



Talbot Primary School - Pupil premium (PP) strategy statement – 2017-18 – Review July 2018

1. Introduction – What is Pupil Premium?

The Pupil Premium is a government initiative designed to target resources on those children who are deemed to be from a disadvantaged background. Money is provided for pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever6). Pupil Premium has a value of £1320 per eligible pupil and an additional allocation of £1900 for any children who have been looked after for one day or more. There is also a smaller provision made for children who have a parent in the armed services. The government has not stipulated how the money should be spent, but it is clear that the money should be used to promote strategies, which close the gap between the highest and lowest achieving pupils both academically and socially.

2. What will this report aim to do?

This report aims to:

- set out our 2017-18 plan and how we can continue to achieve the best possible outcomes for our children.

An overview of the impact of pupil premium funding on our disadvantaged children over the last three years is available on the parent/carer tab of the school website

At Talbot Primary we have high expectations for all our children regardless of their starting points. The investment of pupil premium funding can take many forms and is consistently evaluated to ensure that pupil premium children make at least good progress from their starting points. Essentially, funding is used to ensure our pupil premium children aim high and for the principles of 'Courage, Truth and Loyalty' upon which the school is based.

Please get in touch with either Mrs Gill (Headteacher) or Mrs Atkinson (School Bursar) if you would like to know more about how we spend our pupil premium funding in school.

3. The context of our school

2017-18

The school accommodated a 'bulge cohort' in Reception in 2016-17. The school is currently at capacity in each year group, with the handful of remaining Nursery places expected to be filled by January 2018. The number of children who do not have English as their first language is approximately 8%. Our percentage from ethnic minority groups is approximately 38%. The number on the Special Educational Needs register rose to 5% in 2016-17.



1. Summary information					
Academic Year	2017-18	Total PP budget	£50, 150	Date of most recent PP Review	N/A
Total number of pupils	32	Number of pupils eligible for PP	32	Date for next internal review of this strategy	January 2018

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Ensuring that children entering Reception show appropriate 'school readiness' characteristics, i.e. secure personal, social, emotional starting points, alongside a good sense of well-being and independence. If these factors are in place, children are in a far better position to start learning
B.	Supporting core skills of speaking, reading, writing and maths skills at both ends of the academic scale, i.e. increasing rates of reading in the home and ensuring PP children learn higher order skills to support attainment beyond the expected level
C.	Some PP children lack independence, resilience and consistent learning behaviours in core subject learning and the ability to consistently apply their learning, e.g. application of comprehension skills
D.	Confident use of subject appropriate vocabulary to support and embed learning, e.g. Maths specific vocabulary to support reasoning explanations and understanding of new words when reading independently
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Maintaining attendance rates for specific PP families to ensure attendance for the whole group is at least 95%
B.	Poor parental experiences of education which results in inconsistent parental engagement in their child's education and progress
C.	Lack of understanding amongst some PP parents of the key national curriculum expectations so they can be aspirational for their children



3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Increased attendance rates for pupils eligible for PP who also have additional 'high risk' factors, e.g. external agency involvement	<p>Maintain high rates of attendance for all PP children (2016-17: 95%) and improve the attendance rate for those children whose attendance is less than 90%. Overall attendance for the group improves to 96%</p> <p><i>Attendance rates July 2018: 95.8% (94.7% in June 2017) w/s attendance as of July 2018: 96.8%:</i></p> <ul style="list-style-type: none"> • <i>PP children classed as 'Persistent absentees': 3/16 children</i> • <i>3.4% authorised absence (4.4% authorised absence in June 2017)</i> • <i>0.8% unauthorised absence (0.9% unauthorised absence in June 2017)</i> • <i>1.0% late (1.7% late in June 2017)</i>
B.	Higher rates of progress for PP children, ensuring more achieve combined Reading, Writing and Maths (RWM) Age Related Expectations by July 2018	<p>Increase the percentage of children who achieve the combined Reading, Writing and Maths Age Related Expectations.</p> <p><i>See the PP attainment extract below. Where progress was not in line with expectations, progress was assessed in conjunction with:</i></p> <ul style="list-style-type: none"> • <i>Book looks</i> • <i>Analysis of class track system – what are the barriers for achievement?</i> • <i>Discussions with teachers via PPM and by looking at books together. As a result the progress profile is understood alongside reasoning behind assessments</i> <p><i>Additional summary (quantitative and qualitative):</i></p> <p><i>Year 1: 86% of the PP cohort secured rapid progress over the year with a significant number previously classed in the bottom 20% at the end of Reception</i></p> <p><i>Year 2: 80% ARE. Year 3: 75%, additional child making accelerated progress in writing to narrow the in year gap.</i></p> <p><i>Year 4: Two children who were previously below ARE have made accelerated progress and are now at ARE</i></p> <p><i>Year 5: Child is successfully closing the gap and is now ARE in Reading and Maths</i></p>



