

Pupil Premium Strategy Statement

2015-16



Summary Information					
School	Shiremoor Primary School				
Financial Year	2015-16	Total PP Budget	£210,200 (This is then supplemented where required by school budget.)	Date of recent PP Review	N/A
Academic Year	2015-16	Total PP Budget	£194,433		
Total number of pupils	387	No. of pupils eligible for PP	129 R: 9 (18%) Y1: 18 (31%) Y2: 19 (38%) Y3: 31 (48%) Y4: 21 (49%) Y5: 16 (43%)	Date for next internal review of this strategy	End of academic year with on-going periods of monitoring

			Y6: 15 (45%)	
--	--	--	--------------	--

Current Attainment				
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%

<u>Barriers to Future Attainment</u>
<u>In-school barriers</u>
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.
Most of the children don't have access to tangible resources to support with early maths meaning they start school already behind those of the same age, nationally.
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 this 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.

<u>Review of Pupil Premium Strategy Statement 2015-2016</u>				
Academic Year	<u>2015-16</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 was implemented</u>	<u>Staff lead</u>	<u>Review of implementation</u>	<u>Impact</u>
All staff confident in Maths	Staff meeting to focus on planning for Maths over time. CPD opportunities targeted Maths SLE deployed in school Specialist Maths teacher in Year 6 to reduce class size and target support.	School Development partner and Governors were pleased with the two year improved maths data and wanted a 3 year trend. This was identified as a need for all children and therefore 'quality first teaching' needed to be the key method of approaching this.	Rigorous monitoring and appraisal had a mathematical focus. Peer observation across key stage supported teacher development. Book moderations ensured progress and implementation. SDP visits ensured moderation.	Daniel McConville	End of the academic year	68% of PP children at KS1 achieved at expected standard as opposed to 59% nationally. 11% of PP children achieved at greater depth in maths as opposed to 10% nationally. At KS2 64% of PP children achieved the expected standard in maths (57% nationally)
Total budgeted cost					£27,094 (SLA, CPD, Maths release time)	

<u>Targeted Support</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>	<u>Impact</u>
To close the gaps in knowledge for PP children in maths.	Numbers Count	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. <u>Evidence</u>	Lesley Soulsby, a specially trained Numbers Count TA gave 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	Lesley Soulsby DM	End of intervention End of the academic year	68% of PP children at KS1 achieved at expected standard as opposed to 59% nationally. 11% of PP children achieved at greater depth in maths as opposed to 10% nationally.

		<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. 	planned a tailored programme for each child.			<p>At KS2 64% of PP children achieved the expected standard in maths (57% nationally) The gap did widen between the school's PP and Non-PP (-47%) however, both groups did notably better than those nationally, suggesting the outcome was me for our children in comparison to those nationally.</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 needed support to understand the number system and develop fluency with number facts.</p> <p><u>Evidence</u> Research shows the following based on the impact of the intervention:</p>	Targeted group intervention for PP children. Small group and one-to-one withdrawal sessions, 3 times per week.	Laura Close Sally Clarke DM	<p>End of intervention</p> <p>End of the academic year</p>	<p>71% made better than expected progress against age related expectations from Summer 14-15 to Summer 15-16. All children were below age related expectation on entry to the year. 58% are now achieving at age related expectations.</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 to one basis, or with groups of two or three, with all group sizes making similar amounts of progress.</p>				
	Introduction of Numicon to nursery and Rec	<p>End of nursery year data from academic year 14-15 did not close the PP gap or demonstrate children ready for maths learning.</p> <p>Evidence Oxford University Press have a number of case studies that show the success of Numicon in school settings.</p>	DM purchased Numicon and provided training in its use. LA maths advisor ensured successful implementation.	HS/ NP/ EG	On-going data captures	Numicon was an effective resource which impacted greatly on the mathematical development and achievement of our nursery children. Children accessed Numicon during continuous provision in many areas, including our outdoor, creative and malleable areas within the nursery.

