

Pupil premium strategy statement

DRAFT

1. Summary information					
School	Banister Primary				
Academic Year	2018/19	Total PP budget	£108,880	Date of most recent PP Review	Oct 2018
Total number of pupils	404	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Oct 2019
		Predicted Spend	£167,385.47	Full review	

2. Current attainment		
Whole school Overview – Baseline 2018/2019	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected+ standard in reading, writing and maths	53% (44/83)	61% (178/293)
% achieving higher standards in reading, writing and maths	10% (8/83)	12% (35/293)
% developing+ standards in reading, writing and maths	47% (39/83)	39% (115/293)

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.	6% of the children working below their Year group curriculum have an EHCP.
B.	24% of PP children are also SEND. Of these children: 60% of SEND PP children (14% of all PP of which 7% are EAL+SEND+PP) are behind in all areas. 75% of SEND PP children (18% of all PP of which 11% are EAL+SEND+PP) are behind in 2 areas. 95% of SEND PP children (24% of all PP of which 14% are EAL+SEND+PP) are behind in 1 area. 0% of SEND PP children are working at GDS level
C.	4% of total PP children are new to school this year (excluding current Year R) 4% of total PP children have only been with us a year (excluding Year R last year)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for children eligible for Pupil Premium average 95.5% (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. 21% of all pupils with less than 95% attendance were PP 30% of total PP children were less than 95% 23% of total PP children were persistently late last year.
E.	16% of PP children also have or have previously had Social Services cases from CIN to Legal Proceedings. They also include LAC and adopted pupils. 14% of PP children have been identified as needing additional emotional support (40% including those not on an intervention)

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To achieved 80% of children reaching expected end of year levels in reading, writing and maths. To achieve 25% of children reaching GDS 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.	To increase attendance of persistent absentees.	All identified children to have achieved at least 90%+ attendance. All identified children to reduce their lateness.
C.	To improve task design and have higher expectations for all in mathematics.	To increase those achieving GDS at Maths to 20% in EYFS 25% in KS1 and 25% 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

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 for pupils in Reading.	Two Senior Leaders to be targeting reading through a reading Project. KS1 focusing on GDS KS2 focusing on EXS	KS2 was our lowest achieving area in our Year 6 SATS where pupils understanding of specific vocabulary and their speed of reading impacted on the overall results. KS1 Year 2 SATS results dipped in the amount of children achieving GDS at reading. Choice of texts and higher level questioning are areas that needed further developing. According to the EEF toolkit, Reading Comprehension Strategies (+6months) can have an extensive impact particularly on disadvantaged pupils.	Reading is a main priority on the SIP. Senior Leaders overviewing reading at both KS1 and KS2. Disadvantaged lead also overseeing reading of the disadvantaged groups. Reading club to be set up for targeted children to help develop a love of books and encouraging the sharing of books.	CN/TP/LH	This will be monitored Termly through data and progress reviews. Regular monitoring will be happening throughout the term through coaching. Key pupils have been YARK tested and will be YARK tested again half way through the year to see how we are impacting and then again at the end of the year.
Improve progress for pupils in Mathematics at GDS level	CPD on Maths No Problem to ensure that mathematics work is providing challenge for all pupils – Focusing on mastery.	Both at KS1 and KS2 SATS we were below National Non Disadvantaged by 2.5% at GDS maths. According to the EEF intervention review, mastery learning (+5 months) has a moderate impact based on moderate evidence. MNP encourages collaborative working and discussion before individual work. According	Training for all staff members on MNP. Purchasing the workbooks for Mastery MNP for years 4/5/6. Ordering in new resources to support the teaching of MNP. Use INSET day to deliver training and development on Mastery MNP.	Maths Leader and JC	This will be monitored Termly through data and progress reviews. Regular monitoring will be happening throughout the term through coaching.

