Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Holymead Primary School				
Academic Year	2016-17	**Total PP budget**	£130,320	**Date of most recent PP Review**	02/17
Total number of pupils	595	**Number of pupils eligible for PP**	66	**Date for next internal review of this strategy**	10/17

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
KS2% achieving national standard or above in reading, writing and maths	**20%**	***53% (all pupils)***
% achieving the national standard or above in SPAG	**90%**	***72% (all pupils)***
Progress measure in reading	**-2.92**	
Progress measure in writing	**-1.16**	
Progress measure in maths	**-1.25**	
KS1% achieving national standard or above in reading, writing and maths	**22%**	**60% (all pupils)**

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	PP pupils (especially PP boys) display lack of engagement in/and/or opportunities for reading.
B.	PP pupils who achieved Level 2c/2b at end of KS1 lack the basic maths skills to achieve the national standard at end of KS2.
C.	PP pupils (especially boys) enter KS1 below expectation because of low starting points.
D.	PP pupils (especially boys) not interested in reading, writing or maths and therefore not meeting expectations at the end of KS1
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	Lack of parental support for PP pupils in their learning.
F.	Mental health and wellbeing of PP pupils (and their parents/carers).
G.	PP pupils have limited opportunities to engage in extracurricular activities.

H.	PP pupils (especially boys) enter YR with poor starting points eg poor oral skills, poor physical skills, can't sit still, don't want to listen	
4. Desired outcomes *(Desired outcomes and how they will be measured)*		**Success criteria**
A.	Increase number of PP pupils who achieved Level 2c/2b at end of KS1 in **reading** achieve the national standard at end of KS2.	At least 53% (8/15) of Pupil Premium pupils achieve the expected standard in RWM combined at the end of KS2 2016-17. All pupils who attained a 2B at the end of KS1 meet the National standard at the end of KS2.
B.	Increase number of PP pupils who achieved Level 2c/2b at end of KS1 in **maths** achieve the national standard at end of KS2.	At least 53% (8/15) of Pupil Premium pupils achieve the expected standard in RWM combined at the end of KS2 2016-17. All pupils who attained a 2B at the end of KS1 meet the National standard at the end of KS2.
C. D. E.	PP pupils more engaged in reading in school and at home.	PP Library clubs take place in Years 3, 4 and 5. Year 6 PP Boys Reading group in Term 2. Reading diaries for PP pupils are checked and updated regularly. PP pupils at risk of not achieving expected outcomes receive 1:1 reading support in KS1. PP Pupil survey shows increased levels of engagement in reading.
F.G.	Improve the emotional wellbeing of PP pupils (helping them focus on learning).	Learning Mentor/Family Link Worker employed to support pupils and their families' emotional needs. Attendance rates for PP pupils remain in line with non PP pupils. Outcomes for PP pupils improve. PP pupils receive financial support to access trips, visits, clubs and residential visits.
H.	Increase the number of PP pupils leaving the Early Years with a Good Level of Development by engaging parent/carers in their child's education.	At least 40% of PP pupils to achieve GLD by the end of YR.

E.H.	Increase the number of PP pupils achieve the national standard in R,W,M.	50% of PP pupils to achieve national expectation in Reading. 40% of PP pupils to achieve national standard in writing. 40% of PP pupils to achieve national standard in Maths.

5. Planned expenditure

Academic year	

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?
Improve attainment in Reading, Writing and Maths.	Targeted CPD for Year 5 teachers.	Year 5 teachers attend series of Maths CPD training sessions. Maths leader to support teachers in planning and delivering lessons. INSET training focusing on Problem Solving. New assessment materials introduced.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Lesson observation of attendees' classes after the course, to embed learning. Lessons from training embedded in class teaching.	Maths Leader HT	Jan 2017
				Total budgeted cost	£65,160.00

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?

