

# Pupil premium strategy statement (primary)

1. Summary information					
School	Beverley St Nicholas Primary School				
Inclusion Assistant Head	Victoria Hart	PP governor	Ian Clark		
Academic Year	17/18	Total PP budget	£148,840	Date of most recent PP Review	N/A
Total number of pupils	326	Number of pupils eligible for PP	105	Date for next internal review of this strategy	March '18

Year group	Number of PP children 2017-2018	% of year group who are PP	% Disadvantaged
EYFS	8	17%	
1	20	34%	33% PP in KS1
2	12	32%	
3	9	22%	39% PP in KS2
4	20	50%	
5	14	34%	
6	22	49%	
<b>Whole school</b>	<b>105</b>	<b>32%</b>	

National in brackets

2. Current attainment			
	Whole cohort 37 pupils (National in brackets)	Pupils eligible for PP 11 children	National PP
KS2 combined expected attainment	62% (61%)	45%	67%
KS2 combined greater depth attainment	19%	18%	
KS2 Reading expected attainment	65% (71%)	45%	77%
KS2 Writing expected attainment	76% (76%)	73%	81%
KS2 Maths expected attainment	76% (75%)	73%	80%
KS2 Reading greater depth attainment	35% (25%)	36%	29%
KS2 Writing greater depth attainment	30% (18%)	27%	21%

<b>KS2 Maths greater depth attainment</b>	<b>35% (23%)</b>	27%	27%
<b>KS2 Reading progress measure</b>	<b>-2.45</b>	-1.69	
<b>KS2 Writing progress measure</b>	<b>-1.15</b>	0.34	
<b>KS2 Maths progress measure</b>	<b>-0.64</b>	-0.13	
	Whole cohort 31 pupils	<i>Pupils eligible for PP 9 children</i>	<i>National PP</i>
<b>KS1 Reading expected attainment</b>	<b>85% (76%)</b>	78%	79%
<b>KS1 Writing expected attainment</b>	<b>80% (68%)</b>	78%	72%
<b>KS1 Maths expected attainment</b>	<b>80% (75%)</b>	78%	79%
<b>KS1 Reading exceeding attainment</b>	<b>40% (25%)</b>	22%	28%
<b>KS1 Writing exceeding attainment</b>	<b>25% (16%)</b>	22%	18%
<b>KS1 Maths exceeding attainment</b>	<b>28% (21%)</b>	11%	23%
	Whole cohort 40 pupils	<i>Pupils eligible for PP 13 children</i>	<i>National PP</i>
<b>Year 1 Phonics check</b>	<b>93% (81%)</b>	85%	84%
	Whole cohort 58 pupils	<i>Pupils eligible for PP 20 children</i>	<i>National PP</i>
<b>EYFS Good Level of Development</b>	<b>81% (70.7%)</b>	65%	

Year	Cohort	Reading	Writing	Maths	Progress points from July 2016 (baseline)		
					Reading	Writing	Maths
1	PP 14 chn	1 sec 23.88	1 sec 23.96	1 sec 24.04	3.97	4.14	4.13
	Non-PP	1 sec 23.9	1 sec 23.92	1 sec 24.12	3.66	4.09	3.91
3	PP 19 chn	3 Dev+ 29.63	3 Dev+ 29.53	3 Dev+ 29.42	3.09	3.12	3.03
	Non-PP	3 Sec 29.75	3 Dev+ 29.63	3 Dev+ 29.38	3.13	3.28	3.13
4	PP 15 chn	4 sec 33.08	4 sec 32.88	4 sec 32.85	3.04	3.23	3.04
	Non-PP	4 sec 33.08	4 sec 32.88	4 sec 32.85	3.23	3.15	2.94
5	PP	5 sec 35.88	5 sec 35.76	5 sec 35.88	3.18	3.24	3.21
	Non-PP	5 sec 36.02	5 sec 36.02	5 sec 36.02	3.21	3.21	3.21

#### KS2 Y6 Attendance 2016-2017

	No. of children	School % absence	National % absence	School % persistent absence	National % persistent absence
Total Cohort	36	4%	4%	12%	5%
Disadvantaged	11	5%	5%	9%	11%
Non-disadvantaged	25	4%	3%	13%	3%
Gap (PP v non-PP)	-	<b>-1%</b>		<b>+4%</b>	

Non-disadvantaged show greater than national persistent absences.

