

Sheep Dip Primary School Pupil Premium Strategy Statement 2018-19

Summary Information					
School	Sheep Dip Lane Primary School				
Academic Year	2018-19	Total PP spend £	£155,760	Date of most recent PP Review	Ofsted May 18
Total Number of Pupils	237 (F2-Y6)	Number of pupils eligible for PP	114 – 237 48% (F2-Y6)	Date for next internal review of the strategy	10.4.19 External audit

Current Attainment (Pupil Premium Pupil Progress Data Summer 2018)												
Year group no of PP	Reading PP		Reading Non PP		Writing PP		Writing Non PP		Mathematics PP		Mathematics Non PP	
	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS
FS2 GLD	GLD PP = 65%				GLD Non PP = 83%							
FS2 (17)	71%	0%	61%	22%	65%	0%	67%	17%	65%	6%	67%	17%
Y1 (10)	20%	10%	35%	10%	20%	0%	25%	0%	40%	10%	55%	5%
Y2 (15)	60%	13%	75%	21%	53%	7%	63%	8%	67%	20%	88%	13%
Y3 (16)	63%	13%	68%	5%	63%	0%	47%	6%	50%	6%	58%	11%
Y4 (21)	33%	10%	43%	7%	29%	0%	7%	14%	52%	10%	29%	7%
Y5 (20)	30%	0%	83%	0%	20%	0%	83%	0%	30%	0%	67%	17%
Y6 (23)	91%	57%	100%	75%	74%	4%	92%	33%	87%	0%	100%	33%
Average	53%	15%	57%	20%	48%	2%	55%	11%	63%	7%	66%	15%

Key: Green above National and exceeding 70%, Amber below National and exceeding 60%, Red well below National and below 60%.

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In school barriers (issues to be addressed in school, such as poor oral skills)	
A	The quality of teaching and learning is not yet consistently good across school (Ofsted May 18) and has impacted on the attainment gains in year for some year groups including PPG children (Y1, Y4 and Y5).
B	Language and Communication (C&L) skills in Nursery and Reception are lower for pupils eligible for PP than other pupils on entry to FS2. On entry into (Nursery) the children enter well below age expectations in C&L at 87% and FS2 (Reception) a gap between PP and all other pupils on average of 12% for all 3 elements linked to oracy. This slows communication and language progress effects Phonics and Reading at GLD and higher up in school.
C1	PP pupils across school are making at least good progress but achieving lower attainment.
C2	High ability pupils who are eligible for PP are not always reaching Above ARE at the end of KS1 and KS2.
D	Social and emotional difficulties for a small number of pupils (the majority eligible for PP Intensive Thrive group 6/8 are PP 75%) is effecting on their ability to settle to learn and engage impacting on most not making the accelerated progress academically to close gaps towards ARE.
External barriers (issues which also require school action, such as low attendance rates)	
E	Whole school attendance for PP pupils is 93% which is below all pupils which was 94% with both being below National measures. This reduces their access to good quality teaching and puts them at risk of falling behind their peers.
F	High percentage of pupils/families requiring additional support through Early Help, TAC, CIN, on CP plans or Looked after in care due to concerns over safeguarding affects pupils attendance and emotional well-being which impacts on their academic progress.
Desired outcomes	
	Desired outcomes and how they will be measured
A	Improved consistency in the quality of teaching and learning to good and better standards
	Success criteria
	80% of teaching and learning to be good or better.

