



*ROBY PARK
PRIMARY SCHOOL*

Pupil Premium Strategy Statement

Roby Park Primary School

Pupil Premium Lead	Mr Steven Hatton
Pupil Premium Governor	Mrs Heather Haddley

1. Summary information					
School	Roby Park Primary School				
Academic Year	2017/18	Total PP budget	£153,120	Date of most recent PP Review	May 2017
Total number of pupils	192	Number of pupils eligible for PP	98 (51%)	Date for next internal review of this strategy	February 2018
2. Current attainment					
EOKS2 2016/17	School All pupils (26 pupils – 3.8%)	School Other pupils (7 pupils – 14.2%)	School Disadvantaged (19 pupils – 5.2%)	National Other	School Disadvantaged gap compared to National Other
% at ARE or above in RWM	31%	43%	26%	67%	-41% (approx. 8 pupils)
% Achieving Expected Standard Reading	58%	71%	53%	77%	-24% (approx.5 pupils)
% Achieving Expected Standard Writing	58%	71%	53%	81%	-28% (approx.6 pupils)
% Achieving Expected Standard Grammar, Punctuation and Spelling	85%	100%	79%	82%	-3% (approx.1 pupil)
% Achieving Expected Standard Maths	58%	71%	53%	80%	-27% (approx.6 pupil)
Overall Progress Score Reading	-2.20	-0.30	-2.90	+0.3	-3.2
Overall Progress Score Writing	-1.56	-0.67	-1.89	+0.1	-1.99
Overall Progress Score Maths	-1.73	-0.84	-2.05	+0.2	-2.25
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In School Barriers					
A.	KS2 Reading: there is a significant gap (24% equating to 5 pupils) in the attainment of school disadvantaged children achieving the expected standard (53%) compared to National other (77%).				
B.	KS2 Writing: there is a significant gap (28% equating to 6 pupils) in the attainment of school disadvantaged children achieving the expected standard (53%) compared to National other (81%).				
C.	KS2 Maths: there is a significant gap (27% equating to 6 pupils) in the attainment of school disadvantaged children achieving the expected standard (53%) compared to National other (81%).				
D.	KS1 English: there is a significant gap (30% equating to 6 pupils) in the attainment of school disadvantaged children achieving the expected standard in Reading and Writing (53%) compared to National other (81%).				

E.	EYFS Good Level of Development: There is a significant gap (figures as per above) in the number of FSM children achieving the expected standard (36%) compared to school Non-FSM (72%)	
External Barriers		
F.	Persistent absence: In 2015/2016 there was a high rate of PA in school FSM children (20.9%) compared to national non-FSM (6.2%) Absence: There was a gap (2.1%) between school FSM (5.5%) compared to national other (3.4%)	
G.	Parental engagement and capacity to support school and curriculum expectations	
H.	Social and emotional well-being as many PP pupils' families are supported by external agencies	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	At the end of KS2 attainment in Reading will rise for disadvantaged pupils so that more children are achieving the national standard. (SIP Key Priority 1 & 2)	The gap between the number of disadvantaged children achieving the expected standard in Reading compared to the national average will diminish to 10%.
B.	At the end of KS2 attainment in Writing will rise for disadvantaged pupils so that more children are achieving the national standard. (SIP Key Priority 1 & 2)	The gap between the number of disadvantaged children achieving the expected standard in Writing compared to the national average will diminish to 10%.
C.	At the end of KS2 attainment in Maths will rise for disadvantaged pupils so that more children are achieving the national standard. (SIP Key Priority 1 & 2)	The gap between the number of disadvantaged children achieving the expected standard in Maths compared to the national average will diminish to 10%.
D.	At the end of key stage 2, the number of disadvantaged children achieving the expected standard in Reading/Writing/Maths combined will be closer to the national average. (SIP Key Priority 1 & 2)	The gap between the number of disadvantaged children achieving the expected standard in Reading/Writing/Maths combined compared to the national average will diminish by at least 30% from 2016/17.
E.	At the end of KS1, the number of disadvantaged children achieving the expected standard in Reading will be closer to the national average. (SIP Key Priority 1 & 2)	The gap between the number of disadvantaged children achieving the expected standard in Reading compared to the national average will diminish to 10%.
F.	At the end of KS1, the number of disadvantaged children achieving the expected standard in Writing will be closer to the national average. (SIP Key Priority 1 & 2)	The gap between the number of disadvantaged children achieving the expected standard in Writing compared to the national average will diminish to 10%.
G.	Increase overall school attendance, while decreasing the persistent absence of disadvantaged pupils (SIP Key Priority 3)	Attendance of disadvantaged pupils to be over 95%. Decrease the number of disadvantaged children who are persistently absent by 33%.

