

## Annex 2c: Pupil premium strategy statement (primary)

Summary information					
School	Blackford CE Primary				
Academic Year	2017/18	Total PP budget to April 2018 (7/12)	£12,227	Date of most recent PP Review	
		Estimated PP budget to April to Aug 2018	£9,283		
Total number of pupils	55	Number of pupils eligible for PP	17	Date for next internal review of this strategy	July 18

2017 attainment at Y6 (and Y2 in brackets)				
<i>SD indicates suppressed data – cohort numbers are such that individuals may be identified. Results are available within school.</i>	Pupils eligible for PP in 2016-17		Pupils not eligible for PP	
	Year 6 <i>SD</i>	Year 2 <i>SD</i>	Year 6 <i>SD</i>	Year 2 <i>SD</i>
% achieving scaled score of 100 or above in reading, writing & maths	<i>SD</i>	<i>SD</i>	<i>SD</i>	<i>SD</i>
% making scaled score of at least 100 in reading	<i>SD</i>	<i>SD</i>	<i>SD</i>	<i>SD</i>
% making scaled score of at least 100 in writing	<i>SD</i>	<i>SD</i>	<i>SD</i>	<i>SD</i>
% making at least scaled score of at least 100 in maths	<i>SD</i>	<i>SD</i>	<i>SD</i>	<i>SD</i>
1. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )				
A.	Poor speech skills on entry			
B.	Low home-learning support for GRT/PP pupils			
C.	Lack of home internet access for some PP families			
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )				
D.	Low attendance particularly for those GRT pupils who are also PP			
E.	Low literacy levels in parents of GRT pupils who are also PP			
2. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )			Success criteria	
A.	Further develop quality of teaching for all children		All teaching continues to be good or better; children make expected or better progress	

<b>B.</b>	Improve attendance for all PP pupils	Attendance is at 96% for all pupils
<b>C.</b>	Increase language skills for younger PP children	PP children in EYFS make rapid progress and can communicate their thoughts and ideas clearly and articulately. Specialist advice is sought and acted upon where necessary
<b>D.</b>	Improve English and maths skills for PP children	Children make expected or better progress according to tracking systems; gaps close with non-PP children;

### 3. Planned expenditure

**Academic year 2017/18**    **£12,227** (to April 17) plus **£9,283** projected April to July 18 = **£21,510. Planned spend £22,100**

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	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?
Improve English skills for all	Peer observations in school and within CSP	High quality teaching benefits all children, inc those eligible for pupil premium funding. Sutton Trust in 2011 stated "The effects of high-quality teaching are esp significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers..... for poor pupils the diff between a good teacher and a bad teacher is a whole year's learning."	Monitoring by English leader Reporting to Governors' S&C committee	LWS/MC	July 2018
	CLPE membership		Monitoring by English leader Reporting to Governors' S&C committee	LWS/MC	July 2018

Improve Maths skills and increase confidence in maths	Move to blocked planning approach.	There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. Unusually however, among the evidence reviewed in the Toolkit, the effects of mastery learning tend to cluster at two points with studies showing either little or no impact or an impact of up to six months' gain. This clear split and wide variation implies that making mastery learning work effectively is challenging. (Sutton Trust).	Monitoring by Maths leader Reporting to Governors' S&C committee	LWS/RB	Termly
	Incorporate elements of mastery in maths teaching. Attend CSP sessions with Uni of Cumbria		Monitoring by Maths leader Reporting to Governors' S&C committee	LWS/RB	Termly
	Buy more resources for concrete learning	Increases range of concrete resources available to support maths learning for all learner types.	Monitoring by Maths leader Reporting to Governors' S&C committee	LWS/RB	Termly
<b>Total budgeted cost</b>					£800
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B. Increase language skills for younger PP children	Increased STA/HLTA time with YR children. CPD for TAs	Sutton Trust research shows Oral Language Intervention has a high impact on pupil progress.	MC to monitor observations and interactions. MC to model vocabulary development for TAs	LWS/MC	Termly