		to the EEF intervention review, collaborative learning has (+5 months) moderate impact based on extensive evidence.	SLT member to work alongside New Maths lead in order to monitor maths at GDS level. New Maths Leader to have outside coaching to support them into the roles		
All teachers to be good or outstanding.	Key members of SLT to be monitoring key stages or individual teachers as Phase leaders. Learning Coach has been put in place.	Two NQTs joined the school this year. One in Year 2 and one in Year 5. In addition to the 2 NQT'S there is an additional 3 new members to the school – 2 in KS1 and 1 in KS2. We have another 4 teachers who have less than 4 years teaching experience – 2 of which are NQT's+1	Designated Coach to support individuals as needed. EYFS/KS1/KS2 phase leaders to monitor progress. Clear induction set out for New staff. Coach to work closely aside NQT's to ensure further support.	NC/TP/JC	Ongoing – Reviewed weekly and regularly discussed at SLT meetings.
Improved progress to attain National Expected outcomes for the End of Year.	All year groups assigned a coach to support them with planning, delivery and assessment of their curriculum.	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.	Coaches will meet regularly with teachers to discuss pupil's progress and discuss goals. Coaches will support with planning to ensure that lessons are individualised to all children's needs. Lessons will regularly be observed and books checked to ensure high quality of teaching and learning.	Phase leaders / coaches.	Ongoing. Ongoing – Reviewed weekly and regularly discussed at SLT meetings.
Leaders in Key areas to have strong leadership abilities in order to impact on their subject area.	Key middle leaders taking the aspiring leaders accredited course which has shown to have had good impact on leaders previously. Maths, Literacy and EAL leaders are all new to the role this year.	66% of our Pupil Premium pupils are EAL. Reading and Mathematics are both key areas for development across the whole school. Without secure leadership – the personalised learning will not be as closely monitored.	Leaders to attend Aspiring leaders course. Leaders to have a clear project which will show good impact in their area. Leaders to have a SLT buddy to discuss their leadership learning and be able to take it further.	Middle leaders / SLT	Ongoing
(SLT) £1,549, £2,435.80, £6,341.44 (MLT) £16,055				Total budgeted cost	£26,381.24
ii. 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?
<p>Improved progress to attain National Expected outcomes for the End of Year.</p>	<p>1:1 reading for key disadvantaged children who are behind in reading.</p> <p>Book club introduced to key disadvantaged children to support a love of learning and discuss books at a higher level.</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>All 1:1 reading sessions to be logged so that this can be reviewed alongside their progress to ensure effectiveness.</p> <p>Book club will be written onto EduKey as an intervention and the pupils involved progress monitored.</p> <p>Impact overseen by Phase Leader and Literacy co-ordinator and</p>	<p>CN / HJ / LH</p>	<p>Termly</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>PP children the Expected standard in Reading, Writing and Maths was -7% difference to their Non- Disadvantaged peers.</p> <p>83% of cohorts are behind National Non Disadvantaged in Writing</p> <p>50% of cohorts are behind National Non Disadvantaged in Reading</p> <p>50% of cohorts are behind National Non Disadvantaged in Mathematics</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 meeting with Phase leaders and coach to discuss how PP pupils are being supported compared to non-disadvantaged peers.</p> <p>Regular updates on focus areas and focus pupils within pp pupils.</p> <p>Coaching available on request from teachers or on suggestion form phase leaders/ coaches as required.</p> <p>Interventions for PP children monitored,</p> <p>Regular conferencing with PP children to assess their feelings towards learning.</p> <p>Regular work scrutinise to ensure high expectations and support for PP children.</p>	<p>PP lead</p>	<p>Progress to be tracked termly, with meetings to be held every 3 weeks to ensure rapid change where needed.</p>

<p>Improve progress to close the gap between pupils eligible for PP and their peers and to attain National Expected outcomes.</p>	<p>Use Edu-Key to monitor the effectiveness of interventions to ensure that they are making swift an</p>	<p>Intervention history has shown some pupils have done the same intervention more than once.</p> <p>The EEF toolkit shows that small group tuition can add 4 months onto learning – with moderate impact, however the evidence is not extensive. By monitoring the effectiveness of our small group interventions we can swiftly change interventions as needed to ensure they are highly effective.</p>	<p>All staff – including LSA's trained on how to use EduKey.</p> <p>All LSA's given time weekly to update EduKey.</p> <p>Clear and regular deadlines for uploading intervention information and reviewing interventions.</p> <p>SENCO and Disadvantaged lead to evaluate the effectiveness of interventions half termly.</p> <p>SENCO and Disadvantaged lead to meet half termly to discuss any changes which need to take place for effective interventions.</p>	<p>SENCO</p> <p>PP lead</p> <p>LSA's</p> <p>Teachers.</p>	<p>Half termly updates and reviews.</p> <p>Weekly updates to interventions.</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>All PP pupils to have Precision teach for spelling to support the improvement of writing (unless identified as not needed by the disadvantaged lead)</p>		<p>Termly</p>
<p>Improved progress to attain National Expected outcomes for the End of Year in maths and increase the amount of pupils achieving GDS.</p>	<p>Designated maths LSA employed.</p> <p>Morning's to be spent in Year 6 to support quicker progress in mathematics.</p> <p>Afternoons to be working with groups around the school to close any gaps.</p>	<p>The EEF toolkit shows that small group tuition can add 4 months onto learning – with moderate impact.</p> <p>Mathematics continues to be a key priority for the school, particularly at GDS level.</p>	<p>All PP children who are behind in mathematics are part of the closing the gap intervention groups.</p> <p>These interventions are put onto EduKey so they can be monitored for their effectiveness.</p> <p>Disadvantage lead to monitor pupils who are on the intervention to ensure the support is effective.</p>	<p>NC (maths LSA)</p> <p>PP lead</p>	<p>Termly</p>
<p>Pp lead - £39,124.80 £715 (edukey) (NiCu) 6,053.40 (Ali) £21,181.20 (NR) £6,650.53 Total budgeted cost</p>					<p>£73,724.93</p>
<p>iii.</p>					