5. Planned expenditure			
Academic year	2017/18		
Area of Spend:	Addressing Barrier/s:	Total Allocation:	% of allocation
Additional KS2 Class Teacher	A/B/C/D	£29,939	19.55
Funding for T.A.'s targeted interventions and 1:1 targeted support in Key Stage 2	A/B/C/D	£14,540	9.50
Funding for T.A.'s targeted interventions and 1:1 targeted support in Key Stage 1/EYFS	E/F	£12,500	8.16
Contribution to online English and Maths resources to be accessed in school and at home	A-E	£2,198	1.43
Contribution to new assessment tracking system and staff training	A-F	£3,500	2.29
Learning Mentor	A-H	£31,594	20.63
Contribution to Breakfast Club	A-H	£2,000	1.31
Extended Schools provision	F-H	£3,000	1.96
Contribution to the Music and Performing Arts	A-H	£4,000	2.61
Contribution to CAST team SEND Support	A-H	£19,000	12.41
LA Educational Psychologists	A-H	£8,710	5.69
Attendance Initiatives	G-H	£5,434	3.55
Family learning and support	F-H	£2,705	1.77
Funding for school trips and residential visits	A-H	£9,000	5.88
School equipment e.g. pupil planners, books bags, kits	A-H	£2,500	1.63
School minibus	A-H	£2,500	1.63
	TOTAL:	£153,120	100%

QUALITY OF TEACHING FOR ALL:					
Desired outcome	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-D	Deploy an additional teacher to Y6 for two days a week to reduce class sizes and provide specific support/challenge in Reading, Writing and Maths.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Reduced class sizes: +3 months Bespoke feedback: + 8 months Mastery learning: +5 months 	<ul style="list-style-type: none"> Performance management targets Pupil progress meetings Provide staff CPD Termly monitoring cycle Feedback to governors 	SH SW EN	October 2017 December 2017 February 2018 April 2018 July 2018
A-F	To provide small group interventions in KS2 led by trained teaching assistants based on Reading, Writing, Spelling and Maths needs.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Reading comp strategies: +5 months Small group tuition: +4 months 	<ul style="list-style-type: none"> TA Appraisal targets Pupil progress meetings – pupils identified/ programmes evaluated Intervention tracker monitoring Termly monitoring cycle 	SH HMc KL JMc	October 2017 December 2017 February 2018 April 2018 July 2018
A-F	To provide small group interventions in EYFS and KS1 led by trained teaching assistants based on Reading, Writing, Spelling and Maths needs.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Phonics interventions: +4 months Early Years intervention: +5 months Small group tuition: +4 months 	<ul style="list-style-type: none"> TA Appraisal targets Pupil progress meetings – pupils identified/ programmes evaluated Intervention tracker monitoring Termly monitoring cycle 	SH HMc KL JMc	October 2017 December 2017 February 2018 April 2018 July 2018
A-F	To develop a more efficient assessment tracking system to improve outcomes for all PP pupils, but particularly the high attaining PP pupils, in all year groups with a focus on end of Key Stage progress and attainment.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Early Years intervention: +5 months Small group tuition: +4 months Mastery learning: +5 months Bespoke feedback: +8 months 	<ul style="list-style-type: none"> Performance Management targets Pupil progress meetings Intervention trackers monitoring Termly feedback to governors Half termly SEND meetings Termly monitoring cycle 	SH HMc KL JMc	October 2017 December 2017 February 2018 April 2018 July 2018
Total budgeted cost:					£60,479

TARGETED SUPPORT:					
Desired outcome	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?
G/H	To deploy the new appointed Learning Mentor with lead responsibility for improving attendance. He will also lead on behaviour and pupil well-being.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Behaviour intervention: +3 months Metacognition and self regulation: +8 months Parental involvement: +8 months Social and emotional learning: +4 months 	<ul style="list-style-type: none"> Weekly analysis of attendance data Termly attendance prize giving Regular meetings with SENDCO re: vulnerable pupils Weekly analysis of behaviour data and termly analysis of BFL targets 	ML SH SLT	December 2017 March 2018 June 2018
G/H	To provide funding to support PP families with the subsidised cost of Breakfast Club to ensure that pupils attend school on time every day having had a breakfast.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Parental involvement: +8 months Social and emotional learning: +4 months 	<ul style="list-style-type: none"> Weekly monitoring of attendance registers/PA registers Review of PP pupils progress and attainment on a termly basis Review of behaviour data of PP pupils 	SH JW ML	December 2017 March 2018 June 2018
A-H	To provide suitable and bespoke support to meet the learning needs of PP pupils with a specific special educational need.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Small group tuition: + 4 months Phonics interventions: +4 months Reading comp strategies: +5 months Bespoke feedback: +8 months 	<ul style="list-style-type: none"> Half termly meetings with SENDCO and CAST team to evaluate progress/identify next steps Analysis of data provided by CAST team and CTs Monitoring of pupils' PPP as per monitoring cycle 	KL CAST team Class Teachers	October 2017 December 2017 February 2018 April 2018 July 2018
A-H	To provide suitable and bespoke support to meet the behavioural needs of PP pupils.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Behaviour interventions: +3 months Social and emotional learning: + 4 months Metacognition and self regulation: +8 months 	<ul style="list-style-type: none"> Termly analysis of school behaviour data of PP pupils P&R termly meetings and minutes Evidence/actions/ strategies from Ed Psych reports 	KL ML SH Class Teachers	December 2017 March 2018 June 2018
Total budgeted cost:					£61,304

