

Pupil Premium Strategy Statement

1. Summary information					
School	Saxon Way Primary				
Academic Year	2017/18	Total PP budget	£224,400	Date of most recent PP Review	Jan 2018
Total number of pupils	331	Number of pupils eligible for PP	170	Date for next internal review of this strategy	April 2018

2. Current attainment - 2017 KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50%	67%
% making progress in reading	+2.99	+0.33
% making progress in writing	+0.54	+0.17
% making progress in maths	+3.28	+0.28

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.	Disadvantaged children enter school with significantly lower starting points than their peers particularly in Communication, language and literacy.
B.	Disadvantaged pupil's attainment is lower than other pupil's within the school
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 91.1% (below the target of 96%). This reduces their hours in school and causes them to fall behind their peers.
E.	Some home learning environments lack support for Pupils' communication and literacy skills.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills for pupils eligible for PP in the Reception classes and KS1.	Pupils eligible for PP in the Reception classes and KS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Improved attainment and accelerated progress of disadvantaged pupils from their starting points	PP children's attainment and progress is in line with non-PP children nationally and the in-year gap reduces.

5. Planned expenditure



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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 and 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?
Improve language skills for pupils eligible for PP	<p>Reading leader, TAs and trainee teachers run intervention groups in phonics and writing. (£12,000)</p> <p>Chatter matters clubs provided as an extra-curricular opportunity from FS2 staff. (£2,000)</p> <p>Speech and Language TA running programmes across the age ranges. (£17,000)</p> <p>Daily supported reading programme for year 1 and 2. (£3,000)</p> <p>1-1 reading across all key stages for vulnerable pupils. (£12,000)</p> <p>Setting for phonics in FS2, Year 1 and year 2. (£7,000)</p> <p>Introduction of Fresh start (RWI) for those children still needing phonics in ks2. Training for staff. (£1,500)</p>	<p>Some pupils need targeted support to diminish differences. This approach has been shown to be effective (Sutton Trust findings)</p> <p>A high percentage of our children have an identified speech and language need so targeted support by the TA alongside the speech and language therapy team is implemented to improve language skills.</p> <p>Tracking data shows that pupils made good progress in phonics and reading in Reception and Year 1 but this wasn't transferred to the greater comprehension demands of Year 2.</p> <p>Outcomes at the end of year 1 phonics screening have shown an improvement after using the RWI approach across our academy trust.</p>	<ul style="list-style-type: none"> Improving reading is part of the SDP and is reviewed termly Groups are tracked termly and assessment information analysed with class teachers, phase leaders, Reading leader, English lead and SLT through Raising Achievement meetings. Timetable of interventions monitored by Inclusion Leader and Speech and language TA. Children will be discharged from speech and language and will have improved speech and language skills. Action plan meetings driven by EYFS lead shows improved outcomes in communication, language and literacy. 	<p>KS1 and KS2 Leaders</p> <p>Speech and language TA.</p> <p>Inclusion leader</p> <p>EYFS Lead</p>	<p>December 2017</p> <p>March 2018</p> <p>July 2018</p>

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<p>Improved attainment and accelerated progress.</p>	<p>Staff training in Philosophy for Children and enquiry based learning. (£2,500)</p> <p>Senior leader release time. (£8,000)</p> <p>Booster sessions Year 6 and Year 2 (£6,000)</p> <p>Revision general resources (£3,300)</p> <p>TA interventions (12,000)</p> <p>Additional SENDco time to ensure vulnerable children are 'keeping in line' with their peers. (£29,100)</p> <p>Coaching and CPD booked (£5,000)</p> <p>Additional teacher time in Year 6 and Year 5 (£40,000)</p> <p>Uniform (£1,000)</p>	<p>Staff training focuses on Philosophy for Children and Enquiry based learning aligned to the school action plan in order to develop independent learning. The PSHE lead and another staff member received training and will disseminate training to all school members, using the approach from the external agency Sapere, specific and concise learning intentions and the production of effective and efficient lesson plans will be created. TA interventions delivered to identified pupils. SENDco forms part of the pupil premium champion team.</p> <p>Teaching and learning surgeries and staff meetings are planned with the focus on the development of assessment for learning techniques. Information taken from the Sutton Trust toolkit highlights the need for school leaders to focus further on developing the use of feedback, including written and verbal feedback throughout the school using coaches to support teachers to develop this further. Additional teachers are placed in year 5 and year 6 to accelerate progress of all pupils and improve resilience towards achieving high outcomes. Provide year 6 with Blazers to raise aspirations as head of school. Bought new sports kits</p>	<ul style="list-style-type: none"> • Staff training sessions planned for each term • Staff meetings • Teaching and learning surgeries give support to teachers to implement strategies. • Coaching sessions and 1-1 notes or AIN documents highlight impact and next steps needed towards the actions. 	<p>PSHE Lead</p> <p>AHT KP</p> <p>H AS</p>	<p>Jan 2018 – P4C</p> <p>July 2018</p>
Total budgeted cost					£161,600
ii. Other approaches					