	to raise pupil attainment towards National standards at ARE.	Attainment to improve significantly (10%+) across school in Reading, writing and Maths.						
B	Improved outcomes in communication and language in EYFS (FS1 and FS2).	70%+ of pupils eligible for pupil premium make rapid progress by the end of the year and achieve GLD in communication and language.						
C1	Improved attainment for PP achieving Expected at KS1 and KS2 as well as Expected in all other year groups (Y1,Y3, Y4 and Y5). (PP GLD % exceeded National in 2018) Key: Green shows targets set are improving outcomes for PP group from 2018 to close gaps Amber targets set are in line of just below Red targets set are below National and attainment for PP group in 2018	Yr grp	% of PP children at ARE Summer 2018			Target for % of PP children at ARE July 2019		
			Reading	Writing	Maths	Reading	Writing	Maths
		1	30%	20%	50%	65%	65%	71%
		2	60%	53%	67%	60%	60%	60%
		3	76%	63%	56%	60%	54%	75%
		4	43%	29%	62%	56%	38%	57%
		5	30%	20%	30%	52%	52%	62%
6	91%	74%	87%	80%	75%	80%		
C2	Improve consistency in all PP pupils making good progress or better to diminish gaps between PP and Non PP across school. (Autumn term baseline data) Key: Red - gap between non PP and PP children's attainment. Green – gap where PP children are outperforming non PP children.	Yr Grp		Reading		Writing		Gaps
		1	Non PP +3%		Non PP +9		Non PP +12	
		2	Non PP +15%		Non PP +10%		Non PP +21%	
		3	Non PP +30%		Non PP +9%		Non PP +7%	
		4	Non PP -12%		Non PP – 16%		Non PP – 19%	
		5	Non PP+21%		Non PP +51%		Non PP +27%	
		6	Non PP +8%		Non PP +8%		Non PP +13%	
D	PP pupils are ready for learning and able to access academic learning in class with less behavioural incidents logged on CPOMS.	<ul style="list-style-type: none"> • Pupils and parents/carers are accessing interventions to support social and emotional well-being and readiness for learning when required. (E.g. Thrive, Family Thrive, Worth Project Mentoring) • Pupils with social and emotional issues are happy to be in school and are able to access learning in classrooms safely. (Target 11 pupils (8 thrive, 3 SEND 1-1 75%+ able to access learning by July 19). 						
E	Improve attendance of PP pupils by at least 1% at the end of the school year.	Whole school attendance for PP pupils increases from 93% in 2017/18 to 95% in 2018/19 Robust systems for monitoring and evaluating attendance show a reduction in the number of persistent absentees among pupils eligible for PP from 82% to 86%. So that there is an increase in their overall attendance of PP to National.						

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5. Planned expenditure					
Academic Year	2018-19				
<i>The three headings below enable school to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</i>					
1 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	Monitoring milestones
Improved consistency in the quality of teaching and learning to good and better standards to raise pupil attainment towards National standards at ARE.	<p>1. CPD focusing on: - Assessment -Research School training on using the diagnostic toolkit to analyse pupil needs to plan appropriate intervention. 2 SMSC linked to new reward system Marvellous Me</p> <p>3. Effective curriculum CPD Rob Carpenter and full curriculum review and LTP and schemes of learning development using – Mary Myatt/Learning Matters</p> <p>4. In the moment planning EYFS for effective differentiation to meet individual needs - Early writing strategies including diagnosis from baseline to planned intervention on the physicality of writing</p> <p>5. 1-1/small group</p>	<p>Research school EEF guidance on Improving Literacy at KS1 and 2 showed analysis and carefully researched interventions support improvements in pupils gains.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/news/new-guidance-for-schools-on-engaging-parents/</p> <p>The Curriculum – Gallimaufry to coherence by Mary Myatt focuses on balancing the theory, critical argument and practical applications to create a coherent curriculum impacting on planning and CPD.</p> <p>Learning Matters CPD through Doncaster Research School think pieces development day based CPD sessions around quality effective curriculum for depth of learning, building from real to using and applying skills and knowledge in real contexts.</p> <p>Planning in the moment In EYFS- Anna Ephgrave evidences using this approach expands pupils vocabulary and increase progress rates through carefully planned intensive focus children weekly.</p> <p>Using Doncaster Research School CPD on EEF guidance for Literacy and interventions on handwriting, reading analysis and spelling to support pupil progress.</p> <p>EEF toolkit cites some 1:1 programmes have moderate impact.</p>	<p>The senior leadership team will deliver and/or source quality CPD which will then be monitored through teaching and learning reviews, scrutinies and data.</p> <p>Pupil progress meetings will drill down to evaluate PP progress in each class.</p> <p>Every teaching staff member will be held to account over the progress of every PP child – providing detailed provision map and outcomes every term.</p> <p>Targeted support led to improved outcomes with trial developments in the summer term.</p> <p>Targeted Training for LSA on effective teaching and learning, assessment and feedback to support rapid progress.</p> <p>Intervention pupil tracking to evidence impact and review progress.</p>	FP AP DB SS	<p>Appraisals – Oct Feb and June</p> <p>Weekly CPD</p> <p>Half termly pupil progress meeting with detailed analysis of progress and next steps.</p> <p>LSA targeted observations – Jan</p> <p>LSA training Oct / Jan / April</p> <p>Observations of third space learning– Nov/ Feb/June</p> <p>Work book scrutinies of targeted PP pupils – Nov/Feb/May</p> <p>Termly data reports</p> <p>CPD support staff evaluations, drop ins summer term to show impact.</p>

