



Delves Lane Primary School

Pupil Premium Strategy Statement 2016 – 2017

1. Summary Information					
<b>School</b>		Delves Lane Primary School			
<b>Academic Year</b>	2016 - 2017	<b>Total Anticipated Pupil Premium (PP) Budget</b>	£176,731	<b>Date of most recent external PP review</b>	Scheduled for 13 December 2016
<b>Total Number of Pupils</b>	350	<b>Number of Pupils eligible for PP</b>	146	<b>Date for next internal review of this strategy</b>	July 2017

2. Attainment of KS1 & KS2 from previous year (Summer 2016)				
Expected Standard	KS1 PP Pupils	KS1 Non PP Pupils	KS2 PP Pupils	KS2 Non PP Pupils
Reading	58.3%	73.9%	48%	72.7%
Writing	58.3%	73.9%	64%	86.4%
EPGS	50%	68%	60%	81.8%
Maths	58.3%	69.6%	52%	81.8%
Reading, Writing & Maths Combined			36%	72.7%
Progress Score for Reading			-1.6	0
Progress Score for Writing			- 3.2	- 0.2
Progress Score for Maths			- 0.5	1.9

<b>3. Barriers to future attainment (for all pupils eligible for PP) In-school barriers (issues to be addressed in school)</b>	
<b>In-school barriers (issues to be addressed in school)</b>	
<b>A</b>	High number of PP also have SEN (26 Pupils)
<b>B</b>	Currently majority of 11 Nursery PP Pupils are below ARE on entry to school creating a large gap to close. (Awaiting review of Baseline Nursery Data from LA)
<b>C</b>	Poor oral language skills/speech delay for PP pupils on entry to Nursery. Currently majority 11 PP pupils are below ARE on entry to Nursery for Speaking. (Awaiting review of Baseline Nursery Data from LA)
<b>External barriers (issues which also require action outside school)</b>	
<b>D</b>	Attendance of PP Pupils
<b>E</b>	Some PP Pupils receive little or no support from home with Homework and Reading

<b>Outcomes</b>		
	<b>Desired Outcomes</b>	<b>Success Criteria</b>
<b>A</b>	High quality interventions, pre-teaching and quality first teaching that are effective and inclusive for all pupils.	<p>PP Pupils identified on TUC (Targeted Under Achievers) List and monitored by Senior Leadership Team (SLT) through lesson observations, work scrutiny, learning walks and discussions with pupils.</p> <p>Class Teachers have a thorough understanding of pupil's needs. Supported by Special Educational Needs and Disabilities Co-ordinator (SENDCO) and SLT as appropriate. They target TUC and PP Pupils and this is monitored by SLT. Class Teachers include information re TUC/PP Pupils on their planning.</p> <p>Provision Maps monitored by SLT and SENDCO for PP and TUC Pupils – Check the quality of intervention.</p> <p>Short Notes shared with parents re concerns for individual pupil progress.</p> <p>Bespoke Continuing Professional Development (CPD)/Performance Management (PM) to improve subject knowledge and provide tailored training on Reading, Metacognition, Effective Feedback, etc.</p>

Outcomes		
	Desired Outcomes	Success Criteria
<b>B</b>	Increased progress measures for all PP pupils in every cohort and between each key stage.	<p>End of Early Years Foundation Stage (EYFS), Key Stage1 (KS1) and Key Stage 2 (KS2) data for PP pupils to be in line with National Average (NA) for all pupils. Class Teachers have a thorough understanding of pupils who are underachieving and arrange effective catch-up/pre-teaching/interventions. Review and refine assessment systems across the school.</p> <p>SLT to monitor data for PP groups after every assessment collection and identify areas to prioritise and effectiveness of interventions/pre-teaching, etc.</p>
<b>C</b>	Improve Speech (Oral Language) for all pupils with a focus on PP pupils.	<p>All children at 22-36 Secure or Below receive Talk Boost Intervention – 3 times weekly including 11 PP Pupils.</p> <p>Pupils eligible for PP make rapid progress from their starting point in speaking and understanding because of immediate intervention accessed from Autumn term 1.</p> <p>PP pupils not making accelerated progress after Nursery Baseline are referred to Speech &amp; Language Therapy Service and a Short Note is shared with parents.</p> <p>PP Pupils in Nursery make accelerated progress and reach ARE at the end of Nursery if not identified as SEN.</p> <p>PP Pupils to access Talk 4 Writing Program and Phase 1 Phonics to support Speech &amp; Understanding. They speak in full, ambitious sentences.</p> <p>(Awaiting Local Authority (LA) Review of Nursery On-Entry Data).</p>

Outcomes		
	Desired Outcomes	Success Criteria
D	Increase the percentage of attendance for pupils eligible for PP	Reduce the number of persistent absentees among pupils who are eligible for PP to 10% or below. Attendance Team to monitor families and offer support for PP families, resulting in improved attendance. Overall PP attendance to be improved from 94.47% (2015/2016)
E	Homework/Reading opportunities provided weekly and an increased commitment by parents to ensure pupils complete this.	Increased numbers of PP children access Homework (if not completed – children would complete at school) PP Children access Accelerated Reader (Y2 to Y6). End of year data to show PP children are working at Age Related Expectations (ARE) in Reading, Writing and Maths. Pass rate for the Phonics Screening to be above NA in Y1 and also for re-sits in Y2.

