

Pupil Premium Strategy Statement

2016-17



<u>Summary Information</u>					
School	Shiremoor Primary School				
Academic Year	2016-17	Total PP Budget	£99,773 (This is then supplemented where required by school budget).	Date of recent PP Review	N/A
Financial year	2016-17	Total PP Budget	£171,040 (This is then supplemented where required by school budget).		

Total number of pupils	347 (not including Nursery) 400 including Nursery	No. of pupils eligible for PP	119 PP Y1: 14 (27%) PP Y2: 20 (34%) PP Y3:21 (42%) PP Y4:33 (53%) PP Y5:16 (50%) <u>PP Y6:15 (39%)</u> <u>FSM</u> FSM (Reception) R: 15	Date for next internal review of this strategy	End of academic year with on-going periods of monitoring

<u>Current Attainment</u>				
2016 Data- (National Data in brackets)	<u>School Average for Pupils Eligible for PP</u>	<u>National Average for Pupils not Eligible for PP</u>	<u>Gap Analysis for School PP and Non-PP</u>	<u>Gap Analysis for School PP and National Non-PP</u>
% achieving at 'Expected' level in reading, writing & maths at end of KS2	29% (39%)	72% (60)	-37%	-31%
% achieving at 'Expected' level in reading.	36% (53%)	72% (72%)	-17%	-36%
% achieving at 'Expected' level in writing.	71% (64%)	89% (79%)	-30%	-8%
% achieving at 'Expected' level in maths.	64% (57%)	94% (75%)	-44%	-11%

Current FSM Data EYFS			
2016 Data- (School's Non FSM Data in brackets)	Reception		
	School Average for Pupils FSM		
% achieving 'Expected' level for 'All Prime Areas'	67% (81%)		
% achieving at 'Expected' level in all ELGs	56% (71%)		
% achieving at 'Good Level of Development'	51% (69%)		
Current Pupil Premium Data Phonics (Year1)			
2016 Data- (School's Non FSM6 Data in brackets)	Year 1	National Average	
	School Average for Pupils Eligible for PP		
% achieving at 'Working at or Above' Y1 level	84% (85%)	80.5%	
Current Pupil Premium Data End of KS1 (Year 2)			
2016 Data- (National Data in brackets)	Year 2	Year 2	
	School Average for Pupils Eligible for PP	School Average for Non-PP Pupils	
% achieving at 'Expected' level in reading, writing & maths at end of KS2	58% (46%)	77% (64%)	
% achieving at 'Expected' level in reading.	58% (62%)	90% (77%)	
% achieving at 'Expected' level in writing.	58% (52%)	84% (69%)	
% achieving at 'Expected' level in maths.	68% (59%)	85% (76%)	

Current Pupil Premium Data End of KS2 (Year 6)		
2016 Data- (National Data in brackets)	Year 6 School Average for Pupils Eligible for PP	Year 6 School Average for Non-PP Pupils
% achieving at 'Expected' level in reading, writing & maths at end of KS2	29% (39%)	72% (60%)
% achieving at 'Expected' level in reading.	36% (53%)	72% (72%)
% achieving at 'Expected' level in writing.	71% (64%)	89% (79%)
% achieving at 'Expected' level in maths.	64% (57%)	94% (75%)

<u>Barriers to Future Attainment</u>
In-school barriers
Speech and Language delay on-entry to school is high which affects learning generally in all areas.
Low starting points of children (particularly those eligible for PP) which means that not all children are school ready.
Vocabulary of many children is limited and many are unfamiliar with books or print.
PP children currently do less well than non-pupil premium children and this gap begins on entry and is not yet closing (other than the gap in Year 1 phonics) Although PP children do perform in line with, and above those children nationally (other than in reading last year).
<u>External Barriers</u>

The figures for PA attendance show that generally PP absence is higher than that of non-PP children. This reduces their hours in school and causes them to fall behind.
A group of pupils eligible for PP display difficulties in Social and Emotional aspects for their learning.
Children have a lack of experiences outside of school which often presents issues with children not being suitably equipped to start their school journey or access content in the curriculum.
Children don't always have access to a range of literature thus limiting their comprehension and vocabulary which presents limitations to their ability to access the changes in the new National Curriculum.

