

Pupil premium strategy statement (primary)

1. Summary information					
School	Hanley St Luke's Primary School				
Academic Year	2017/18	Total PP budget	£210,780	Date of most recent PP Review	13/06/17
Total number of pupils	Nursery – numbers pending () Reception –Y6 422	Number of pupils eligible for PP	167 Rec-Y6	Date for next internal review of this strategy	Dec 17

2. Current attainment –End of KS2 Results 2016		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% at ARE Reading	52%	48%
% at ARE Writing	48%	48%
% at ARE Maths	48%	42%
		%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor oral language skills on entry slows progress across the curriculum
B.	English as an additional language slows progress for some pupils
C.	Low aspirations and limited experiences
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Social factors impacting on emotional and social behaviours so inhibiting characteristics for effective learning
E.	Poor attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils entering Nursery and Reception with low speech and language skills will be supported to make rapid progress through designated Speech and Language programmes and access to a language rich environment and curriculum.	Pupils will have made rapid progress as measured by speech programmes outcomes and EYFS profile assessments closing the gap with their peers and operating within age related expectations by the end of Reception.

B.	All children entering the school whether at normal admission points or in year will have a tailored programme of support to ensure they settle quickly and are exposed to the richness of the English language through whole class based support in addition to time limited interventions to ensure they make rapid progress in the acquisition of the language to support learning across the curriculum.	Pupils will have made rapid progress in Phonics, Reading and Writing and will be closing the gap on their peers. Termly assessments will evidence progress along with NASCE assessment
C.	The Mastery curriculum will challenge, excite and enthuse pupils learning and be delivered with the expectation that every child can succeed and tailored support will be offered to ensure the vast majority of pupils are able to progress at age related expectations and those who grasp learning quickly will be supported to deepen their understanding through a range of opportunities.	All children no matter what starting points will make at least good progress and the vast majority will be working securely within age related expectations and be eager, independent and aspirational learners. Termly assessments and on going teacher assessment will measure this.
D.	All pupils and their families, who experience challenging social factors and/or where there are safeguarding concerns, will be supported to seek practical solutions using a range of strategies and partner agencies. Pupils will receive emotional and social support and tailored programmes of intervention to ensure pupils are safeguarded, they are healthy in body, mind and soul and as such, can access quality learning alongside their peers to reach their potential.	Pupils will feel supported and safe in school and will develop a secure sense of self, have fewer mental health / behavioural issues and are therefore able to make progress in line with their peers. A range of assessments methods both formal and informal, including pupil voice, Boxhall profiles and individual plans will measure outcomes.
E.	Attendance will improve to at least national averages and there will be no gap between pupil premium pupils and their non eligible peers particularly in terms of persistent absence figures.	Termly attendance figures for all groups will evidence the success of this desired outcome and annual comparisons can be made along with national comparitors.

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 whole school strategies.					
i. Quality of teaching for all					
Desired outcome and allocated funds	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?
C £48,855	Whole class teaching with in class additional adult support to allow rapid intervention to ensure vast majority of pupils working at age related expectations and PP pupils specifically targeted within this.	Mastery curriculum promoted in Curriculum 2014. Previous setting strategies not sufficiently closed gaps and capped expectations. Research indicates setting has negative impact on pupil progress especially lower ability pupils.	Learning walks. Regularly monitoring of PP pupils by Subject leads and direct challenge and support given to teachers to support mastery approach and outcomes.	EF LC	Ongoing and Dec 2017 interim and full review Summer 2018 for one year impact
C £2500	Additional quality resources to support concrete, pictorial abstract learning approaches and related text books	NCETM Maths mastery research	Maths Lead scrutinise work approx. fortnightly. Learning walks by head. Staff training.	EF	Ongoing and Dec 2017 interim and full review Summer 2018 for one year impact
C £1385	Additional training to support implementation of mastery approaches in Maths and reading	As above for maths Reading: current strategy reviewed as requiring improvement. Guided reading/ Reciprocal Reading recognised as effective reading strategies to support reading progress. Current head prior success.	As above	EF LC & LW	Ongoing and Dec 2017 interim and full review Summer 2018 for one year impact