C.	Increased rates of progress from starting points for children new to Reception, focusing on core maths, phonics, writing and Communication, Language and Literacy provision	From baseline assessments, PP children make good progress in all areas and accelerated progress if they have started below that of their peers <i>Reception: Rapid progress from starting points secured for all PP children. Starting points were low meaning percentage attaining GLD remained low for the group. See the PP progress tracker 2017-18 extract below.</i>
D.	Continue to build learning behaviours and aspiration amongst PP children	Children able to verbalise how they have developed Growth Mindset characteristics and the difference this has made on their learning. <i>Observed via Monitoring and Evaluation schedule, e.g. focused Vulnerable group observations, Language Audit, PPM and Performance Management procedures</i>

4. 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?
Develop greater fluency in maths, spelling and independent application alongside fluency in reading	Interventions (including: 1:1, 1 st Class @ Number Superspell, Wordshark, Word Whizzes and Maths Busters)	Some children have specific gaps in their understanding which impact on the ability to reach the expected standard, e.g. spelling application or use of models to support reasoning in maths. By providing additional support the gap is diminished and children succeed.	Formative and summative data used to identify key children for support. This will combine with qualitative data from the class teacher and evidence of application in books	Phase Leaders in conj. with HT	Termly <i>Retain 1st Class @ Number – impact seen on children’s fluency and place value understanding</i>



Improved oral language skills in Reception and use of vocabulary beyond the early Years	Staff training on high quality feedback, Talk Matters, language expectations and enhancing provision to develop language	An investment to secure longer term change to support all pupils. Many different evidence sources, e.g. Education Endowment Fund (EEF) Toolkit suggest high quality feedback is an effective way to improve attainment	Staff CPD. School Improvement Advisor support. Regular item on all staff meeting schedules to maintain the high profile and ongoing development of practice, i.e. use of new words in the right context to explain learning	HT, AHT and EAL lead	January 2017 <i>Agreement that all PP children receive daily oral and written feedback with additional structured next step marking</i>
Improved progress for all children, including higher ability PP children	Staff training on providing stretch for high attaining pupils, i.e. use of questioning, scaffolds and marking. Use of pupil progress meetings to identify children who are at risk of not making at least good progress and/or reaching the combined RWM benchmark	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.	Staff CPD. Regular book looks to assess how marking is extending and developing PP. Moderation of core subject assessment	SLT	Jan 2017 <i>Addressed via raising expectation within the curriculum, e.g. process of writing, Read Aloud, Think Aloud Reading approach, Maths focus on fluency, reasoning and variation, Greater Depth in the Creative Curriculum</i>
Total budgeted cost					£15, 450
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?