Improved outcomes at end of KS2 in maths.	Rapid response intervention in Years 3, 4, 5 &6. One to one tuition in Years 3, 4, 5 and 6.	Interventions based on the Shanghai Maths model. This model has been championed by the Dfe over the last few years. Some of the students need targeted support to catch up. 1:1 tuition has been independently evaluated and shown to be effective in both our school and other schools.	Timetables organised to ensure staff delivering provision have sufficient preparation and delivery time. Impact of Rapid Response intervention monitored by maths leader. Impact of 1:1 tuition monitored by assessment leader.	Maths Leader DHT KS2	T2 T4 T6 2016-17
Improved outcomes at end of KS2 in reading.	One to one reading support delivered by HLTA/LSAs,	Some of the students need targeted support to catch up. 1:1 tuition has been independently evaluated and shown to be effective in other schools. Our own data provides evidence of the impact of 1:1 reading support used at our school.	Timetables organised to ensure staff delivering provision have sufficient preparation and delivery time. Impact of reading interventions monitored by assessment leader using pre and post assessment data. All reading intervention to be observed by SENCO, RR teacher, and feedback given.	SENCO RR Teacher DHT KS2 DHT KS1	T2 T4 T6 2016-17
Improved outcomes at end of KS1 in reading	Reading Recovery in Y1. BRP in Y1 and Y2. 1:1 reading.	Students are identified in Y1 for the RR programme. PP are prioritised. Evidence shows it allows pupils to bridge the gap.	Children are selected for the RR programme though a set criteria. The programme rigorously monitors and track pupils through KS1 and KS2. They are also internally tracked by assessment lead. RR teacher is assessed yearly by the programme.	RR teacher DHT KS1	T2 T4 T6 2016-17
Improved Phonic outcomes at the end of Y1 and KS1	Targeted phonic groups in Y1. Targeted phonic groups in Y2.	End of KS1 data showed that 95% of pupils 2015-16 passed the phonic check. Above national. Tracking shows interventions impact on pupil outcomes.	Pupils are tracked in Y1 and Y2. They are tested in T2, T3 and T4 to assess progress. Dedicated LSA timetabled in Y2 to deliver phonic interventions.	DHT KS1	T2 T3 T4 T5 2016-17
Improved outcomes at end of KS1 in writing	Rapid Write in Y2	Internal data shows that RW allows the 'gap' to be narrowed between pupils that are age related and those that aren't.	EYFS and Y1 data will be used to identify individuals for the intervention. Pre and post assessment data will be used to monitor progress.	DHT KS1 English lead KS1	T1, T2, T3,T4 T5, T6

Improved outcomes at end of KS1 in maths	Maths intervention groups. Numicon intervention.	Internal data shows that Numicon is good at identifying gaps in children's learning and then addressing those 'gaps'. The maths intervention groups will partially use the Shanghai method which has been successfully trialled in KS2.	Numicon has a structured programme which is overseen by the Maths lead. Pupils are tracked regularly.	DHT KS1 Maths lead	T2, T4, T6
Improved outcomes at end of EYFS	1:1 support for PP pupils.	National and school evidence shows that PP pupils, particularly boys are entering Reception behind their peers, especially in reading, writing and maths.	EYFS lead is to work closely with a dedicated LSA in YR to provide tailored interventions for PP to meet their needs and bridge the 'gap'. Evidence is monitored regularly to ensure progress.	EYFS lead KS1 DHT	Ongoing monitoring and assessment.
				Total budgeted cost	£68,174.77

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?
Increased levels of engagement in reading.	Promoting a love of reading is PM target for all staff. PP pupils targeted for additional support. Boys PP reading intervention in Year 6. PP Library clubs in Years 4&5. Increase in 1:1 Reading support.	We had previously used a similar model of leadership to address poor levels of attainment in boys' writing. This model of distributive leadership coupled with a macro management approach had achieved very positive results.	Performance Management target setting. PM mid-term reviews. Regular reviews at staff terms each term. Pupil progress meetings in terms 2, 4 and 6.	HT DHT KS1 DHT KS2 English SL	Termly staff meeting PM Mid-term reviews Pupil progress meetings T2 T4 T6