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>Use marvellous me to send out absent notes / lates to further a parents awareness.</p> <p>Introduce new sign in system which will accurately record at what time they enter the school.</p> <p>Monitor the key families across terms to evaluate the impact of the initiative.</p> <p>Target key families with breakfast club to reduce the number of lates.</p>	Attendance Officer EWO	<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>Half termly letters to show those who are not making required attendance.</p> <p>EWO to become involved if there are any persistent lates or absences.</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.	Funded learning beyond the classroom including residential trips	<p>Increase in confidence</p> <p>Experience with their peers in learning beyond the classroom.</p> <p>Equal opportunity to wider curriculum activities</p> <p>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>Engagement with identified families</p> <p>Certain amount of spaces allocated to PP for all clubs.</p> <p>Discount for PP children for all clubs.</p> <p>All school trips/residential paid for PP's</p>	Year Leaders	Weekly tracking of identified families to ensure children do not miss the opportunity due to the family's inability to finance.
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.	<p>Children are unlikely to take on new learning and close the gap, if they have social / emotional needs which are not being met.</p> <p>EEF show an impact of (+ 4 months) on moderate evidence that social and emotional interventions impact on learning.</p>	<p>LSA trained in a range of different social and emotional interventions to support the pupils.</p> <p>LSA's timetable is reviewed half termly to ensure that the children with the most need are having the correct intervention to support them.</p>	Social and Emotional LSA lead.	Half Termly.
To develop the provision online to allow home school partnership.	Use of technology to bridge the gap between home and school	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.	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.	Sumdog TT Rokstars Marvellous Me continuation	To develop the provision online to allow home school partnership.

		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.	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.	Bug Club	
(CB) £8,825.50 (RS) £2,720.80 Residential £10,479 (ASC) £3,629 (Trips other) £34,875 (BC) £ 6, 750				Total budgeted cost	£67,279.30

6. Review of expenditure				
Previous Academic Year		2017/18 – Children considered PP for this year: Total Number: 80		
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
Improve progress for pupils in Mathematics	<p>CPD on Maths No Problem to ensure that mathematics work is providing challenge for all pupils.</p> <p>Maths interventions to happen daily ensuring gaps from the morning are closed the same day.</p>	<p>74% of PP children made EXS+ last year</p> <p>We reduced the gap of disadvantaged children to national non disadvantaged children by 4% last year at KS2 SATS.</p> <p>In KS1 SATS, disadvantaged pupils achieved higher than non-disadvantaged national.</p> <p>At EYFS, KS1 and KS2 there was an improved progress at Mathematics at EXS and GDS.</p> <p>Majority of children working on the curriculum for their year group.</p> <p>86% of year groups showed an increase in PP achieving EXP than the year before</p>	<p>Pupils really enjoy the MNP structure to learning.</p> <p>Consistency across the school is much better.</p> <p>More resources are being used around the school.</p> <p>We are still behind national at GDS as we need to push more GDS level questions and tasks to the children. That will be the focus for 2018 / 2019</p>	<p>£382.35 (MNP)</p> <p>£458 (Maths Leadership time)</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>To give all staff CPD on conferencing with pupils to ensure high quality feedback.</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>We have decreased the difference to National non disadvantaged and school disadvantaged in all areas in KS2 and KS1.</p> <p>In KS1 the School disadvantaged are above national non disadvantaged at EXS in all areas.</p> <p>At EYFS in 5 out of 12 areas the disadvantaged have improved on their outcomes from the previous year.</p> <p>In 4 out of 12 areas we are above national non disadvantaged.</p>	<p>Assigned coaches is now seen as a positive amongst staff.</p> <p>Coaches / Phase leaders need to have regular meetings to ensure consistency of message to staff.</p> <p>This will continue next year with a slight adjustment of which SLT member is working with which class / year group.</p> <p>Covering for a class impacted on the amount of staff being available for coaching.</p> <p>Further work needs to be done with EYFS and at an earlier point in the year.</p>	<p>£46,858.65</p>
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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
<p>Improved progress to attain National Expected outcomes for the End of Yr 6</p>	<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>In Year 6 PP children narrowed the gap to non-disadvantaged national by 17% in reading compared to previous year.</p> <p>KS2 diminished the difference at KS2 by 43.9% from 2017 to 2018</p>	<p>1:1 reading increased for the year 6's by having 1:1 reading.</p> <p>Reading group enabled to children to discuss their reading and understand how others reached an answer.</p> <p>Intervention did make impact but this needs to be done as an ongoing support throughout the school rather than an intense support on the lead up to SATS.</p>	<p>£971.04</p>

