

# Pupil premium strategy statement

1. Summary information					
School	Banister Primary				
Academic Year	2017/18	Total PP budget	£105,600	Date of most recent PP Review	
Total number of pupils	392	Number of pupils eligible for PP	80	Date for next internal review of this strategy	
		Predicted Spend	£106,466 (£866 over)	Full review	

2. Current attainment		
Whole school Overview – End of 2017/18	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected+ standard in reading, writing and maths	55% (49/89)	66% (189/286)
% achieving higher standards in reading, writing and maths	11% (10/89)	60% (171/286)
% developing+ standards in reading, writing and maths	41% (36/89)	31% (90/286)

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>	8% of the children working below their Year group curriculum have an EHCP.
<b>B.</b>	13% of PP children (all SEND) are behind in all areas. With 23% of PP who are also SEND are behind in at least one area. 23% of PP children behind in all areas were EAL
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</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.
<b>D.</b>	17% of PP children also have or have previously had Social Services cases from CIN to Legal Proceedings. They also include LAC and adopted pupils. 44% of PP children have been identified as needing additional emotional support
<b>E.</b>	40% of our children with persistent absences are active 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 task design and have higher expectations for all in mathematics.	To increase those achieving EXP at Maths by 30% in KS1 and KS2 60% in KS2 to bring us in line with non- disadvantage National

## 5. Planned expenditure

**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

<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>
Improve progress for pupils in Mathematics	CPD on Maths No Problem to ensure that mathematics work is providing challenge for all pupils.	<p>Across all year groups, mathematics outcomes are below that of National. Pupils who are eligible for PP, achieved lower than their peers. We want to ensure that PP pupils can achieve the same attainment as their peers and that the gap is closed.</p> <p>According to the EEF intervention review, mastery learning (+5 months) has a moderate impact based on moderate evidence.</p> <p>MNP encourages collaborative working and discussion before individual work. According to the EEF intervention review, collaborative learning has (+5 months) moderate impact based on extensive evidence.</p>	<p>Training for all staff members on MNP. Purchasing the workbooks for MNP. Ordering in new resources to support the teaching of MNP.</p> <p>Use INSET days to deliver training and development on MNP.</p>	Maths Leader.	<p>Termly from Jan.</p> <p>MNP training has been provided for all staff by an outside agencies – this included LSA's so everyone has got first hand training.</p> <p>All INSETS have been based around developing knowledge and understanding of MNP.</p> <p>80% of Staff Meetings have been focused on MNP development.</p> <p>57% of years had 80%+ reach EXP for PP children.</p> <p>86% of year groups showed an increase in PP achieving EXP than the year before.</p>
Improve progress for pupils in Mathematics	Mathematics interventions to be based on current day's maths learning but to be backed up with gaps from lower curriculum.	Pupils who are behind are struggling to close the gap as they are always working on a lower curriculum. This is the case for many of the pupils eligible for PP.	Maths interventions will happen daily and will be picking up pupils who have not achieved the required objectives during the maths learning.	Maths Leader	<p>Half termly</p> <p>Majority of pupils working on the</p>

		<p>By all pupils working on the same curriculum the gap will not continue to grow and with the gaps being picked up in interventions the gap will close.</p>	<p>Interventions will also use workbooks from lower curriculums to ensure that gaps are filled and used to support the current learning.</p> <p>Interventions will be led by teachers or higher maths skilled LSA's to ensure an effective intervention.</p>		<p>curriculum for their year. Interventions happening in books so clear to see where extra support has been given.</p> <p>Work clearly shows where interventions have had an impact.</p> <p>57% of years had 80+% reach exp for PP children. 86% of year groups showed an increase in PP achieving EXP than the year before</p>
<p>Improved progress to attain National Expected outcomes for the End of Year.</p>	<p>All year groups assigned a coach to support them with planning, delivery and assessment of their curriculum.</p>	<p>Although the EEF shows that Feedback is highly effective for outcomes with evidence working with pupils. If the teachers are getting a high level of feedback on how to support their pupils this will also impact positively on their outcomes.</p>	<p>Coaches will meet regularly with teachers to discuss pupil's progress and discuss goals.</p> <p>Coaches will support with planning to ensure that lessons are individualised to all children's needs.</p> <p>Lessons will regularly be observed and books checked to ensure high quality of teaching and learning.</p>	<p>Phase leaders / coaches.</p>	<p>Ongoing.</p> <p>Meeting with staff have shown how having a coach has supported their practise.</p> <p>Consistency across classes and years has improved.</p> <p>School PP is 19% above emerging national non-disadvantaged at EXP and has diminished the difference at KS2 by 43.9%</p>
<p>Improved progress to attain National Expected outcomes for the End of Year.</p>	<p>To give all staff CPD on conferencing with pupils to ensure high quality feedback.</p>	<p>According to the EEF, feedback can impact (+8 months) highly effectively on outcomes, based on moderate evidence.</p> <p>Conferencing allows for both highly effective feedback as well as also providing opportunities to work with pupils on Meta-cognition and self-regulation, which according to the EEF has a high impact (+8 months) on learning outcomes.</p>	<p>Staff meetings and part of INSET days will provide CPD training on conferencing.</p> <p>Training will be given to teachers and LSA's to ensure consistency and effective conferencing by all adults.</p> <p>Work scrutinise will focus on impact of conferencing.</p>	<p>SLT</p>	<p>Half termly</p> <p>New Focus PP pupils given to teachers termly to ensure right pupils are targeted.</p> <p>Books looked at termly to ensure that feedback is of high quality and discussions with staff follow.</p>