#### KS1 Y2 Attendance 2016-2017

	No. of children	School % absence	National % absence	School % persistent absence	National % persistent absence
Total Cohort	35	4%	4%	12%	5%
Disadvantaged	18	5%	6%	6%	16%
Non-disadvantaged	17	4%	4%	0%	5%
Gap (PP v non-PP)	-	<b>-1%</b>		<b>-6%</b>	

### Whole school attendance

	No. of children	School % attendance	% sessions missed
Total Cohort	318	95.7	4.3
Disadvantaged	98	95.2	4.8
Non-disadvantaged	220	96	4.0
Gap (PP v non-PP)			-0.8

### Whole school persistent absence

	No. of children	% of cohort
Total Cohort	27	8.5
Disadvantaged	10	10.2
<i>Disadvantaged boys</i>	6	11.8
<i>Disadvantaged girls</i>	4	8.5
Non-disadvantaged	17	7.7
Gap (PP v non-PP)		-2.5
<i>Gap (boys PP v girls PP)</i>		3.3

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

#### In-school barriers

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|-----------|--|
| <b>A.</b> | Some PP children have delayed speech and language due to reduced exposure to language and phonics thus resulting in poor oral language and phonic skills of pupils identified in EYFS and Key Stage One – Slowing their development of early phonics and reading and leading into writing.             |
| <b>B.</b> | Some PP children have had less opportunities to develop and experience writing skills to a greater depth, leading to the attainment of higher ability pupils in writing at EYFS not achieving greater depth.   |
| <b>C.</b> | Some PP children have less access to quality texts and books, with the opportunities to practice reading speed and be exposed to greater depth vocabulary, which is impacting on their comprehension skills, leaving them limited response time to questions and understanding to manipulate the text. |
| <b>D.</b> | Some PP children lack confidence in their skills and knowledge which is leading to lower attainment than their actual ability for some children.   |
| <b>E.</b> | Some PP children need time and coaching to develop resilience and a growth mind-set to enable them to access the greater depth/mastery curriculum, especially in maths.  |

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

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| <b>F.</b> | Persistent absentees at 10.2% for pp children which is 2.5% above non-PP. Stopping children from accessing learning. Disadvantaged boys have a greater persistent absence than disadvantaged girls. |
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<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oral language skills of identified pupils.	Pupils in EYFS to reach age related expectations by the end of EYFS – children identified in year one to meet phonics screening check to show impact of speech interventions and RWI interventions on ability in reading.  Children in KS2 to show progress through qualitative data from ELSA.
<b>B.</b>	Increase the percentage of PP children achieving greater depth at EYFS in writing.	Increase the % of PP children achieving greater depth/exceeding in writing. EYFS – no PP children reached greater depth in writing last year, so must increase this year.
<b>C.</b>	Increased pace leads to greater understanding in comprehending the text and time to consider more questions, leading to an increased percentage of PP children achieving in reading.	Close the gap on other pupils nationally for PP children achieving greater depth and exceeding in reading. KS2 PP reading progress score -1.69 so this gap must be closed; To increase the progress of the low and middle starters in reading fluency and comprehension.
<b>D.</b>	Increased confidence will reflect their actual ability and attainment for identified children across reading, writing and maths	7 children in reading did not make expected progress during last year. 5 children in writing did not make expected progress during last year. 14 children in maths did not make expected progress during last year. Aim to increase the number meeting expectations by Summer 2018.
<b>E.</b>	Increased resilience to explore mastery level, especially in reading and maths, leading to an increase in the percentage of PP children achieving greater depth	KS2 PP Reading expected 45% (77%); exceeding 36% (29%) PP writing expected 73% (81%); exceeding 27% (21%) PP maths expected 73% (80), exceeding 27% (27%) <u>Identified:</u> 10 children in reading not achieving at mastery level according to starting point; 3 children in writing; 12 children in maths. The gaps will be covered through intervention and these children will meet their expectations from starting points.
<b>F.</b>	Decrease the percentage of persistent absentee for PP children.	Close the gap between PP children in school for persistent absences (gap 2.5%). This is more significant for disadvantaged boys (-3.3% lower) than disadvantaged girls.