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	<p>Shakespeare for schools (£1,000)</p> <p>VIAM – Voice in a million (£1,500)</p> <p>Increased support for home through production of videoed bedtime stories. (£3,000)</p> <p>Learn Pads Purchased for clubs (£10,800)</p>	<p>Children perform on the stage at Wembley Arena, increased confidence, self-esteem and raising aspirations.</p> <p>Children have a bedtime story read to them by a staff member, reinforces language and communication skills, engages home participation in households where parents have poor literacy skills.</p> <p>Children participate in different clubs using the learn pads, these are used to support areas of the curriculum children are able to improve different curriculum skills. Beneficial to using times table apps and spelling and phonics.</p>	<p>Staff to produce a videoed weekly bedtime story that is on the school website. Parental feedback, pupil voice</p> <p>Evaluate through data drops</p>	<p>All Staff</p> <p>ICT lead</p>	
GST Charge	Contribution to sponsors – use of funds as displayed on GST website (£5,000)				July 18
Total budgeted cost					£62,800

6. Review of expenditure

Previous Academic Year

2016 - 2017

i. Quality of teaching for all and 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
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Improve attainment and progress of PP children	Train new staff in RWI	To increase the number of children in Year 1 passing the phonics screening check and those in year 2 re-taking. Increased number passing in year 1 to 79%. An increased number of children scoring from 36 – 40 in the test.	This approach will continue. If RWI is to be delivered accurately and be of the most benefit to students all new staff should be trained before delivering the phonics programme.	£5,000
	TA targeted interventions	Targeted interventions in place for identified PP children who have developed gaps against non-PP peers.	Interventions worked well, important to have a clear idea of delivery and strategically place appropriate adults	£30,000
	Additional teaching time in year 6	Two teachers assigned to year 6 to allow more focussed teaching. An HLTA and a TA also assigned to ensure real focus and allow a higher percentage of pupils to reach age related expectations combined in Reading, Writing and Maths – Increased from 22% in 15/16 to 50% in 16/17	Format for year 6 worked brilliantly. Mirror the approach for next academic year in both year 5 and Year 6. Both classes have a high proportion of PP children, work needs to be addressed on resilience in learning.	£40,000
	1-1 speech and language programmes and interventions	Targeted interventions focused on key areas of weakness identified in FS1 and FS2. Development of environment and resources to tackle these areas, regular speech therapy provided.	Close monitoring of children and speech and language interventions ensured clear and precise focus.	£16,000
	SENCO time	Coordinate and organise interventions targeted at disadvantaged pupils. Liaise with outside agencies to ensure that external support is brokered and effective. Progress of SEN and disadvantaged pupils is accelerating in the majority of year groups.	Close monitoring of interventions and effectiveness of staff delivering to be a key analysis indicator in future interventions.	£12,000

ii. 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
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Extend opportunities	Employed an apprentice from Gillingham Football club to train as a TA and lead sports	Increased capacity for support to children and widened horizons. Children immersed in sports delivered by a national coach. Opportunities to represent the school in competitive sports.	Consider appointing a further apprentice for next academic year to ensure more capacity in the development of sport and raising competitive aspiration.	£4,000
	Curriculum events for all year groups.	Children experiencing a wide range of opportunities that raise aspiration, make learning real and inspire children to raise expectations.	Planned programme of trips and visits to be identified earlier and clearly linked to learning outcomes, celebration or competition.	£8,000
	Griffin Arts/Sports festival and science symposium.	The various activities and approaches outlined here are all well attended by PP children and non-PP children. Participation in events has had a beneficial impact on attendance, behaviour, self-esteem, and attitudes to learning as evidenced by behaviour logs and pupil voice.	Proud traditions that happen yearly, other possibilities explored and developed.	£3,000
	Year 6 residential trip	Team building and self-esteem and resilience	Yearly event	£1,000
	Play equipment for break times	Less accidents and behavioural issues. Behaviour points decreased by 85%.	Continue to audit relevant equipment. CPD for playground games to be implemented for support assistants	£2,500
	Voice In a Million	PP children took part in the singing event voice in a million to raise awareness and money for looked after children. Six of the children who took part were both LAC and PP.	Next year enter with more children and complete fundraising events prior to event.	£1,500

7. Additional detail

N/a