Planned Expenditure £119,142					
Academic Year	<u>2016-17</u>				
<u>Quality of teaching for all</u>					
<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>Evidence and rationale</u>	<u>How it will be implemented</u>	<u>Staff lead</u>	<u>Review of implementation</u>
Reading at 'Expected' and 'Greater Depth' scores to improve	On-going reading training for all staff from internal and external providers. Teaching vocabulary explicitly and implicitly	Identified by staff at the end of academic year 2015-16 as an area or development based on End of Key Stage 2 SAT's data. 36% of PP achieved in reading compared to 53% nationally. Our in school gap was 36%.	Rigorous monitoring of data and delivery of teaching and learning. Appraisal to have a reading focus.	Laura Kinsey Kate Pritchard	On-going data captures and reports to Governors End of the academic year data

	<p>Close reading strategies</p> <p>Comprehension approaches</p>	<p>Writing and maths are significantly higher results.</p> <p><u>Evidence</u></p> <p>Teaching and Learning toolkit states Reading Comprehension strategies have moderate impact, very low cost, based on extensive evidence</p>	<p>All staff to engage in research-based practice and shared with one another.</p> <p>Peer observation across key stage.</p> <p>Book moderations with a set focus to be comparable across year groups.</p> <p>Staff CPD. This is to include both internal and external providers. Impact to be evident through book moderations, observations and feedback.</p> <p>Reading challenges, competitions, and rewards for all age groups- Nursery upwards.</p> <p>Small, withdrawn reading intervention groups. Child</p>		
--	---	--	--	--	--

			<p>selection to be based on information from termly data and teacher assessment.</p> <p>Y6 have an experienced teacher for small intervention groups focusing on reading, comprehension and vocabulary.</p>		
<p>To continue to improve the phonic abilities of all from nursery throughout KS1 so that each year we have improved outcomes for phonics.</p>	<p>High-quality phonics teaching and grouping across all of KS1</p>	<p>Teaching and learning toolkit states that phonics has a moderate impact, very low cost and extensive evidence.</p> <p>Our Year 1 phonic data is strong and improving on a 3 year trend.</p> <p>End of nursery data demonstrated higher achievement on Letters and Sounds.</p>	<p>LK English Manager will audit phonic delivery of all</p> <p>Experienced teacher dedicated to focusing on phonic interventions in Year 1. Trained TA to focus on phonic intervention in Y1 and Y2. TA is also implementing weekly research –based practice.</p>	<p>LK (English Manager)</p>	<p>Each half-term, data will be captured although groupings may be reviewed more regularly.</p>
<p>Continue to improve basic skills of all children.</p>	<p>Employment of additional, part time staff to reduce class sizes in Year 1, 4, 5 and 6</p>	<p><u>Evidence</u></p> <p>Whilst Teaching and Learning Toolkit suggests that reducing class sizes has moderate impact for very high cost based on moderate evidence, our in-school quantitative data suggests that reducing class</p>	<p>LW to oversee timetabling, targeting and data of this support to ensure value for money</p> <p>Teachers to have set areas of focus for ensuring effective teaching and learning.</p>	<p>LW (Deputy Head)</p>	<p>Half-termly data captures, appraisal and book scrutiny and use of data target key children.</p>

		sizes impacts sufficiently to justify this.			
Total budgeted cost					£9894 (Not including cost of staffing for reduced class sizes which is coming from main budget.

Targeted Support					
<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>Evidence and rationale</u>	<u>How it will be implemented</u>	<u>Staff lead</u>	<u>Review of implementation</u>
To improve progress and attainment for PP children in reading, writing and maths to ensure that we give these pupils opportunities to succeed across the curriculum.	BLAST And additional staffing of EYFS	Baseline assessments in nursery showed children have low starting points. Gap between PP and Non-PP at GLD is 15% and for prime areas the gap is 14%. We need to close the gap. <u>Evidence</u> Teaching and Learning toolkit suggest moderate impact for very high costs which is based on extensive evidence. It declares that overall, the evidence suggests that early	Member of staff received training for BLAST last term and delivery was monitored. EYFS Manager monitors weekly the use of additional staffing and timetabling to ensure impact. BLAST works on the underpinning skills for language, communication and literacy – turn taking, discrimination, listening, attention and social communication as well as developing basic language	Nicola Penketh Tracey Hill Laura Kinsey Laura Haig	End of intervention End of the academic year Baseline data should demonstrate progress