			Some cover time will be provided for teachers to have specific PP conferencing time to ensure they are getting high feedback time.		Staff meeting have shown an increased understanding of effective conferencing as the year has gone on.  In reading, writing and maths we have either reduced the difference of exceeded emerging national non-disadvantaged or exceeded it.
<b>Total budgeted cost</b>					£46,858.65
<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>
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  Maths group Year 6 x 1 hour additional work within 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.  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  Mrs Roberts Miss Brodigan  Miss Heller	Progress to be tracked termly In Year 6 PP children narrowed the gap to non-disadvantaged national by 17% in reading compared to previous year.  KS2 diminished the difference at KS2 by 43.9% from 2017 to 2018

<p>Improved progress to attain National Expected outcomes for the End of Yr 6</p>	<p>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</p> <p>1:1 maths support for those pupils with gaps – who have missed maths due to attendance.</p>	<p>According to the EEF intervention review reading comprehension strategies (+5 months progress) have a moderate impact based on extensive evidence.</p> <p>According to the EEF intervention review 1:1 tuition (+5months progress) has a moderate impact based on extensive evidence.</p>	<p>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.</p>	<p>Mr Nash / Miss Fry</p>	<p>19% achieved GD in reading compared to 0% previous year.</p> <p>KS2 diminished the difference at KS2 by 43.9% from 2017 to 2018</p>
<p>Improve progress to close the gap between pupils eligible for PP and their peers and to attain National Expected outcomes.</p>	<p>Have a designated disadvantaged pupil lead who is part of SLT to ensure a high focus on the PP outcomes.</p>	<p>In all areas those pupils who are disadvantaged, including a large proportion of the pupils who are eligible for PP did not achieve as highly as their peers.</p> <p>EEF shows that feedback (+ 8 months) has a high impact on moderate evidence and that small group work has (+4 months) impact from moderate research.</p>	<p>Regular meeting with Year leaders to discuss the progress of their pp pupils.</p> <p>Regular updates on focus areas and focus pupils within pp pupils.</p> <p>Cover provided so that teachers are able to provide either small group or 1:1 conferencing for pp pupils who need to close the gap.</p>	<p>PP lead</p>	<p>Progress to be tracked termly, with meetings to be held half termly to ensure rapid change where needed.</p> <p>In writing 67% of year groups increased the amount of PP reaching EXP.</p> <p>In reading 67% of year groups increased the amount of PP reaching EXP.</p> <p>In maths 83% of year groups increased the amount of PP reaching EXP.</p>
<p>Improved progress to attain National Expected outcomes for the End of Year</p>	<p>To have all LSA's trained in the delivery of precision teaching, which is an individualised 1:1 intervention.</p>	<p>Data from the previous year has shown that those who had precision teaching had impacted positively on their impact.</p> <p>EEF intervention review shows that it has (+5months) high impact with extensive research.</p>	<p>Termly review of those pupils on Provision teaching, if it has met their need and if progress is being made.</p> <p>EP to come in and train all LSA's to ensure that the delivery is effective.</p>		<p>Termly Pupils on precision teaching are making good progress on their intervention goals.</p> <p>A greater number of pupils are now benefiting from Precision teaching across all year groups.</p>

<b>Total budgeted cost</b>					£13,954
<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>
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>	<p>Attendance Officer</p> <p>EWO</p>	<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>76% of PP children achieved above 90% attendance last year with 60% of PP children achieving 95+% last year</p> <p>78% of PP children were not persistently late last year (less than 10% of year)</p> <p>Only 22% of PP were persistently late (10%+ of year) last year.</p> <p>Punctuality has improved across the school apart from those persistent families who are CP and penalty notice / prosecution pending.</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.	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>Tracking of the key CP and CIN families with regard to attendance and punctuality with the EWO and Social Worker.</p> <p>CP, CIN, PP children will be offered discounted breakfast club to support them in getting to school in time and</p>	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</p>