5. Planned Expenditure					
Academic Year		2016 - 2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support of whole school strategies.					
Quality First Teaching					
Desired Outcome	Chosen Action/Approach	Evidence and Rational for this choice	How will you ensure it is implemented well?	Staff Lead	When will this be reviewed?
B, C					
To ensure the delivery of high quality teaching, learning and assessment in order to improve outcomes and progress for all children	Bespoke and whole school training on high quality delivery to challenge and support pupils	Effective CPD for teaching assistants to support accelerated progress. Interventions and pre-teaching by highly qualified staff including teachers have been shown to	Rigorous and robust system of staff CPD. Termly PPMs. Monitor planning – Focus on Newly Qualified Teacher (NQT) and Recently Qualified Teachers (RQTs). Book scrutinies.	Head Teacher (HT) Deputy Head (DH) Middle Leaders	Termly

		be effective, as discussed in reliable evidence sources such as EEF Toolkit.	Lesson observations. Leadership time for leaders at all levels		
ii. Targeted support					
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Evidence and Rational for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will this be reviewed?</b>
A,B,C To continue to track, monitor and provide targeted support in order to diminish the difference between PP and non PP pupils	Use of the ITRACK Assessment System allows rigorous data analysis and pupil tracking linked to cohorts. This allows us to identify whether PP children are making appropriate progress and are on track to reach ARE. A relentless focus on supporting and raising expectations for reading, writing and maths outcomes for PP children Through 1:1 and small group provision in and out of the classroom including teachers being released to deliver intervention.	A strong focus on the impact of using data to drive pupil's progress. Small group interventions and pre-teaching can have an impact on pupil progress as evidenced by the Teaching and Learning Toolkit. Ensure staff are deployed effectively and include interventions which target social and emotional needs can have an impact on learning, eg Behaviour Support from LA in lower KS2.	Review interventions through termly Performance Management Meetings (PMMs). Observations of specialist staff and interviews with children accessing pre-teaching/interventions. Book Scrutiny.	HT  DH  Middle Leaders for Maths, SEND, EYFS and English	Termly

iii. Other approaches					
Desired Outcome	Chosen Action/Approach	Evidence and Rational for this choice	How will you ensure it is implemented well?	Staff Lead	When will this be reviewed?
<p>A,D,E To continue to work closely with parents and carers to promote and reward high levels of attendance weekly and termly and punctuality.</p> <p>Additional support for pupils who receive less support at home, eg Homework Club, Interventions, Breakfast Club.</p>	<p>First day response, phone calls/texts to home to ensure that PP attendance is rigorously monitored and is a high-profile issue throughout the school. This is led by admin Staff and HT</p> <p>Motivating and incentivising children to attend school every day through rewards and celebrations.</p> <p>Parent Workshops and Drop-ins Staff Meeting Mini Briefings regarding Attendance.</p>	<p>Ensure that the whole school community addresses attendance as a key step to improved attainment – letters to parents, teachers monitoring class attendance and monitoring by admin team and HT</p> <p>Parents kept up to date with assessment and curriculum changes</p>	<p>Monitor rates of attendance. Review attendance policies and procedures in Jan 2017 to continue to measure impact.</p> <p>Phonics Workshops for Parents. Parent Meetings. Further opportunities for parents to visit school in informal ways, eg calendar of events .</p>	<p>HT Admin Team Class Teachers</p>	<p>Weekly and half termly overview</p>
<p>To ensure that PP Pupils have opportunities to take part in extra - curricular activities, eg outward bound, visit to pantomime, museums, etc to deepen their cultural knowledge</p>	<p>Identify curricular trips linked to the curriculum for each year group</p> <p>Visits into school, eg cyber bullying show in Feb 2017, Charlotte's Web Production in June 2017, etc.</p>	<p>PP Children have increased opportunities to deepen their knowledge through extra-curricular activities and bring learning alive.</p>	<p>Monitor trips and visits as well as Calendar of Events proposed for the academic year 2016/17.</p>	<p>DH</p>	<p>Half Termly Review</p>