

# Pupil premium strategy statement

1. Summary information					
School	Banister Primary				
Academic Year	2016/17	Total PP budget	£82,740	Date of most recent PP Review	November 2016
Total number of pupils	392	Number of pupils eligible for PP	75	Date for next internal review of this strategy	April 2017
				Full review	September 2017

2. Current attainment		
Whole school Overview	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected+ standard in reading, writing and maths	70%	%
% achieving higher standards in reading, writing and maths	12%	%
% developing+ standards in reading, writing and maths	83%	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	31% of the children working below their Year group curriculum have an EHCP.
<b>B.</b>	Of the children that are connecting 33% are applying in one area, but connecting in the other two. All children in this group are EAL children, some exceeding in English and some exceeding in Maths.
<b>C.</b>	Punctuation was a barrier for White British children in Year 2 and consistency of the correct application of tense for EAL children in Years 1 & 2.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for children eligible for Pupil Premium average 94.4% (below the target for all children of 96%). This reduces their school hours. A small number of our PP children are persistently late when they do attend (worst offender 11% lateness)
<b>E.</b>	92% of children working below their Year group curriculum are active Social Services cases from CIN to Legal proceedings and recently LAC.
<b>F.</b>	40% of our children with persistent absences are active long term child protection cases.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	To achieved 80% of children reaching expected end of year levels in reading, writing and maths.	All children who are currently developing within their Year group curriculum will make accelerated progress to achieve expected outcomes at the end of the year.
<b>B.</b>	To increase attendance of persistent absentees.	All identified children to have achieved at least 90%+ attendance. All identified children to reduce their lateness.
<b>C.</b>	To improve punctuation and tenses for Yr 1/2/3 children	All children identified will close the gap to their peers and achieve the national expected outcomes for their Yr Group.

## 5. Planned expenditure

**Academic year**

**2016/17**

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

<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>
Improved progress for pupils in Reading	CPD on providing broad and balanced range of reading strategies to support staff in identification and development.	Under achieving pupils eligible for PP in are making less progress than other higher attaining pupils across the school in reading and are not closing the gap to their peers. We want to ensure that PP pupils can achieve attainment. Our focus PP children in Yr 5 and 6 have minimal exposure or opportunity to reading at home and therefore we need to cultivate this at school.	Training the Literacy Leader using the city offer for Reading.  Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning. Tracking focus children for Governors and teachers to measure and track progress.	Literacy Leader	Termly from Jan  <b>The city have not offered training for reading so we have developed our own training for staff with a focus on developing comprehensive strategies in Ks2 and Reading approaches in Ks1 beyond phonics.</b>
Improved progress for pupils in Reading	CPD on providing broad and balanced range of reading comprehension strategies to support staff in identification and development.	Under achieving pupils eligible for PP in Yr 5 and 6 are making less progress than other attaining pupils across Key Stage 2 in reading and are not closing the gap to their peers currently. Partially this is due to the fluency that has recently been developed so that they are only now reading for meaning. Retrieval of key information is a strength but the individuals identified struggle with the complexity of inferential information.	Literacy leader with the support of the Head Teacher to deliver staff training on progress, task design.  Interventions to be delivered by SLT experienced staff in addition to Literacy work in class	Literacy Leader / HT and SLT	Termly from Jan  <b>Reading for PP children in Yr 6 was been positive and children have made gains in their fluency, stamina and ability. Yr 5 PP have benefited from Experienced teachers and QFT. Gap for Yr 5 is closing.</b>