OTHER APPROACHES:					
Desired outcome	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-F	To provide online resources that pupils can access both in school and at home to further and engage and enhance their learning in English and Maths.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Digital technology support: +4 months 	<ul style="list-style-type: none"> Review planning of weekly lessons/opportunities/homework Monitoring cycle e.g. embedded use of resources in class Pupil progress meetings Intervention trackers 	SH HMc JMc KL	December 2017 March 2018 June 2018
A-H	To provide funding so that pupils can access residential trips, have spiritual/social/cultural experiences. Cross curricular links will be made where possible to support English and Maths curriculum too.	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Outdoor adventure learning: +4 months Social and emotional learning: +4 months 	<ul style="list-style-type: none"> Review of numbers of pupils supported by this initiative, their termly attendance and academic progress Termly report to governors 	SH Class Teachers SBM/EVC Lead	December 2017 March 2018 June 2018
A-H	To support a broad and balanced curriculum, school will provide wider opportunities for pupils who may not have access externally to develop skills and talents in the arts e.g. music tuition, French	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Arts participation: +4 months Social and emotional learning: +4 months 	<ul style="list-style-type: none"> Review of numbers of pupils supported by this initiative, their termly attendance and specific progress in the arts Monitoring of provision and concerts/events 	SD SH Class Teachers	December 2017 March 2018 June 2018
G	To provide a range of motivating attendance incentives to drive improvements in attendance and punctuality	Based The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> Behaviour interventions: +3 months Social and emotional learning: +4 months 	<ul style="list-style-type: none"> Half termly and termly attendance rewards/ prize giving Costing of new initiatives shared with governors Weekly review of registers/ PA registers 	ML SH SBM	October 2017 December 2017 February 2018 April 2018 July 2018
Total budgeted cost:					£31,337

REVIEW OF EXPENDITURE 2016/17

Quality teaching for all:

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
<i>To improve outcomes for EYFS pupils and diminish differences</i>	Provide additional support to ensure that adult ratios are high and small, focused group teaching has an impact with Nursery and Reception pupils.	<ul style="list-style-type: none"> GLD was in line with national averages 100% of PP pupils achieved the ELG at the end of EYFS (31% increase on 2016) 100% of PP pupils achieved the expected level or better in all Prime Areas 100% of PP pupils achieved the expected level or better in all Specific Areas 	<ul style="list-style-type: none"> Effective provision in place in EYFS and targeted interventions impacted well and will be used again. Good use of PP plus funding to further support LAC pupils 	Cost: £2,000
<i>To improve outcomes for KS1 pupils and diminish differences in phonics, reading, writing and maths</i>	Employ additional, part time support in KS1 in order to reduce class sizes and run targeted interventions in reading, writing, maths and phonics.	<ul style="list-style-type: none"> 88% of Y1 passed the Y1 Phonics Screening – increase of 13% from 2016 and above national average (81%) 95% of pupils passed the Phonics Screening by the end of Y2 – increase of 8% from 2016 and above national average (92%) KS1 Reading 59% achieved ARE or better. KS1 Writing 55% achieved ARE or better KS1 Maths 68% achieved ARE or better R/W/M all improved from 2016 but remain below national averages 	<ul style="list-style-type: none"> Teaching of Phonics is strong in EYFS-KS1 More challenge needed to close gap on national averages in R/W/M for all pupil groups Further English support needed to boost reading and writing attainment Boys/PP/SEND groups need additional intervention 	Cost: £10,000
<i>To improve outcomes for KS2 pupils and diminish differences particularly in reading, writing and maths</i>	Employ additional, part time support in KS2 in order to reduce class sizes and run targeted interventions in reading, writing and maths.	<ul style="list-style-type: none"> Y6 Reading 58% achieved ARE or better Y6 Writing 58% achieved ARE or better Y6 SPAG 85% achieved ARE or better Y6 Maths 58% achieved ARE or better Y6 R/W/M combined 31% - 17% increase on 2016 All areas improved but remain below national averages Reading progress reduced from -4.8 to -2.2 Writing progress reduced from -2.1 to -1.6 Maths progress reduced from -3.8 to -1.7 	<ul style="list-style-type: none"> Further support needed in Y6 to continue to raise attainment – trial small group intervention with additional class teacher in 2017/18 Writing attainment to close gap on SPAG attainment and focus on the application of SPAG in independent writing School to source appropriate maths interventions Develop a new tracking system to tighten assessment procedures 	Cost: £18,000
<i>To provide suitable and bespoke support to meet the learning needs of pupils</i>	External support will support school staff in identifying strategies, support and provision for pupils with specific learning needs. All agencies will work in collaboration with parents/carers	<ul style="list-style-type: none"> Deployment of Shine Therapy to deliver bespoke sensory programmes to individuals and small groups which have impacted positively on attainment Improved gains of progress made by pupils attending CAST sessions in school and attending Central Primary for 2x0.5 sessions a week 	<ul style="list-style-type: none"> Continue to roll out the Shine Therapy programme in 2017/18 providing further assessments and strategies for pupils in EYFS-KS2 Provide staff CPD relating to sensory needs of pupils Identify new pupils to attend Central Primary for 2 sessions per week. 	Cost: £18,500