	Appointment of school based Social Worker to drive further improvement and release SLT capacity to support other children. To ensure that attendance is added to all CIN and CP action plans		ensuring that the children have a positive start to their day.		their plan, which is monitored rigorously and tracked.  Those pupils who have chosen to attend Breakfast club have increased attendance to above 90%
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.  10 in Yr 4 to access Stratford as part of their Shakespeare topic  9 pp in Yr 6 to access London as part of their Capital topic.  45 pp children (51%) accessed an afterschool club provision last year.
To ensure that all pupils have the emotional support they need to focus on their learning.	To have social and emotional interventions available to all pupils who need it.	Children are unlikely to take on new learning and close the gap, if they have social / emotional needs which are not being met.  EEF show an impact of (+ 4 months) on moderate evidence that social and emotional interventions impact on learning.	LSA trained in a range of different social and emotional interventions to support the pupils.  LSA's timetable is reviewed half termly to ensure that the children with the most need are having the correct intervention to support them.	Social and Emotional LSA lead.	Half Termly.  Time table is reviewed regularly to ensure that the children with the most need are getting the additional intervention.  Pupil's progress is monitored alongside these interventions to support who is in most need of the support.

					33 (37%) PP access this emotional resources last year.
To develop the provision online to allow home school partnership.	Use of technology to bridge the gap between home and school	<p>Mathematics results at KS1 showed a widening of the gap from school disadvantaged to non-disadvantaged national. Number fluency was identified as one of the issues.</p> <p>Parent surveys identified that pupils were not always able to say what they had done well at during the day. Marvellous Me enables teachers to notify parents of pupil achievements in real time – allowing success to be shared and supporting a growth mind-set.</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, computer learning afterschool club was formed with a priority for these children. A minimal was placed on any child within this club.	<p>Sumdog TT Rokstars Marvellous Me</p> <p>continuation Bug Club</p>	<p>To develop the provision online to allow home school partnership.</p> <p>Increased knowledge of times tables and average time to complete tables reduced throughout the year.</p> <p>78% of parents accessing marvellous me.</p>
<b>Total budgeted cost</b>					£45,650

6. Review of expenditure				
Previous Academic Year		2016/17 – Children considered PP for this year: Total Number: 57		
i. Quality of teaching for all				
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
Improved progress for pupils in Reading	CPD on providing broad and balanced range of reading strategies to support staff in identification and development.	<p>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.</p> <p>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.</p>	QFT will continue to be monitored on across the school although the focus may not be on reading.	£3000
ii. Targeted support				£35,840
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
Improved progress to attain National Expected outcomes for the End of Yr 6	<p>Reading group Year 6 x 1 hour additional work within school time and 1 hour additional beyond school time</p> <p>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</p>	<p>Chn enjoyed the sessions and confidence in their own ability has increased</p> <p>1:1 readers have read up to 75 times this term with their additional adult. Confidence gained, strategies increased</p> <p>Disadvantaged pupils were only behind non-disadvantaged pupils in reading by 1.1%</p>	<p>1:1 reading increased for the year 6's by having 1:1 reading but next year will need to be started earlier.</p> <p>Reading group enabled to children to discuss their reading and understand how others reached an answer. This will continue.</p>	£13,000

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	This did not happen until the summer term as the focus was on the Year 6 pupils which limited the impact of this intervention  Chn enjoyed the sessions when they happened and confidence in their own ability has increased.	If this is to continue it needs to be timetabled earlier so that it has a chance to have an impact.  Improvement of QFT in reading meant the gap narrowed anyway.  Likelihood is that this intervention will not continue as it is not showing as a high need in year groups currently.	£3,480
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	Gaps in Yr 3 have closed to Peers in Writing for EAL children. Focus for summer term Yr 1.	The gap between EAL and Non-EAL is not significant. Children enjoy the small group sessions and their confidence in writing increases.  This intervention will continue.	£8,440

### 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
To increase the attendance and punctuality of persistent absentee PP children	Breakfast Club  Appointment of Attendance Officer	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.	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: £13,038
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.	All CP children have attendance as part of their plan, which is monitored rigorously and tracked. Improvements have not been seen despite the multi-agency approach - prosecutions are in pending.	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.	£15,431

<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>6 PP children in Yr 5 were able to access PGL this year.</p> <p>1 in Yr 4 to access York as part of their Viking topic</p> <p>1 in Yr 6 to access London as part of their Capital topic.</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>This will continue again next year.</p>	<p>£43,900</p>
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