



Delves Lane Primary School

Pupil Premium Strategy Statement 2017 - 2018

1. Summary Information					
School		Delves Lane Primary School			
Academic Year	2017-2018	Total Anticipated Pupil Premium (PP) Budget	£176,140	Date of most recent external PP review	OFSTED December 2016
Total Number of Pupils	365	Number of Pupils eligible for PP	129	Date for next internal review of this strategy	July 2018

2. Attainment of KS1 & KS2 from previous year (Summer 2017)				
Expected Standard	KS1 PP Pupils	KS1 Non PP Pupils	KS2 PP Pupils	KS2 Non PP Pupils
Reading	75%	65%	44%	77%
Writing	75%	74%	72%	100%
EPGS	-	-	61%	92%
Maths	69%	79%	67%	85%
Reading, Writing & Maths Combined	-	-	44%	8%
Progress Score for Reading			-1.6	0.1
Progress Score for Writing			-3.2	-0.2
Progress Score for Maths			-0.5	1.9

3. Barriers to future attainment (for all pupils eligible for PP) In-school barriers (issues to be addressed in school)	
In-school barriers (issues to be addressed in school)	
A	High number of PP also have SEN
B	Currently majority of 56% of PP Nursery Pupils are below ARE on entry to school creating a large gap to close.
C	Poor oral language skills/speech delay for PP pupils on entry to Nursery.
External barriers (issues which also require action outside school)	
D	Attendance of PP Pupils
E	Some PP Pupils receive little or no support from home with Homework and Reading

Outcomes		
	Desired Outcomes	Success Criteria
A	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	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> <p>Summary Summer 2018</p> <p>End of Reception – 50% of pupils reached ELG (NA 56% 2017)</p> <p>End of KS1 Reading – 93% of pupils reached ARE (NA 63% 2017)</p> <p>End of KS1 Writing – 82% of pupils reached ARE (NA 54% 2017)</p> <p>End of KS1 Maths – 82% of pupils reached ARE (NA 63% 2017)</p> <p>End of KS2 Reading – 54% of pupils reached ARE (NA 59% 2017)</p> <p>End of KS2 Writing – 67% of pupils reached ARE (NA 66% 2017)</p> <p>End of KS2 EPGS (English – Punctuation, Grammar and Spelling) – 42% of pupils reached ARE (NA 66% 2017)</p> <p>End of KS2 Maths – 40% of pupils reached ARE (NA 66% NA 2017)</p> <p>*ARE – Age Related Expectations *ELG – Early Learning Goal</p>

Outcomes		
	Desired Outcomes	Success Criteria
C	<p>Improve Speech (Oral Language) for all pupils with a focus on PP pupils.</p>	<p>All children at 22-36 Secure or Below Nursery Pupils receive Talk Boost Intervention – 3 times weekly including PP pupils. Pupils eligible for PP make rapid progress from their starting point in speaking and understanding because of immediate intervention accessed from Autumn term 1. PP pupils not making accelerated progress after Nursery Baseline are referred to Speech & Language Therapy Service and a Short Note is shared with parents. PP Pupils in Nursery make accelerated progress and reach ARE at the end of Nursery if not identified as SEN. PP Pupils to access Talk 4 Writing Program and Phase 1 Phonics to support Speech & Understanding. They speak in full, ambitious sentences.</p> <p>Summer 2018 Outcomes: 44% of children were at ARE at the beginning of Nursery – September 2017 overall 75% of children were at ARE at the end of Nursery – July 2018 overall</p>
D	<p>Increase the percentage of attendance for pupils eligible for PP</p>	<p>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.</p> <p>2017/18 Outcomes: Attendance for all pupils 94.2% Attendance for PP pupils 92.6% Persistent Absentees – All Pupils 84.3% (15.7)</p>

Outcomes		
	Desired Outcomes	Success Criteria
		Persistent Absentees – PP Pupils 76.3% (23.7)
E	Homework/Reading opportunities provided weekly and an increased commitment by parents to ensure pupils complete this.	<p>Increased numbers of PP children access Homework (if not completed – children would complete at school)</p> <p>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.</p> <p>Pass rate for the Phonics Screening to be at NA in Y1 and also for re-sits in Y2.</p> <p>Summer Phonics Data 2018 Year 1 Phonics - All Pupils 80% achieved ARE Year 2 Phonics Re-sits – All Pupils 75% achieved ARE</p>

5. Planned Expenditure					
Academic Year		2017-18			
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 teachers and teaching assistants to support accelerated progress in Reading. Interventions and pre-teaching by highly qualified staff including teachers have been shown to be effective, as	Rigorous and robust system of staff CPD. Termly PPMs. Monitor planning – Focus on Newly Qualified Teacher (NQT) and Recently Qualified Teachers (RQTs). Book scrutinies. Lesson observations.	Head Teacher (HT) Deputy Head (DH) Middle Leaders	Termly Summer 2018 John Murray from Reading Explorers has completed CPD with all staff re Guided Reading this year. At the end of KS2 69% of children reached

		discussed in reliable evidence sources such as EEF Toolkit.	Leadership time for leaders at all levels		ARE compared to 58% in Summer 2017.
ii. Targeted support					
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?
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, e.g. Behaviour Support from LA advisor primarily for 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 Interventions tracked. Progress of pupils is kept via provision maps and attendance is also monitored.

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, e.g. Homework support with class teacher, Interventions, Breakfast Reading 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 2018 to continue to measure impact.</p> <p>Phonics Workshops for Parents. Parent Meetings. Further opportunities for parents to visit school in informal ways, e.g. calendar of events .</p>	<p>HT Admin Team Class Teachers</p>	<p>Weekly and half termly overview</p> <p>Phonics Workshops for parents completed alongside transition meetings for parents new to Reception and Nursery.</p>
<p>To ensure that PP Pupils have opportunities to take part in extra - curricular activities, e.g. 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>Class trips scheduled each term (visitor in or trip out) Pantomime visit for Y1 to Y6</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 2017/18</p>	<p>DH</p>	<p>Half Termly Review</p> <p>Children take part in termly trips/visits.</p>

Attainment of KS1 & KS2 Summer 2018				
Expected Standard	KS1 PP Pupils	KS1 Non PP Pupils	KS2 PP Pupils	KS2 Non PP Pupils
Reading	91%	81%	54%	83%
Writing	82%	67%	67%	92%
EPGS	-	-	42%	88%
Maths	82%	81%	40%	79%
Reading, Writing & Maths Combined	-	-	33%	8%
Progress Score for Reading			-2.4	-1.2
Progress Score for Writing			-0.4	-0.6
Progress Score for Maths			-2.7	-0.7