Effective support for PP emotional needs is in place.	Learning Mentor/Family Liaison Officer employed to support pupils and their families' emotional needs (includes delivering programmes to support family's needs).	Pupils' mental health issues have been highlighted as a barrier to learning nationally. Disadvantaged pupils often require greater emotional support as a result of the pressures on families from disadvantaged backgrounds. This is a major barrier to their learning.	PP database to track PP pupils. Ensure all PP pupils receive additional support. Pupil Progress meetings to identify pupil's academic and emotional needs. Track PP attendance.	HT SENCO Learning Mentor/Family Liaison Officer	Ongoing meetings between HT (DHT) and Learning Mentor/Family Liaison Officer Pupil progress meetings T2 T4 T6
Increased levels of engagement in reading.	Promoting a love of reading is PM target for all staff. PP pupils targeted for additional phonic support in KS1. They may also receive extra reading, BRP and Reading Recovery.	There is a long established tradition of extra reading support to help bridge the 'gap', from all staff in KS1. Evidence shows impact.	Performance Management target setting. PM mid-term reviews. Pupil progress meetings in terms 2, 4 and 6. Reading records will be monitored regularly to ensure pupils are reading regularly at home. Discussions held with individual parents.	HT DHT KS1 English SL	Termly staff meeting PM Mid-term reviews Pupil progress meetings T2 T4 T6
Prepare children for entry to school.	EYFS lead is to liaise with local nursery provision to talk about school readiness.	Evidence from local cluster schools shows that children who attend a school's nursery are much better prepared for school.	EYFS lead will attend local nurseries to discuss expectations for the start of school. They will share good practice such as 'Dough Gym' and discuss the expectations for starting school such as pencil grip, fine motor skills and name writing. Regular visits will be arranged to monitor progress.	EYFS lead DHT KS1	Meetings to be organised in T2, T4, T6
				Total budgeted cost	**£65,160.00**
				2016-17 Grand Total	**£133,334.77**

6. Review of expenditure	
Previous Academic Year	**See below as reported in previous format 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**
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**
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**

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

2015-2016 Review of spending.

Year group	No. of pupils	No. (%) of FSM pupils	Strategies used	Approx cost
KS2	**336**	**9.52%**	Direct Phonics	£774.75
			Lego Therapy	£1,082.73
			Numicon Interventions	£2,565.19
			Comprehension/Inference	£7,523.22
			Better Move On	£1,601.50
			Nessy	£5,564.15
			1:1 Reading (including BRP)	£6,283.21
			Rapid Writing	£5,804.77
			Maths	£4,072.62
			Arithmetic Group sessions	£2,835.59
			Social Group sessions	£144.62
			Family Support sessions	£325.08
			1:1 Mentor support with WK	£613.76

			1:1 Maths sessions 1:1 Tuition Friendship Group Springboard Maths Precision Times Tables SALT Smart Thinking LSA classroom Support	£930.61 £1,440.45 £72.31 £1,704.99 £303.70 £1,112.17 £72.17 £16,873.50
YR & KS1	**259**	**11.96%**	**Pupil premium LSA support:** **X3** YR - A-Z phonics reading and writing intervention. Small group phonic support. Extra reading Handwriting groups. Y1 - Better reading partner. Handwriting and letter formation groups. Regular classroom support. Reading	£24,358.00

			protocol. Direct phonics. Extra guided reading. Numicon math intervention. Phonic support. Extra reading. Y2 - Better reading partner. Numicon math intervention. Extra guided reading. Handwriting groups. Rapid write intervention. Extra classroom support.	
Y1 & Y2			Reading Recovery.	£16,030.00
				£102,089.09

Primary School Miscellaneous Pupil Premium Expenditure	
Support for costs for trips/after school activities	£3,720.00
Pupil premium funding for residential/camps	£600.00

Book bag packs for all pupil premium children x62	£465.00
Sweatshirts for new applicant incentives	£199.50
Additional in class support	£22,111.00
Additional lunch time support (sports coaches)	£9,750.00
IPADs purchased for pupil premium	£3,200.00
Incidental costs	£100

2015-16 Total Pupil Premium spend	**£142,234.59**