					Total budgeted cost	£3000
<b>ii. Targeted support</b>						
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?	
Improved progress to attain National Expected outcomes for the End of Yr 5	Reading group Year 5 x 1 hour additional work within school time and 1 hour additional beyond school time	According to the EEF intervention review reading comprehension strategies (+5 months progress) have a moderate impact based on extensive evidence. Small group tuition (+ 4 months progress) also has a moderate impact for individuals.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by Phase Leader and Literacy co-ordinator.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Mr Nash	Progress to be tracked termly  This is due to be started Summer 2 as there needed to be a focus on Writing in Yr 5	
Improved progress to attain National Expected outcomes for the End of Yr 6	Reading group Year 6 x 1 hour additional work within school time and 1 hour additional beyond school time	According to the EEF intervention review reading comprehension strategies (+5 months progress) have a moderate impact based on extensive evidence. Small group tuition (+ 4 months progress) also has a moderate impact for individuals.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by Phase Leader and Literacy co-ordinator.	Mr Nash	Progress to be tracked termly Chn enjoyed the sessions and confidence in their own ability has increased	
Improved progress to attain National Expected outcomes for the End of Yr 6	1:1 reading for key children with IEP's in Yr 6 with SLT to support and develop fluency, rate and close gap to peers	According to the EEF intervention review reading comprehension strategies (+5 months progress) have a moderate impact based on extensive evidence.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Benchmarking on YARC test in November to May. Impact overseen by Phase Leader and Literacy co-ordinator.	Mr Nash / Miss Fry	1:1 readers have read up to 75 times this term with their additional adult. Confidence gained, strategies increased.	
Key EAL chn in Yr 1/2/3 are in line with national expectations for their age group in Writing through addressing any tense issues and to ensure WBri PP chn in same year groups are able to consistently apply appropriate and accurate punctuation.	Small group support from Language Acquisition assistant focusing on the accurate use of tenses within writing	Small group tuition (+ 4 months progress) also has a moderate impact for individuals. Oral language interventions demonstrated in EEF that they had +5 effect on children's progress.	Extra teaching time and preparation time paid for out of PP budget.	Mrs Fry and Miss Betts	Progress to be tracked weekly and monitored. Children's needs to be reviewed each half term as a minimum to ensure gaps are filled. Gaps in Yr 3 have closed to Peers in Writing for EAL children. Focus for summer term Yr 1.	
					<b>Total budgeted cost</b>	£35,840

### iii. 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?
To increase the attendance and punctuality of persistent absentee PP children	Initiative to identify, support, monitor and improve punctuality for key PP children across the school	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Parental involvement to help shape and define the project to ensure parental buy in and maximise engagement.</p>	<p>Thorough briefing of attendance officer and EWO about existing absence and punctuality issues.</p> <p>Review the current procedure and "atmosphere" for punctuality and create action plan to address</p> <p>Monitor the key families across terms to evaluate the impact of the initiative</p>	Attendance Officer	<p>Weekly tracking and review of punctuality and lateness.</p> <p>Daily communication with parents as needed to celebrate or unpick any potential barriers</p> <p>Punctuality has improved across the school apart from those persistent families who are CP and penalty notice / prosecution pending. Autumn 2016 saw an average of 32 children late with an average arrival time of 23 minutes after registration. Summer 2017 to date reflects an average of 18 children late with an average time of 9 minutes late. Communication to parents celebrates improvements and clearly sets out expectations.</p>
To increase the awareness and effective of absenteeism and punctuality with outside agencies to ensure consistent messages and accountability for parents.	To work closely with Social Workers attached to our children and ensure that the EWO is included in all meetings. To update each meeting with attendance and the impact this has had on the child. Appointment of school based Social Worker to drive further improvement	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Tracking of the key CP and CIN families with regard to attendance and punctuality with the EWO and Social Worker	Attendance Officer and DSL's	<p>Weekly tracking and review of punctuality and lateness shared with EWO and Social Workers</p> <p>All CP children have attendance as part of their plan, which is monitored rigorously and tracked.</p>

	and release SLT capacity to support other children. To ensure that attendance is added to all CIN and CP action plans				Improvements have not been seen despite the multi-agency approach - prosecutions are in pending.
To ensure all PP children have access to the wider curriculum opportunities that develop their confidence and allow first hand learning experience by decreasing / removing charges.	Funded learning beyond the classroom including residential trips	Increase in confidence Experience with their peers in learning beyond the classroom. Equal opportunity to wider curriculum activities Reduction of parental concern and anxiety. Children were able to access residential that enabled them to increase in confidence, be included with their peers and positively impact on their learning.	Engagement with identified families	Year Leaders	Weekly tracking of identified families to ensure children do not miss the opportunity due to the family's inability to finance.  6 PP children in Yr 5 were able to access PGL this year.  1 in Yr 4 to access York as part of their Viking topic  1 in Yr 6 to access London as part of their Capital topic.
<b>Total budgeted cost</b>					£43,900