<p>targeted support teacher. - Kagan principles for collaborative learning/talk/in lesson formative assessment</p> <p>6. KPI Assessment resources to give scaled scores</p> <p>7. Class Track and O Track to track outcomes</p> <p>8. Progress meetings with every staff member each term to review impact</p> <p>9. Intervention Resources (IDL Literacy, First class@number, Third space learning tuition, Early Language)</p> <p>10. Support staff 1-1 or small group interventions.</p>	<p>Third space learning tuition for a target trial pupil for Maths weekly 1 hour also allows access to fluent in 5 a trialled arithmetic daily 15 min programme which resulted in significant gains Y6 in 2018.</p> <p>Making Good Progress by Daisy Chrisodoulou states the need for assessment to be descriptive but also have a scaled score to compare, KPI's alongside summative assessments using scaled scoring to track pupils.</p> <p>Intervention resources – IDL Literacy has been researched through SENDCO network and conducted with a trial group for one term average gains in spelling were 5 months and in reading were 3 months.</p>	<p>Targeted LSA CPD on toolkits for learning, modelling, vocabulary development and consistent high expectations.</p>			
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Total Planned Spend

					<p>£598.50 £2,797.67 £1336.64 £8582.45 £2,270.52 £1250 £5206.40 £27,503.05 £48,366.058 £4230 £896.96</p> <p>TOTAL - £102,831.77 66% of the total spend</p>
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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Monitoring milestones
PP pupils are ready for learning and able to access academic work with less behavioural incidents logged.	<p>1. Inclusion Manager 4 days a week to work with families and pupils.</p> <p>2. CPOMS system to record and monitor work with pupils and families.</p> <p>3. Thrive base lead to deliver the THRIVE programme 4.5 days a week.</p> <p>4. Support staff to deliver pastoral programmes.</p>	<p>EEF Toolkit cites that behaviour interventions have moderate impact. We researched this approach across other schools who were successfully using the Thrive Approach and other pastoral programmes.</p> <p>The impact of this approach in our school has been significantly positive for pupils especially through early intervention at KS1 to Y4 which is why we are continuing with this.</p>	<p>An action plan for the Thrive approach which will be evaluated termly by the leadership team as part of the School Improvement Plan.</p> <p>The Inclusion Manager/Base lead will do case supervision over all Thrive programmes. The head teacher will evaluate the effectiveness of interventions through monitoring sessions and data through the provision maps.</p>	NK LS FP AP	<p>Fortnightly meeting with FP and Thrive base lead.</p> <p>Thrive termly report produced by NK</p> <p>Termly CPOMPS report – monitoring individuals disseminated to all staff members.</p>
Total budgeted cost/spend					
					<p>£16,498.30</p> <p>£895</p> <p>£21,257.43</p> <p>£8302.35</p> <p>£9251.48</p> <p>TOTAL - £56,204.56</p> <p>36% of the total spend</p>

3 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	Monitoring milestones
<p>Improve attendance of PP pupils by 1 % at the end of the school year.</p> <p>Reduction of PP persistent absentees by at the end of the school year.</p>	<p>1. Fortnightly meetings with Inclusion manager and admin manager/Head teacher to implement strategies to improve individual and whole school attendance and punctuality.</p> <p>2. SIMS Support to track and monitor attendance.</p>	<p>Work with the team/EWO has increased PP attendance over the last three years which is why this work will continue. SIMS support has been essential to track and monitor previously so this will continue.</p> <p>To continue with the PP attendance monitoring documents to track all PP pupils – this proved to be an invaluable document last year for all involved in raising</p>	<p>Inclusion Manager will lead this initiative with support of admin manager reporting to the Head teacher for the full year and report back regularly to the LGB and account for the work done.</p> <p>Head teacher will meet half termly with the team to monitor targeted pupils.</p> <p>There will be a reduction of Persistent absentees and a</p>	LS MG FP	<p>Half Termly PP attendance reports</p> <p>Half termly meetings with Vice Principal and Principal</p> <p>Fortnightly EWO meetings</p>

		pupils attendance. It logged reasons why pupils were absent, improvements or dips in attendance half termly, progress with EWO involvement	rise in attendance to National.		
Total budgeted cost/spend					
					£8373.92 £685.44 £2500.00 Total - £11,559.36 7% of the total spend
		PP funding for 2018/19 £155,760 Total Cost for PP Strategy 2018/19 £170,595.69			
Statement	<i>The allocation of spend % shows school is addressing outcomes from analysis of 2018 data, latest research from EEF guidance and schools with outstanding outcomes. The three strands and allocation reflects the key priority to improve the quality of teaching and learning for all pupils (Ofsted 2018 priority action).</i>				