		<p>year's 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.</p> <p><u>Evidence</u></p> <p>According to the Teaching and Learning Toolkit, Early Years Intervention- moderate impact, high cost, extensive evidence. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p>	<p>skills both receptively and expressively.</p> <p>Groups will be targeted based on data</p>		
--	--	--	---	--	--

	<p>Numbers Count</p>	<p>Year 2 data showed a gap between PP and non-PP in maths of -12% for academic year 2015-16. Year group data and teacher assessment for marking and feedback, highlighted PP children who needed additional support with basic number facts to make progress in relation to age related.</p> <p><u>Evidence</u></p> <p>Research shows the following based on the impact of the intervention:</p> <ul style="list-style-type: none"> • Learners made an average Number Age gain of 16.5 months in only 4 months – over 4 times the expected progress. • 95% of them showed more confidence and interest in learning mathematics in class after Numbers Count. • 73% of learners went on to achieve national expectations at the end of Key Stages 1 and 2, despite not being originally predicted to do so. 	<p>Lesley Soulsby, a specially trained Numbers Count TA to give targeted Year 1 and 2 PP children at least three 30-minutes lessons a week for a term, individually or in small groups. After a detailed diagnostic assessment, the teacher to plan a tailored programme for each child.</p>	<p>Lesley Soulsby Natalie Foster</p>	<p>End of intervention (reports provided to Governors)</p> <p>End of the academic year</p>
--	----------------------	---	--	--	--

	Success@Arithmetic	<p>Year group data and teacher assessment from marking and feedback highlighted PP children working below age related expectation in Key Stage 2. Targeted children who need support to understand the number system and develop fluency with number facts.</p> <p><u>Evidence</u></p> <p>Research shows the following based on the impact of the intervention:</p> <ul style="list-style-type: none"> • They made an average Number Age gain of 17.5 months in 4.5 months – almost 4 times the expected progress • 92% of pupils achieved national expectations at the end of their school year, despite not being originally predicted to do so. <p>A 2011 evaluation of Every Child Counts also found that the programme had a positive impact when delivered on a one</p>	Targeted group intervention for PP children. Small group and one-to-one withdrawal sessions, 3 times per week.	Sally Clarke	<p>End of intervention</p> <p>End of the academic year</p>

		to one basis, or with groups of two or three, with all group sizes making similar amounts of progress.			
	Phonics Intervention	<p>Even though we have a positive 3 year trend from 65% to 84% for FSM6 Y1 children 'Working At' or the 'Expected' level, we want to continue to present this trend and reduce the percentage of Y2 retakes. In addition, by improving phonics in Y1 we can focus on comprehension, inference and vocabulary further up school to support with developing the school priority.</p> <p><u>Evidence</u></p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of</p>	Targeted group intervention for PP children. Small group and one-to-one withdrawal sessions. All sessions are with an experienced KS1 teacher focusing solely on interventions in Y1.	Natalee Cook	<p>End of intervention</p> <p>End of the academic year</p>

		other staff), indicating that expertise is a key component of successful teaching of early reading.			
	Inference Intervention	<p>KS1 data highlighted that for reading FSM6 children (58%) are below National Average (62%). There is also a -32% gap between Non-FSM6 and FSM6. This is much greater than the National Average of -18%.</p> <p>KS2 highlighted that for reading all children performed lower than National Average (56%) to (66%). A gap of -37% between Non- FSM6 and FSM6. This is much larger than the National Average of -19%.</p> <p><u>Evidence</u></p> <p>The key areas brought up on the End of Key stage 2 test analysis in the data pack were surrounding vocabulary, inference, meaning and comprehension.</p>	Targeted group intervention for PP children. Small group and one-to-one withdrawal sessions. All sessions are with an experienced TA's who have received training for this intervention.	Laura Kinsey Sally Clarke	End of intervention End of the academic year
	Year 5 and 6 Maths Intervention	KS2 data highlighted that for maths we were below National Average for children achieving 'Greater Depth by 4%. (13% to 17%). Even though our FSM6 were above National for	Qualified teacher as a designated TA for year 5 and 6 maths. Targeted children with teacher assessed areas of development. Pre and	Dan McConville Natalie Foster	End of intervention End of the academic year

