific children and groups and July 2017 for overall effectiveness.</p>
<p>A. Improved progress and attainment rates for more able disadvantaged pupils</p> <p>C. Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above</p>	<p>Teaching across school is good. We want to improve this to outstanding. Staff training on 'What makes a lesson outstanding?' with a focus on Blooms taxonomy.</p>	<p>Teaching staff need to be further challenged to improve the quality of their teaching to move it from Good to Outstanding. A focus on Blooms taxonomy will help staff to analyse their teaching and the learning that takes place in their lessons so they can be more effective.</p> <p>EEF Toolkit: Feedback - Blooms Mastery learning +8 months</p>	<p>Training delivered by SE, Deputy HT. Topic re-visited at regular intervals during the year so staff have time to try out different strategies and evaluate them.</p> <p>Observations by SMT and middle leaders. Work scrutiny to look closely at the provision for more able disadvantaged pupils, specifically independent and problem solving skills.</p>	<p>SMT</p>	<p>July 2017</p>
<p><b>Total budgeted cost</b></p>					

<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>
B. Improved oral language skills in Reception, KS1 and targeted children in KS2	1:1, paired and small group language interventions: <ul style="list-style-type: none"> <li>• Stories for Talking,</li> <li>• LEAP,</li> <li>• VIP</li> <li>• NIP</li> <li>• Cued Articulation</li> <li>• Visual support</li> </ul>	<p>The children need to develop their oral language skills in order to fully access the curriculum and make accelerated progress. These programmes have been recommended by the speech and language service but are adapted to meet the needs of individual children.</p> <p>EEF Toolkit: Oral language interventions +5 months</p> <p>In school data on FS2 children who accessed these interventions last academic year demonstrated that they all made rapid or more than rapid progress in CLL</p>	<p>Children screened on entry to Reception to identify needs and where to place them on the programme.</p> <p>Children's progress regularly monitored to ensure provision is effective.</p> <p>Observations by Deputy Senco and HLTA</p> <p>Ongoing support and CPD from speech and language therapists</p>	Deputy Senco and HLTA	Jun 2017
A. Improved progress and attainment rates for more able disadvantaged pupils  C. Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above	Teacher led interventions <ul style="list-style-type: none"> <li>• 1:1 or 1:2 English and Maths</li> <li>• Booster groups for English and Maths</li> <li>• Saturday School and Easter School</li> </ul>	<p>In school data demonstrates that academic interventions led by teachers have been found to be more effective than those led by TAs. The interventions will be informed by the outcomes of teacher assessments and test outcomes completed in class. The interventions will be personalised to meet specific areas that children need support with, to address misconceptions, give more opportunities to understand a concept or practise a particular skill.</p> <p>Sutton Trust/EEF Toolkit: Small groups +4 months, reduced class sizes +3 months, 1:1 +5months</p> <p>Nfer, Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice. - meeting individual learning needs, 2016</p>	<p>The interventions will take place in addition to the main literacy and numeracy lessons.</p> <p>The interventions will be personalised to meet the individual needs of the pupils.</p> <p>The timetables will be organised to ensure that there is sufficient preparation and delivery time.</p> <p>Individual children's progress will be carefully monitored to ensure that the interventions are effective and meeting the individual needs of the children.</p> <p>Observations of interventions by SMT and middle leaders</p>	SMT	Termly
<b>Total budgeted cost</b>					

<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>
D. Improved attendance rates for disadvantaged pupils	Careful monitoring of attendance of PP children. Extended leave never authorised during term time and attendance panels take place when a child reaches a trigger. Action plans put in place to ensure attendance is improved. Penalty notices and fines used when appropriate. Incentives used for children having 100% attendance.	We cannot improve attainment and progress for children if they do not attend school regularly.	Regular monitoring and reviewing of attendance with Attendance Officer.  Close collaborate with Learning Mentors and MAST link worker to ensure support is given where identified.  Regular feedback to Safeguarding Governors committee	HT with support of attendance officer from MAST	Every half term
B. Improved oral language skills in Reception, KS1 and identified children in KS2  C. Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above	Working with parents of children with Language delay or SLI  Weekly workshops with parents of children in FS2 on phonics and learning to read.	The vast majority of parents are keen for their children to do well and want to support their children but are not always sure of how they can help.  Evidence includes the EEF Toolkit Parental Engagement +3months, The Pupil Premium Report by Oxford School Improvement: Increasing parental engagement +5 months	Ensure time available for planning and evaluation of sessions.  Funding for resources to support high quality sessions  Monitor parents/carers attendance at parent workshops and impact on pupils progress  Observation of sessions by SMT	Learning mentor, Reception Teacher, HLTA	
A. Improved progress and attainment rates for more able disadvantaged pupils	Curriculum enrichment programme for more able disadvantaged children exposing them to experiences and opportunities they are not normally offered through the school curriculum nor experience through their home life.	Our more able children are often inhibited in making further progress by their lack of experiences and not having the opportunity to talk through their ideas / thoughts in a sustained and extended way.  Evidence from the Nfer, Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice report and the Pupil Premium Report by Oxford School Improvement both provide evidence that this approach will impact positively on the pupils outcomes.	Organise staffing and timetable to ensure there are regular slots available to plan and implement programme of activities.  Funding from school budget available for visits/experiences.  Feedback from staff and children  Ensure staff aware of importance of how to make the most of good quality speaking and listening opportunities and to model this at all times.  Monitoring of academic progress and verbal contributions in class	Learning Mentor supports by SMT	July 2017

<p>A. Improved progress and attainment rates for more able disadvantaged pupils</p> <p>C. Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above</p>	<p>Funding for access to school trips and residential visits</p> <p>Holiday activities</p> <p>After School Clubs</p>	<p>We believe that it is important that all children are able to take part in all school activities regardless of the ability to pay. Trips and residential visits are carefully planned as part of the school curriculum with pre-teaching and follow up activities taking place.</p> <p>Holiday activities and after school clubs provide another opportunity for enrichment, as outlined in the strategy above.</p> <p>Evidence from the Nfer, Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice report and the Pupil Premium Report by Oxford School Improvement both provide evidence that this approach will impact positively on the pupils outcomes. In addition EEF Toolkit Sports participation +2 months</p>	<p>Monitor attendance on trips and residential in particular. Talk to parents of children who are not taking part to identify reason and offer support as appropriate.</p> <p>Monitor attendance at after school clubs and holiday activities. Target PP pupils to attend.</p> <p>Feedback on range and experience of activities on offer from pupils and families.</p>	<p>Learning mentors with support from SMT</p>	<p>July 2017</p>
<b>Total budgeted cost</b>					