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015/16 – Children considered PP for this year: Total Number: 57</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To increase the provision of reading within the school using technology	Use of Bug Club among other platforms to increase reading potential within home learning	90% achieved for Phonics in Yr 1 and 2 – actual achieved was 86.7% in Yr 1 which is 1 child away from target. Reading achieved at Ks1 75% Expected with 23% Greater Depth which is inline with National at Expected and above at Great Depth.	Bug Club was well received by Parents, Children and Staff. The children's use of learning beyond school has increased significantly with this opportunity. Children are electing to "read" at home more than before and view this in addition to their computer games not as a substitution. Technological promotion for learning has been a huge success and all staff are confident to use this in addition to their daily teaching as well.	INSET 0.5 x 2 session for 15 staff  Total cost: £3180
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To achieve 90% at expected level in Phonics Yr 1. All PP children in Yr 1 except EHCP to achieve standard and 92% of FSM in Yr 2 to attain national standard for Phonics.	Small group additional intervention for key children identified  (20 mins x 5 weekly)	Achieved 86.7% year 1 outcomes which was 1 child away from target set. For the PP chn as a group (7) 57.1% achieved outcome. Of the 2 that did not achieve expectations both of whom are complex Social Service cases that increased in need from April onwards.  100% of the PP Yr 2 children have achieved expected standards.	This approach did have the required impact for the children and allowed them to develop in resilience during their groups to take risks and get things wrong without losing confidence. This approach will continue if the cohort next year needs this.	Total cost: £6150
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To increase the attendance of key PP children	Breakfast Club  Appointment of Attendance Officer		This has supported both the parents and the children during the year. We will continue to use this approach on a needs basis for the families and children.	Total spent: £13038

<p>To develop social skills of key PP chn identified to reduce lunchtime incidents and increase confidence and self esteem</p>	<p>After school provision and lunchtime support</p>	<p>Increase in confidence and decrease in playtimes and lunchtime incidents.</p> <p>Children to explore their abilities and be successful in Music, Art and Drama and express themselves appropriately.</p>	<p>This had a profound effect on a key child who is now fully integrated into lunchtimes without the need of an adult.</p> <p>Lunchtime incidents have decreased to a minute amount with children able to play together, support one another and develop as play leaders as a result of the scheme.</p> <p>Afterschool club has enable children to access provision that was not accessible due to cost the previous year and has had a positive impact on their wellbeing and confidence.</p>	<p>£2.50 per child per club per day over 39 weeks</p> <p>Lunchtime support 2 x 5 x 39</p> <p>Total cost: £1790</p>
<p>To ensure all PP children have access to the wider curriculum opportunities that develop their confidence and allow first hand learning experience by decreasing / removing charges.</p>	<p>Funded learning beyond the classroom including trips, residential</p>	<p>Increase in confidence Experience with their peers in learning beyond the classroom Equal opportunity to wider curriculum activities Reduction of parental concern and anxiety</p>	<p>Children were able to access residential that enabled them to increase in confidence, be included with their peers and positively impact on their learning.</p> <p>We funded children to go to York as part of their curriculum focus to investigate the Vikings – the children reported that they loved the trip and the writing from this and their knowledge demonstrated the impact of this trip.</p> <p>We funded children to go to PGL on an outdoor learning course for a week, which encouraged them to push their limits further, believe in themselves and challenge their minds and bodies as well as developing their social skills and wider life experience. The children came back “changed” for the better with confidence and attitudes according to the parents.</p>	<p>23 number of chn supported. Total cost: £2320</p>
<p>To develop the provision for reading within the school to allow home school partnership</p>	<p>Use of technology to bridge the reading gap between home and school</p>	<p>90% achieved for Phonics in Yr 1 and 2 – actual achieved was 86.7% in Yr 1 which is 1 child away from target. Reading achieved at Ks1 75% Expected with 23% Greater Depth which is inline with National at Expected and above at Great Depth.</p>	<p>Barriers to this use of technology were the limited wifi that PP children had at home or the availability of equipment with which to use it on. As a result, Bug Club afterschool club was formed with a priority for these children. No cost was placed on any child within this club.</p>	<p>Bug Club license for the year: Total cost: £1380</p>