## 5. Planned expenditure

Academic year

2017/18

The three headings below demonstrate how we 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.B.C. Continue to improve language and phonic skills.</p>	<p>Further staff support on the use of talk boost programme for EYFS and year 1 staff and specified TAs for speech interventions.</p> <p>Specific training for a specialised TA to deliver speech and language programmes</p> <p>Continued monitoring and staff support in the teaching and implementation of Read, Write inc. to maintain 'model RWI school' status.</p> <p>Support and ongoing CPD for ELSA.</p>	<p>Training staff in a programme that can be used throughout many years to come is better investment of the pupil premium spend. Baseline data shows children coming in below national for starting points and therefore intervention is essential to close the gap on national.</p> <p>Specified level 2 TA responsible for speech and language interventions and delivery of programmes set up by SALT</p> <p>Specified level 2 TA responsible for ELSA interventions and check ins of vulnerable pupils. Recognised interventions such as SEALs and ELSA, as well as programmes set up by behaviour support to be carried out.</p> <p>In order to access the curriculum pupils need good communication skills. Oral language interventions in the Sutton Trust data show average impact +5mths moderate impact for low cost.</p>	<p>Use of experts in the scheme to support and monitor staff delivery of programme. Continued follow up supportive observations of sessions to continue to improve skills.</p> <p>Use of experts in Speech and language to support and monitor staff delivering SALT programmes. Continued follow up supportive observations of sessions to continue to improve skills.</p> <p>Use of experts in ELSA/behaviour difficulties to support and monitor staff delivering emotional literacy programmes. Continued follow up supportive observations of sessions, class observations and pupil voice to inform impact of interventions.</p> <p>Progress will be monitored termly and those not progressing will have the intervention changed or adapted.</p> <p>Continued training and monitoring in RWI programmes. Structured timetables for TA delivery and rigorous assessment and monitoring of effectiveness.</p>	<p>SENDCO</p> <p>Literacy lead</p> <p>Standards and Assessment Assistant Head</p> <p>Inclusion assistant Head</p>	<p>Evaluation of progress and objective achievement at the end of each block of therapy/ interventions.</p> <p>Evaluation termly.</p> <p>Termly TA observations to review programmes</p>

<p>B.C.D. Further Staff training and support in the delivery of the 'Fresh Start' scheme in year 5 and 6.</p> <p>B.C.D.to continue staff training and support in RWI literacy programme and literacy programme.</p>	<p>Staff training in the use of 'Fresh Start' with further monitoring and support from literacy lead.</p> <p>Further RWI development training and monitoring in of the Literacy and Language programme with the RWI consultant and Literacy lead.</p> <p>To develop the Fresh Start programme in y5 and 6</p>	<p>Training and development of expertise with ongoing support to ensure high quality standard of teaching.</p> <p>Improving picture of phonics, reading and writing data from 2015 data since initial implementation of RWI.</p> <p>Spelling, reading and writing data analysis below the national picture from KS1 and KS2 in reaching greater depth.</p> <p>Sutton Trust data shows phonic intervention/quality first teaching</p>	<p>Use of staff meetings to further train and develop staff in use of language and literacy programme and assessment tools.</p> <p>RWI consultant and literacy lead to support staff, to share outstanding practice and develop staff members.</p> <p>1:1 support given to children not maintaining progress or needing accelerated progress. Continued training and monitoring in RWI programmes. Structured timetables for TA delivery and rigorous assessment and monitoring of effectiveness.</p>	<p>Literacy Leader</p> <p>Standards and Assessment Assistant Head</p> <p>Inclusion assistant Head</p>	<p>Half termly reading and writing assessment data to be submitted.</p> <p>Overall effectiveness of scheme to be evaluated May '18</p> <p>Ongoing RWI assessments carried out.</p> <p>Further analysis carried out when phonics check data is published.</p>
<p>A.B.C.D.E. Monitoring and feedback given to staff regarding submitted data, evidence trails and triangulations to further improve the standard of teaching in school. Completed through the assessment coordinator and middle leader release time.</p> <p>PP children to be identified in ALL monitoring carried out.</p> <p>Class observations to identify areas to develop to ensure teaching considers differentiation, for special educational needs and those children at greater depth. Specific interventions to target targeted areas.</p>	<p>Half termly pupil progress meetings carried out with middle leaders and senior leader.</p> <p>Triangulation and moderation opportunities throughout the year to give specific feedback to staff and support staff.</p> <p>Discussions regarding appropriate interventions to be set up and implemented with specified objectives and time period for evaluation</p> <p>Release time for class teachers to observe outstanding practice and work together to reflect and improve own practice</p> <p>Lesson observations focussing on differentiation.</p>	<p>Monitoring and evaluation of the evidence base will help senior leaders to ensure that teaching practice is further developed.</p> <p>Specific feedback and continual monitoring to ensure that actions are carried out will ensure the best first quality teaching possible.</p> <p>Appropriate interventions planned to catch up or accelerate progress. Sutton Trust data will be used to inform decisions. Interventions may be in the form of small groups or 1:1 to increase impact.</p> <p>Improving quality first teaching by sharing good practice will enable staff to reflect and improve on their own teaching. Collaborative learning in the Sutton Trust found moderate impact for low cost +5mth; small group tuition shows moderate impact for moderate costs +4mth</p>	<p>Monitoring timetabled appropriately throughout the year giving staff time to implement improvements.</p> <p>Evidenced based interventions discussed to ensure appropriate focus, objectives to be targeted. Careful monitoring of effectiveness of intervention and final evaluation after 6 weeks e.g. RM Maths, 1:1 support given to children not maintaining progress or needing accelerated progress.</p> <p>Release time of staff</p> <p>Observation and coaching from outstanding teachers, allowing time for personal reflection will increase the standards and impact of teaching.</p> <p>INSET training or courses on specific areas identified to upskill staff.</p>	<p>Inclusion assistant head</p> <p>Head teacher</p>	<p>Termly. Data analysis Books scrutinised</p> <p>6 week monitoring of impact and effectiveness of interventions in place</p> <p>Termly lesson observations will monitor effectiveness and feedback given</p>