Specific PP children Years 2-5 are supported to overcome specific barriers in core subjects thereby securing progress	Assertive mentoring for selected children in Years 2-5 Maths Tutor Trust programme in Year 6	The EEF identifies that mentoring programmes can successfully impact on securing progress for children. Engagement in the Maths Tutor Trust programme in Year 6 in 2016-17 demonstrated that focused, regular support for children can lead to improvements in Maths fluency and arithmetic	Monthly review meetings mentor and mentee. Review of books, discussion on impact with class teacher. Review process in Pupil progress meetings (PPM)	HT	Termly <i>PPM, ME and data review demonstrate the increased focus on expectations – impact seen. Y2/6 mentoring in place</i>
The needs of PP families with multiple areas of needs are identified early and support put in place to secure engagement	SLT discuss needs of PP children with academic and pastoral staff and ensure that Early Help is put in place as soon as possible	The EEF and Ofsted identify that early intervention with families is considered best practice. As a school we have found it beneficial to build relationships with parents and families as soon as possible. By doing so, support can be targeted accordingly.	Review meetings as per external agency rationale, e.g. Early help Plans. Reinforced with internal school based reviews via SLT, supervision and PPM	HT	Half-termly <i>Review of EHP remit and impact. Increase in number of EHP in place to four</i>
Total budgeted cost					£26, 140
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?
Ensuring that children develop confidence and self-esteem in order to develop positive relationships with peers and adults	Nurture group programme, ranging from 1:1 to small, year group sessions	We have found that if children feel emotionally supported and anchored in school they are in a better position to be ready to learn. We also see a marked reduction in the number of occasions children are upset during un-structured times, e.g. play and lunch	Regular discussions with the Learning mentor to review and adapt provision as required	SLT	Termly <i>Nurture groups reduced in size with greater focus on Personal, Social and Emotional</i>



		time. Pupil interviews also show how these children develop their ability to identify adults who they can seek out if they need help			<i>Development. Increase in short term 1:1, 1:2 bespoke sessions with learning mentor where specific support is required.</i>
Supporting transition to formal settings, between year groups and schools	Additional nurture support for children who struggle emotionally with change and transition between classes	Once support is put in place there is a marked reduction in anxiety for these children. The structured programme of support is discussed with parents and is bespoke for each child. Ofsted identify how smooth transition, both academic and pastoral supports attainment and progress. We have a long tradition of this in and with schools	In addition to specific KS2 to 3 High school transition meetings, school allocates three one-hour staff meetings in July to support class teacher transition discussions. For PP children with additional needs, meetings are held with parents to shape and inform bespoke support.	Phase Leaders Class Teachers SLT	October 2017 and June 2018 <i>Nursery to Reception transition programme effective. Review of transition procedures from Reception to Year One and New mid-year starters in Nursery, i.e. January 2018</i>
Providing all children with access to a rich, varied curriculum upon which to develop learning	PP free access to after-school clubs, educational workshops, trips and residential programmes	Some PP children lack life experience and this impacts on how they may approach their learning, i.e. they are not able to draw upon a rich background of experience and vocabulary. Some PP children also have a lower sense of well-being. By providing PP children with free access we are increasing their life experiences	Infrastructure established to ensure that all PP children are given free access to Bronze Award, Low Mill, clubs, trips and educational workshops	DHT	July 2018 <i>Free access and additional TA support provided to allow access for PP children who would struggle without support</i>