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 1:1 maths support for those pupils with gaps – who have missed maths due to attendance.	19% achieved GD in reading compared to 0% previous year. KS2 diminished the difference at KS2 by 43.9% from 2017 to 2018	Intervention did make impact but this needs to be done as an ongoing support throughout the school rather than an intense support on the lead up to SATS.	£1,340.08
Improve progress to close the gap between pupils eligible for PP and their peers and to attain National Expected outcomes.	Have a designated disadvantaged pupil lead who is part of SLT to ensure a high focus on the PP outcomes.	In writing 67% of year groups increased the amount of PP reaching EXP. In reading 67% of year groups increased the amount of PP reaching EXP. In maths 83% of year groups increased the amount of PP reaching EXP.	Staff were positive about having a designated lead to support them with their disadvantaged pupils. Understanding of disadvantaged pupils has increased. Target pupils and interventions need to be started earlier next year to ensure further rapid progress.	£411.81
Improved progress to attain National Expected outcomes for the End of Year	To have all LSA's trained in the delivery of precision teaching, which is an individualised 1:1 intervention.	Pupils on precision teaching are making good progress on their intervention goals. A greater number of pupils are now benefiting from Precision teaching across all year groups.	Pupils who take Precision teach are much more confident in the area being targeted. Teachers have said they see an improvement of their work. Next year – monitor on EduKey as they make smaller amounts of progress than always show on assessment system.	£9,954.60

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	Initiative to identify, support, monitor and improve punctuality for key PP children across the school. To work closely with Social Workers attached to our children and ensure that the EWO is included in all meetings.	76% of PP children achieved above 90% attendance last year with 60% of PP children achieving 95+% last year 78% of PP children were not persistently late last year (less than 10% of year) Only 22% of PP were persistently late (10%+ of year) last year. Punctuality has improved across the school apart from those persistent families who are CP and penalty notice / prosecution 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. Those pupils who have chosen to attend Breakfast club have increased attendance to above 90%	Total spent: £13,038

<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>6 PP children in Yr 5 were able to access PGL this year.</p> <p>10 in Yr 4 to access Stratford as part of their Shakespeare topic</p> <p>9 pp in Yr 6 to access London as part of their Capital topic.</p> <p>45 pp children (51%) accessed an afterschool club provision last year.</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>£40,156</p>
<p>To ensure that all pupils have the emotional support they need to focus on their learning.</p>	<p>To have social and emotional interventions available to all pupils who need it.</p>	<p>Pupil's progress is monitored alongside these interventions to support who is in most need of the support.</p> <p>33 (37%) PP access this emotional resources last year.</p>	<p>This is a valuable intervention which needs to continue.</p> <p>Case studies need to be set up in order to fully evaluate the effectiveness of the provision.</p> <p>All interventions to be placed on Edu Key so they can be reviewed and monitored.</p>	<p>£1,839.42</p>
<p>To develop the provision online to allow home school partnership.</p>	<p>Use of technology to bridge the gap between home and school.</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>	<p>MarvellousMe has been a huge success this year and we are continuing to develop how we use it as a school.</p> <p>The children are enjoying the TT-Rockstars and this is supporting their times table knowledge.</p> <p>We are looking into ways we can link the computer learning to assessment in order to evaluate which programmes are effective and which may need replacing.</p>	<p>£45,650</p>