Targeted Support:

Desired outcome	Chosen action/ approach	Impact	Lessons learned	Cost
<i>To improve whole school attendance and reduce the number of persistent absentees whilst reviewing rewards and incentives</i>	Using LA School Attendance Team SLA working alongside school learning mentor to track, monitor attendance/PAs and target/ support vulnerable families	<ul style="list-style-type: none"> Overall school attendance dipped to 94.9% and PA pupils increased. Targeted support with specific pupils/families helped to improve attendance of certain pupils Response to attendance panels improved and instant improvements were seen in pupils' attendance/punctuality 	<ul style="list-style-type: none"> Revise incentives for attendance Greater focus on PA list and reducing the number of pupils by end of 2017/18 Tracking procedures and analysis need reviewing and updating Penalty notices and fines to be issued more frequently Increase LA Attendance SLA for additional support 	Cost: £7,000
<i>To promote pastoral support by addressing and supporting the social and emotional well being of pupils so that barriers and time lost do not hinder progress and attainment</i>	Support of/liason with Learning Mentor for pupils, families and class teachers to provide 1:1 or group support/counselling or sign post pupils/families to external support. School offers parenting courses too	<ul style="list-style-type: none"> School provided families support through TAF/EHAT meetings which has led to improved attendance/punctuality for specific families and individuals School has liaised with Family Literacy Services and provided a range of literacy and parenting courses to support families and their needs. 	<ul style="list-style-type: none"> Continue with this SLA and target specific families based on school information/data Support will help new learning mentor in post from September 2017 	Cost: £33,954
<i>To provide vital equipment/resources for pupils that ensures that all external barriers to learning are removed and each child feels included as part of the school community</i>	To provide support to pupils/families where necessary in order for pupils to come to school each day with external barrier to learning removed e.g. use of breakfast club, uniform, minibus transport to events, PE kits, glasses	<ul style="list-style-type: none"> Attendance at Breakfast Club improved on a half termly basis therefore punctuality improved for specific groups of pupils School minibus provided transport to collect pupils for school impacted positively on attendance and also reduce costs of trips/visits which all pupils were able to participate in which supported curriculum studies and improved attainment and progress as outlined above. 	<ul style="list-style-type: none"> Continue with Breakfast Club and target specific families linked to PA 	Cost: £11,500
<i>To provide suitable and bespoke support to meet the behavioural needs of pupils</i>	External support will support school staff in identifying strategies, support and provision for pupils with specific behavioural needs. All agencies will work in collaboration with parents/carers	<ul style="list-style-type: none"> Termly P&R meetings identified pupils for Ed Psych assessments and subsequent support/strategies provided. Data outlined above shows an improved trend in attainment and behavioural support from school staff and external agencies was invaluable and led to no exclusions in 2016/17. 	<ul style="list-style-type: none"> Specific support to be brokered for UKS2 and EYFS due to needs of cohorts in 2017/18. 	Cost: £9,500

<p><i>To increase participation levels and life opportunities for all pupils</i></p>	<p>To provide funding so that pupils can access residential trips, have spiritual/social/cultural experiences. Pupils will have the opportunity to develop skills in a variety of extra curricular provision too</p>	<ul style="list-style-type: none"> • All pupils took part in cohort class trips/visits • Majority of trips were organised as a stimulus for writing or supported areas of the wider curriculum and improved attainment trends are outlined above. • More children graduated from Children's University in 2017 compared to 2016 based on the increased number of clubs provided. 	<ul style="list-style-type: none"> • All trips to have a purpose e.g. writing/maths/topic • Expand the trips provided to promote cultural and social diversity 	<p>Cost: £15,000</p>
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