						Numicon was also used daily during numeracy sessions. At the end of the academic year, 64% could count to 10 objects, 54% could order numbers to 5 and 38% could order numbers to 10. Numicon was also used to challenge children when introducing simple addition. Children were very enthusiastic when using this resource independently.
	Employment of additional specialist maths teacher to deliver maths 'guided work' support.	This is to ensure that all PP children had enough support to achieve their full potential on SATS. Evidence According to the teaching and Learning Toolkit, this approach has a moderate impact for a high cost, based on extensive evidence.	Small group intervention was used to focus on key areas, noted by the maths teacher, for development. Children received intervention on a weekly basis for 2 sessions a week.	LE/ WG/ VH	End of academic year data	64% of PP children achieved the expected standard in maths compared to 57% nationally.
Total budgeted cost					£44,211.50	

Other Approaches					Review of implementation	Impact
Desired outcome	Chosen action/approach	Evidence and rationale	How it will be implemented	Staff lead		

Improved attendance	Employment of Lead Learning Mentor	<p>Data pack demonstrated a 3 year trend of attendance being less than National Average.</p> <p>Persistent absences at 8.8% for 2014-15.</p> <p>Evidence The impact of mentoring is low impact with moderate cost. Evidence suggest that disadvantaged pupils can benefit by up to two months additional progress.</p>	<p>First day absence response Support for struggling families Breakfast club Absences referred to other agencies and, where possible, fixed penalty notices applied.</p>	<p>Pauline McNamara Kimberley Quinn Leigh Elsaghier</p>	Data pack- Autumn.	<p>Attendance data (3.1%) better than national (4%). We are in the National Top Quartile. PA absence (4.5%) also better than national (9.2%) and massively reduced. We are now in the National Top Quartile. Stronger relationship have been formed with parents and the school making communication and support easier.</p>
Improved Speech and Language	Trained TA to deliver intervention where highlighted.	<p>Children enter school with low starting points. Speech and language delay on entry to school which has an impact on all learning areas.</p> <p>Evidence Teaching and Learning Toolkit identified that oral language instruction had moderate impact, at very low cost, based on extensive evidence.</p>	Trained TA worked with external agencies to offer children a personalised programme to enable them to achieve their learning goals.	JL	<p>End of intervention End of the academic year</p>	<p>Data pack showed a positive 3 year trend from 65% to 84% for FSM6 Y1 children 'Working At' or the 'Expected' level in Phonics. We want to continue to present this trend and reduce the percentage of Y2 retakes. EYFS data for 2015-16 showed the gap between</p>

						FSM6 and Non FSM6 pupils is - 16%, larger than 2014-15.
To provide social and emotional support to children where required and tackle other social barriers	Employment of Lead Learning Mentor	A high percentage of our children have social and emotional problems and require extra support to enable them to access the curriculum alongside other children. Some children need support during lesson time but also to build relationships during break periods. Evidence Teaching and learning Toolkit evidenced that behaviour interventions have moderate impact at a moderate cost and have extensive evidence. Evidence suggest that disadvantaged pupils can benefit by up to two months additional progress.	Social intervention groups Parent workshops and individual meetings.	Pauline McNamara Leigh Elsaghier Natalie Foster	End of intervention End of the academic year	PP children across school who presented difficulties in social and emotional aspects towards their learning have improved in social aspects and also academically as a result of this support. 60% of a target group receiving support for social barriers, achieved at the expected standard in Maths and writing in the KS2 SATs. In addition, in Y4, 5 and 6- 64% of the target group for support made expected standards of progress.
Total budgeted cost					£52,924	

Desired Outcomes

Success criteria

How they were measured	
Improvement of phonic and language skills across EYFS with a focus on measuring outcomes for children eligible for PP.	Pupils eligible for PP in Reception make rapid progress in reading and writing by the end of EYFS so that no gap exists.
To increase the percentage of PP children who achieve the expected standard on the reading test at the end of KS1 and KS2.	That more PP children will achieve the expected standard on the test bringing this in line with, or exceeding national.
To close the gap between PP and non-PP children in school in reading at expected level and also at 'greater depth'	The gap between PP and non-PP children in reading will decrease as the PP children achieve higher results at expected levels and at greater depth.
To continue to focus on Year 1 phonics to ensure that we continue to increase the number of children achieving at the expected level and also keep the gap closed between PP and non-PP children.	Year 1 phonics results to be above national with no gap between PP and non-PP children.
To provide interventions as required so that children have gaps plugged and do not fall behind.	All interventions monitored to ensure that they add value by ensuring that children make progress.
To keep up the attendance trend to ensure that children attend school well and that P.P. children are particularly targeted to remove barriers so that these children are less likely to be persistently absent.	Continue the improved attendance trend.
To provide support to children and families who need it so that barriers do not detract from learning.	Continue to provide an adult to provide behaviour and emotional support for parents and children.