4. Review of expenditure

Expenditure for:	2017-18																																																																																																																																																														
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																																																																																																																																																									
Improve the quality of Teaching and Learning so that all teaching is at least good	CPD on: Whole class shared reading and core text (Exceed/LA). Summative and formative assessment using KPI's to support planning, pitch, differentiation. Talk 4 writing KS1. Teaching backwards approach skill based learning Art. PSA/LSA thrive approach. Formative and summative assessment in classrooms. YARC reading assessment for LSA's. Stay safe big talk SMSC/safeguarding.	School was inspected in the summer term May 2018 some teaching and learning was deemed good. There was 60% that was good at this point with some staff still on induction into school following new appointments. This means that PP pupils in school were all accessing quality teaching and learning provision in some classes where staffing was stable but this needed to become more consistent across school.			Where staffing has been stable the % of pupils at ARE that are PP has either sustained or increased. All year groups were affected by PP pupils coming or leaving school. The strategies developed following CPD were successful where staffing was stable, school will continue to employ these next year and use coaching to increase the quality of teaching and learning for new staff and to improve consistency. School's plan moving forward will invest heavily in CPD in order to rapidly improve the consistency of teaching and learning utilising best practice from high performing schools and high	£14, 774																																																																																																																																																									
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Year group	Reading	Writing	Mathematics																													
Year 1	3.2	3.5	4.4																													
Year 2	4.2	4.2	4.7																													
Year 3	4.6	5.1	4.1																													
Year 4	6.0	5.2	5.2																													
Year 5	3.8	3.2	4.4																													
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Improve attendance to closing gaps to National working towards attendance/other barriers to learning.	Employ/develop an inclusion manager and a member in admin to support attendance procedures and liaise with EWO service. Inclusion lead on ASP meetings to improve persistent absence attendance and refer to agencies and provide early help if needed for families to support pupils.	Attendance was below the target for all pupils and those that are disadvantaged. However, this would have been even lower without the support and intervention of the inclusion/office manager instigating ASP meetings and action plans or referrals for EPN's. There has been a slight increase for PP pupils. All pupils: 94% (95.4% 2016, 95.6% 2017) PP pupils: 93%	We will continue with this approach but refine it so that the disadvantaged pupils are a targeted group with additional incentives where their attendance is historically below 96%. Tighter procedures and policy review on attendance. Head/Deputy will lead on attendance next academic year with new initiatives and targeting parents (holidays during term time) to raise attendance across school.	£11,655																												
Additional classroom support – providing targeted support to close gaps to National at EYFS, KS1 and KS2 and gaps between vulnerable groups.	Additional classroom support. Smaller phonics set groups and reading interventions KS1 target Y2 GLD and Y6. Booster and lunch time clubs to support raising attainment.	EYFS surpassed National GLD attainment at 74% National 72%. 65% of PP pupils achieved GLD which was 6% above National. 62% of PP pupils passed the Phonics Screening Check in Y1. (74% non PP) PP pupils passing had increased by 5% from 2017. Gaps reduced for PP pupils reaching Age related expectations at Year 2 for KS1 in reading, writing and Maths. (Reading gap of 9% between PP pupils and non PP, 2017 gap was 13%. Writing gap of 6%, 2017 gap was 12%. Maths gap of 12%, 2017 gap was 22%). KS2 Year 6 PP pupils surpassed National % in reading at age related expectations at 91% (National 59%). In writing 74%PP pupils achieved age related expectations (National 67%). In Maths 87% PP pupils achieved age related expectations (National 62%).	Setting the pupils into smaller groups greatly impacted on attainment in Phonics, EEF guidance on setting shows it has a negative impact on attainment. Whole class teaching of quality phonics with timely interventions through monthly tracking will be used next year. Interventions across school have had some impact but not as much as we would have hoped for. Therefore, we will be researching a range of interventions and trialling them to see which ones are most effective.	£42,103 £50,509																												
Additional support – Reduce behaviour incidents to improve learning opportunities and outcomes for pupils.	Thrive nurture and pastoral support for individual pupils and small groups identified through repeated incidents or other vulnerabilities. Enrichment activities and experiences for first hand	The Thrive and Intervention Manager were able to support teaching staff with strategies for pupils to overcome barriers from external factors. 8/11 78% of PP pupils receiving Thrive 1-1 made progress on Thrive strands and all reduced the number of behaviour incidents in the summer term. PP pupils 3/11 who showed less Thrive strand progress had additional vulnerabilities that became barriers to this emotional and social learning. Poet in residence for poetry day worked with classes to develop pupils speaking, listening and writing composition skills.	We will continue with this support for the most vulnerable pupils and the approach consistently through school. Reviewed expectations linked to school values and new reward system to be researched for next year for all pupils.	£30,068 £7,170																												

	experiences for all to access.	Artist CPD for staff supported the development of the Arts within the wider curriculum.	Utilising thrive staff within the classroom to model for staff and develop children's skills will be developed next year. School will subsidise authors, artist, bike specialist for experiences for children.	£3,090
Total cost for PP strategy: PP funding for the 2017/18 academic Year: £163,680 PP Actual spend is : - £164,094				