C. Improve English skills for PP children	1 x KS2 teacher to carry out 1-1 or 1-2 interventions with children they teach. KS1 1-1 or 1-2 interventions by experienced class teacher. Increased STA support in KS1 phonics x5 per week for focused groups Use of Lexia reading programme.	Interventions using experienced and specifically trained teachers, which have nearly twice the effect on average. (Sutton Trust). The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress. (Sutton Trust).	Discussions at staff meetings. Subject leader to monitor progress of PP children.  Pupil progress meetings to discuss strategies that are effective/not so  Records show that PP children are all accessing Lexia both at home and at school (extra sessions in school if no internet available at home)	LWS/MC	Termly
D. Improve maths skills for PP children	1 x KS2 teachers to carry out 1-1 or 1-2 interventions with children they teach KS1 1-1 or 1-2 interventions by experienced STA and HLTA	Interventions using experienced and specifically trained teachers, which have nearly twice the effect on average. (Sutton Trust). Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress. (Sutton Trust).	Discussions at staff meetings. Subject leader to monitor progress of PP children Pupil progress meetings to discuss strategies that are effective/not so	LWS/ST	Termly
<b>Total budgeted cost</b>					£21,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Ensure equality of opportunity	Support for PP on residential and other trips (Ratlingate)	On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (Sutton Trust)	Discussions with PP parents and carers	LWS	Summer 2018 (after trip)
Improve attendance for all PP pupils	Keep attendance policy in spotlight Share with parents Continue reward systems Attendance display board reinvigorated and more prominent.	Good attendance is vital for good progress. Large evidence base for this.	Follow procedures as outlined in the policy	LWS	Weekly Half-termly Termly
<b>Total budgeted cost</b>					£300

4. Review of expenditure				
Previous Academic Year		Sept 2016 - July 2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Improve English skills for all	High quality CPD for all staff Peer observations in school and within CSP	CLPE Power of Reading training very useful. Teachers implemented across the school. All PP children who were in school all year made at least expected progress in reading (1 made 1 pt less) and the same in writing (see PP progress sheets 2016-17)		£385

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B. Increase language skills for younger PP children	Increased STA/HLTA time with YR children. CPD for TAs	All YR children including 1PP child gained expected or exceeding in Listening and Attention, Understanding, and Speaking	Continue	£7554
C. Improve English skills for PP children	2 x KS2 teachers to carry out interventions with children they teach KS1 interventions by experienced STA and HLTA. Planned by HLTA with support from teachers + SENDCo. Increased STA support in KS1 phonics x3 per week for focused groups	<p><b>Reading</b> 67% of PP children (on roll all year, years 1-6) made better than expected progress in reading; Of the others 8% made expected progress, 8% made 1 point less progress than expected and the other 17% were absent from end Jan to end of year. Of the 5 children who joined in-year, 2 made better than expected progress, 1 made expected progress. 1 made less than expected and 1 joined in June so progress was difficult to measure.</p> <p><b>Writing</b> 58% of PP children (on roll all year, years 1-6) made better than expected progress. 25% made expected progress. 17% were absent from end Jan to end of year. Of the 5 children who joined in-year, 1 made better than expected progress, 2 made expected progress. 1 made less than expected and 1 joined in June so progress was difficult to measure.</p>	Continue  KS1 teacher to carry out interventions in place of HLTA (timetable change)	£3,890.04  £2,499.60  £2,997.60  £4,496.40

D. Improve maths skills for PP children	2 x KS2 teachers to carry out interventions with children they teach KS1 interventions by experienced STA and HLTA	75% of PP children (on roll all year, years 1-6) made better than expected progress; Of the others 8% made expected progress and the other 17% were absent from end Jan to end of year Of the 5 children who joined in-year, 2 made better than expected progress, 2 made expected progress. 1 joined in June so progress was difficult to measure.	Continue  KS1 teacher to carry out interventions in place of HLTA (timetable change)	Inc in above
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Ensure equality of opportunity	Support for PP on residential and other trips (Fellside)	All eligible PP children attended the adventurous activities' residential. Self-esteem was raised and confidence grew	Continue	£600
Improve attendance for all PP pupils	Revise attendance policy Share with parents Implement new reward systems Attendance display board	Policy shared with parents and available on website New reward systems implemented and popular with children. Revised mid-year as were year group based and changed so some individual awards given. Board displayed. Impact was mixed. Additional factors of GRT attendance as well.	Continue  Focus on communications with parents	£0

## 5. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Actual spend 2016-17 was £22,647.64 (spreadsheet calculation)

This plan was last updated in December 2017.