## 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>A. Increased level of oral literacy across school and increased percentage of pp pupils achieving the phonics check in year one.</p> <p>C.D.E. Increased level of language and literacy across school, especially in KS2.</p>	<p>Talk boost groupings for EYFS and Y1.</p> <p>Extra RWI groupings for pupils at risk of not achieving the phonics check at end of year one.</p> <p>Fresh Start groupings for pupils at risk of not achieving expected level at the end of KS2 and extended programmes to reach greater depth.</p> <p>ELSA support for identified pupils at KS2</p>	<p>Low starting points and evidence of poor self-esteem across school. Talk boost and ELSA designed to improve children's ability to talk, improving oral literacy skills and oral emotional skills.</p> <p>Evidenced based programmes such as Fresh Start, Lexia and those identified in the Sutton Toolkit will be used to enable children to reach greater depth.</p> <p>Sutton Trust shows social and emotional aspects of learning have an average impact of +4mths – a moderate impact with low cost. Provision of targeted interventions to support the emotional wellbeing of vulnerable children, securing their inclusion and participation in school.</p>	<p>Support given by talk boost and RWI expert consultants to implement scheme, train staff and support and monitor standards.</p> <p>ELSA – continued support and CPD for ELSA.</p> <p>Continued training and monitoring in RWI programmes. Structured timetables for TA delivery and rigorous assessment and monitoring of effectiveness.</p> <p>Evidenced based programmes will be implemented and monitored for impact.</p>	<p>SENDCO</p> <p>Standards and Assessment Assistant Head</p>	<p>July '18</p>
<p>A.B.D.E. increased self-esteem giving a positive impact on work in school creating better rates of progress for pupils.</p> <p>Increased parental engagement, enabling strong links between home and school</p>	<p>Growth Mindset – development of ethos across the school to give children the skill set and mind set to continue to push their own learning.</p> <p>AfA – Identified pupils given wider opportunities and given greater engagement with home school links to help raise self-esteem.</p> <p>ELSA – emotional literacy support.</p>	<p>Growth Mindset works on giving children freedom of choice and the empowerment to boost their own learning opportunities through self-belief.</p> <p>AfA has already been a successful scheme in school to boost links with hard to reach parents and also with children suffering from low levels of self-esteem.</p>	<p>Through performance management measures of staff.</p> <p>Monitoring and feedback.</p> <p>AfA leader monitors and evaluates effectiveness of termly class focus and parental engagement of target children.</p>	<p>Growth Mindset lead</p> <p>A4A Champion</p> <p>ELSA TA</p>	<p>July 2018</p>