C	NLE for leadership team to build skill base and ensure all areas well lead, monitored and reviewed so that any improvements needed in provision for PP pupils can be rigorously pursued to effect required outcomes	School to school support from Outstanding school. Recommended by LA	Action plan, monitoring and review built into NLE support	LW	Oct 2017
C £19237	Additional teacher support in key year groups Early Years x 1 session Year 2 x1 session Y4 x 1 session Y5 x 1 session	Additional teachers previously used in setting situation in Y2 & Y6 so redeployed to target intervention and effectiveness to be reviewed.	Compare progress of pupils where possible in these year groups to those without additional teacher support, ensuring other factors taken into account	LW	Ongoing and termly assessments.
Total budgeted cost					£71,977
ii. Targeted support					
Desired outcome and allocated funds	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?
A -----	School Readiness Speech Programme	Respected LA initiative with previous success in school	Staff are well trained and work in partnership with Speech therapist.	KZ	After each cohort intervention
B £2161	Revised approach to ELA admission and intervention. More TA time within class with time limited group support	Liaison with successful school with high EAL numbers and success		LC	Termly

C £24,297	Small group intervention to address misconceptions same day learning	Evolving research form mastery approach and own in school trials during Summer 2017	Leadership monitoring Rigorous Pupil tracking	EF, LC LW KZ	Termly
C £33,252	Time limited interventions in the afternoon across all year groups using variety of resources e.g .Better Reading, phonics support tailored to individual pupil need	Limited additional targeted sustained and time limited intervention outside of English a and Maths previously in place.	Assessment at start and end of intervention either formal diagnostic or teacher assessment depending on intervention	Jmc (SEN) EF LC supported by WM & FR	
Total budgeted cost					£69,447
iii. Other approaches					
Desired outcome and allocated funds	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?
D £22,589	Nurture facility	Recognised strategy and in school successful experience of supporting pupils readiness ot learn and overall well being	Overseen by deputy. Boxhall profile assessments to track progress ensuing pupils move out of facility as soon as sufficient progress made	LC	Termly
D £13,169	In house counsellor	Previous strong success and many case studies of high regard, pupils, parents and staff place on this provision to support pupils mental health	Class teachers liaise with counsellor re case work regularly to tailor support	DH / LW	Ongoing
D/ E £25,871	Full time Safeguarding Officer with additional remit to oversee attendance	High case load requiring fulltime post to offer families early intervention they require. Excellent track record of success and well received by families involved. Attendance still and issue therefore for 17/18 this is being incorporated into this role to build stronger relationships with families and encourage / support attendance more robustly.	Regular liaison (min weekly) meetings with Head re caseload and effectiveness of strategies. Termly attendance figures	AC LW	Ongoing review and termly attendance.

D £880	Support for additional curricular activities/ to ensure equality of access on case by case basis where social services are supporting families.	Offered only to pupils with Social services involvement where all professionals agree access to activity would support positive outcomes on the plan e.g Breakfast Club, Scouts, club etc	Plan review case by case	AC LW	As dictated by plan review timings
D £3050	Music SLA	To ensure equality of access into well researched benefits of learning and instrument and singing in a choir.	Numbers of eligible pupils taking part who wouldn't otherwise. Termly review	SC LH	Termly
D £1440	Subsidised residential outdoor educational visit	Ensures quality of access, to learning experience well recognised as having many positive outcomes for pupils overall progress and well being	Numbers taking up trip and pupil voice. Informal teacher assessment as to benefits. Not easily measurable outcomes.	LW	November 2017
E £2400	Additional SLA with EWO to support pre statutory work	Attendance figures not improving sufficiently to continue to rely on just a basic SLA to support statutory work only. By working with our full time Safeguarding Officer it is intended to rapidly address this and ensure sustainability of approach for the future.	Review with EWO and key staff half termly	LW	Half termly
Total budgeted cost					£69,399

6. Review of expenditure

Previous Academic Year

For impact of 2016/17 strategy please see separate impact statement within 2016/17 Strategy as strategy for 2015/16 was in place and not reviewed on new head's arrival January 2017. 2016/17 strategy was at that time not published fully but was mainly a continuation of the 2015/16 Strategy. This was reviewed for impact during Spring and Summer term 2017 and published. Therefore a review of the 16/17 strategy is already covered in part by the 2015/16 impact statement and the changes made in the 2016/17 strategy.

7. Additional detail

A summary of the work of the school and its outcomes is that currently by the end of KS2 eligible pupil premium children do as least as well as their non eligible peers. However, this is not the case in all year groups and has not been the case in KS1. However, additional factors such as specific SEN cohort issues, EAL and fluctuation in percentages of pupils in each year group, affect this straightforward comparison and there are many individual cases of the positive impact of the work of the school to overcome significant barriers even where national benchmarks have not been reached. What is very clear is that overall, all pupils including those eligible for pupils premium, are not yet attaining as highly as the national average even if in school gaps have been closed in part. By raising the expectations for all pupils and robustly applying the strategies above we aim to address this.