		<p>'Expected' level in maths, the gap between Non-FSm6 and FSM6 was -30% in comparison to the National Average of -18%.</p> <p><u>Evidence</u></p> <p>Teaching and Learning Toolkit suggests that small group tuition holds moderate impact with moderate costs however it has limited evidence. It states an impact of most children improving by 4 months compared to +5months with one-to-one tuition which is moderate impact but with high costs.</p>	<p>post-tests to be used. Each group to work with TA twice a week for 45 mins each sessions.</p>		
	<p>Year 5 and 6 writing intervention</p>	<p>Employment of a teacher who has had extensive training in writing moderation and spelling and grammar to target small groups in year 6. Employment of an additional English specialist to target Year 5 Writing.</p> <p><u>Evidence</u></p> <p>Research suggests that this approach has beneficial effects for both FSM and non-FSM pupils. It has moderate impact</p>	<p>Since we have used this approach, writing data shows an upward trend for all and Spag and writing results are above national.</p>	<p>LW (Deputy Head) PW (Writing teacher) KP (Year 5 English)</p>	<p>Half-termly assessment information used to re-plan targeted approach based on need.</p>

		with moderate costs but with limited evidence.			
	Pirate and Dragon writing	<p>Highly trained TA to deliver Writing intervention.</p> <p>Evidence <u>Impact on Achievement (ECC Website)</u> 300 pupils in 70 schools took part in 1stClass@Writing in 2014-15. Their teachers reported an almost immediate impact:</p> <ul style="list-style-type: none"> • 88% of pupils became more confident and motivated to write • 70% made more progress than their teachers had expected • their spelling scores improved by 42% 			
	One trained TA to have allocated time to speech and language programmes for targeted individuals.	<p>Baseline assessments in nursery showed children have low starting points.</p> <p>EYFS data for 2015-16 showed the gap between FSM6 and Non FSM6 pupils is -16%, larger than 2014-15.</p> <p>Evidence</p>	Trained TA to work with external agencies to offer children a personalised programme to enable them to achieve their learning goals.		

		<p>Teaching and learning Toolkit states that it has moderate impact for very low costs which is based on extensive evidence. It has potential to offer an impact of +5months additional progress for the child. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes. There is an extensive evidence base on the impact of oral language interventions, including a substantial number of meta-analyses and systematic reviews. The evidence is relatively consistent, suggesting that oral language interventions can be successful in a variety of environments. Although the majority of the evidence relates to younger children, there is also clear evidence that older learners, and particularly disadvantaged pupils, can benefit.</p>			
Total budgeted cost					£77,348

<u>Other Approaches</u>					
<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>Evidence and rationale</u>	<u>How it will be implemented</u>	<u>Staff lead</u>	<u>Review of implementation</u>
Improved attendance and support for children with social and emotional problems.	Employment of Lead Learning Mentor	<p>Since employing over Lead Learning mentor 4 years ago, our attendance data has improved annually and is now better than national data for general attendance and persistent attendance issues.</p> <p><u>Evidence</u></p> <p>Teaching and Learning Toolkit identifies that behaviour interventions moderate impact at moderate cost with extensive evidence. On average, SEL 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>Case Studies around key children also evidence impact of this role.</p>	<p>First day response to absence</p> <p>Early Help Assessments carried out as required</p> <p>Child protection issues followed up swiftly and barriers to learning addressed where possible with behaviour and emotional support programmes and social skills groups.</p>	<p>Pauline McNamara</p> <p>Kimberley Quinn</p> <p>Leigh Elsaghier</p>	<p>Assistant Head produces termly attendance data report for Governors but receives attendance data weekly and liaises with Head re any issues.</p> <p>Both Assistant Heads organise use of Lead Learning Mentors time to ensure childrens' needs are met.</p> <p>Data Pack Autumn</p>
				Total budgeted cost	£31,900