<p>A B C.D.E. Additional opportunities for support for children who are at risk of not making sufficient progress.</p>	<p>Identified intervention opportunities through pupil progress meetings</p> <p>Additional support in class to work with identified groups of children through AFL</p> <p>1:1 support for identified pupils.</p>	<p>Identifying gaps in learning early and plugging these to allow for better understanding in first quality teaching. The additional work in the past has seen children at risk of not being on track, moving on to achieve their expected grading.</p> <p>Carefully planned, evidenced based interventions will increase impact and effectiveness of interventions carried out. These need to be specific in the objectives covered to close the gaps identified.</p> <p>Training and specific guidance for TAs will ensure correct methods and strategies are taught to enable the children to become independent learners and apply their skills.</p>	<p>Monitoring of interventions through the teachers feedback also through monitoring by the disadvantaged champion to ensure quality of standards and to improve the quality of learning opportunities given by teaching assistants.</p> <p>Interventions will have specific outcomes and steps to achievement identified with clear plans and strategies.</p> <p>Training to ensure the teaching assistants are effective, understanding outcomes, concepts needed and success criteria.</p> <p>Observation of outstanding TAs, modelling best practice to be observed and time to reflect on practice.</p>	<p>SENDCO</p> <p>Inclusion assistant Head</p>	<p>Termly data analysis</p> <p>Intervention progress analysis at the end of a block of sessions (specific time identified at the start of intervention).</p>
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### 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><b>F. Decrease the percentage of persistent absentees in PP children to narrow the gap on national percentage.</b></p>	<p>Monitoring of persistent absentees and engagement with EWO and letters to engage with parents with children as persistent absentees.</p>	<p>Current gap between disadvantaged and non-disadvantaged children is 2.5%. This is more significant for disadvantaged boys than girls. This gap need reducing and parents need to be held to account for their children's attendance.</p> <p>Attendance is key to accessing learning and interventions to consolidate the gaps.</p>	<p>Business managed will track all pupils either currently showing high percentages but also pupils who have been in the past. Action will be taken when children identified to prevent absences becoming persistent. Case studies of any children who have legitimate medical reasons to be carried out.</p>	<p>School Business Manager</p>	<p>July '18</p> <p>Attendance registers</p> <p>Attendance data and plans</p>
<p><b>B.D.E. Allowing PP children access to further curriculum activities to inspire writing.</b></p> <ul style="list-style-type: none"> <li>• In the form of: Subsidies for trips.</li> <li>• Provision of stimuli/visitors for writing</li> <li>• Subsidising residential trips</li> </ul>	<p>Subsidies available upon discussion with business manager for extra-curricular opportunities to allow PP children to afford them.</p> <p>Provision of buses to enable access to wider enrichment opportunities, visits and activities</p> <p>Provision of resources or stimuli for writing opportunities, displaying their work to celebrate</p>	<p>The school has an equal opportunities policy for access to extra-curricular activities such as trips and the school values the importance of such activities therefore it is important that PP children have support to access these.</p> <p>Enrichment opportunities beyond their usual experience will develop confidence and knowledge to add to their writing as well as attitudes to learning.</p> <p>Children encouraged through support and celebration of learning. Outdoor adventure</p>	<p>Monitored by the school business manager for access to funding.</p> <p>Curriculum looked at to identify enrichment opportunities and possible visits, visitors or stimulus to encourage deeper learning.</p> <p><b>For example:</b></p> <p>Theatre trips</p> <p>Educational visits</p> <p>Young voices</p> <p>Music festival</p> <p>History activity days –dress up</p>	<p>School Business Manager</p> <p>Subject leaders</p> <p>Standards and Assessment Assistant Head</p>	<p>July '18</p> <p>Subject leader audits</p> <p>Trips and visit records</p> <p>Pupil voice surveys</p>

<ul style="list-style-type: none"> <li><b>Provision of buses for enrichment activities</b></li> </ul>	<p>learning. Inviting parents to see their achievements</p>	<p>learning in the Sutton Trust showed average impact of +3mth</p>			
<p><b>B&amp;F.Support for school meals – subsidised meals for PP children.</b></p>	<p>Supporting children to ensure they have a sufficient meal this has an impact on their welfare and allows them to concentrate on their work.</p>	<p>Access to FSM.</p>	<p>Monitored by the school business manager for access to funding.</p>	<p>School Business Manager</p>	<p>July '18</p>
<p><b>B&amp;F.Breakfast club available to all PP children. After school clubs</b></p>	<p>Supporting families who may need to go to work early or may not have time or ability to provide breakfast. Staffing breakfast clubs and after school clubs. Purchase quality resources for extra-curricular clubs</p>	<p>Access for breakfast club to all children.  To provide wrap around care for parents or carers who work or are in full time education, ensuring children are ready to learn and have wider opportunities.  Sutton Trust data shows impact of extending the school day as =2mths</p>	<p>Monitored by the school business manager for access to funding.  Staff to run clubs.  Monitoring of clubs to ensure they are purposeful  Extra-curricular activities resourced to allow experience they may not necessarily be able to access</p>	<p>School Business Manager  After school club and behaviour club staff</p>	<p>July '18</p>