Total budgeted cost	£8, 560
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5. Review of expenditure – this will be conducted at the end of the academic year				
Academic Year		2017-18		
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
Develop greater fluency in maths, spelling and independent application alongside fluency in reading	Interventions (including: 1:1, 1 st Class @ Number Superspell, Wordshark, Word Whizzes and Maths Busters)	Increased confidence and participation rates for children targeted post intervention. The children responded well to small, focused intervention to target specific gaps in understanding .	Refine reading CPD next year to build on fluency and ‘read aloud, think aloud’ strategies. Sharper identification of children’s specific reading skills barriers through ongoing refinement of Guided Reading processes. Introduce IDL spelling scheme securing home and school engagement to support spelling.	
Improved oral language skills in Reception and use of vocabulary beyond the early Years	Staff training on high quality feedback, Talk Matters, language expectations and enhancing provision to develop language	Improvement in speaking and listening progress secured in Reception. Rich learning environments drawing upon children’s interests has supported progress. In Key Stage 1 specific focus on key groups with additional needs, e.g. EAL has impacted on engagement, focus and progress in learning. Teaching Assistant more empowered to provide bespoke Talk Matters support for key children.	Early focus on PSED, Oracy, speaking and understanding in Reception is successfully impacting on baseline assessments, teaching and learning approaches and subsequent engagement for all children. Continue approaches implemented in 2017-18. More specific EAL support required to provide support for children who are at the early language acquisition/ ‘silent’ stage of language development. Staff well placed for further specialist training as delivered through the Language Champions programme led by Mrs Johnson and Mrs Alpar.	
Improved progress for all children, including higher ability PP children	Staff training on providing stretch for high attaining pupils, i.e.	See the PP attainment extract below. Additional summary (quantitative and qualitative):	Continue targeting PP attainment and progress as part of the Pupil Progress programme.	



	use of questioning, scaffolds and marking. Use of pupil progress meetings to identify children who are at risk of not making at least good progress and/or reaching the combined RWM benchmark	Year 1: 86% of the PP cohort secured rapid progress over the year with a significant number previously classed in the bottom 20% at the end of Reception Year 2: 80% ARE. Year 3: 75%, additional child making accelerated progress in writing to narrow the in year gap. Year 4: Two children who were previously below ARE have made accelerated progress and are now at ARE. In terms of greater depth: All children previously assessed at greater depth have retained this standard with additional conversions for an additional two children in reading and writing	Consider additional classroom strategies to support PP children, i.e. additional layers of feedback, bespoke marking, close tracking and assessment.	
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
Specific PP children Years 2-5 are supported to overcome specific barriers in core subjects thereby securing progress	Assertive mentoring for selected children in Years 2-5 Maths Tutor Trust programme in Year 6	Children involved in this programme responded very well to additional 1:1 guidance in terms of: reflecting on their strengths, identifying actions they could take to reach their targets and achieving their goals.	Extend mentoring programme for next year – this pilot programme has worked well.	
The needs of PP families with multiple areas of needs are identified early and support put in place to secure engagement	SLT discuss needs of PP children with academic and pastoral staff and ensure that Early Help is	School has been successful in advocating Early Help programmes for families with multiple areas of need.	Improved attendance for targeted pupils. Families now discharged from the Early Help programme are transferring key approaches for the betterment of their children, e.g. attendance,	



	put in place as soon as possible		lateness, engagement with support agencies and accessing wider opportunities for their children.	
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
Ensuring that children develop confidence and self-esteem in order to develop positive relationships with peers and adults	Nurture group programme, ranging from 1:1 to small, year group sessions	Effective impact on children identifying and recognising their emotions, developing self-regulatory behaviours and developing their sense of self-esteem. Verified through parent, staff and pupil voice.	Continue nurture programme next year. Further precision in measuring the social and emotional impact of nurture programmes via the Boxall Profile required.	
Supporting transition to formal settings, between year groups and schools	Additional nurture support for children who struggle emotionally with change and transition between classes	Bespoke implementation dependent on child and family need, i.e. phase transition, additional visits, pupil passport programme, lunch clubs, 1:1 support and nurture.	Continue approaches implemented in 2017-18.	
Providing all children with access to a rich, varied curriculum upon which to develop learning	PP free access to after-school clubs, educational workshops, trips and residential programmes	Increased engagement for PP children. Additional 1:1 support provided for PP children to access clubs. Verified through parent, staff and pupil voice.	Continue approaches implemented in 2017-18.	

Attainment profile for 2017-18			
	<i>Talbot PP pupils – July 2018</i>	<i>Talbot cohort average – July 2018</i>	<i>All pupils – National average 2018</i>
KS2 % pupils achieving the expected standard (combined reading, writing and maths)	50% (2/4)	80%	64%
KS2 % of pupils achieving the expected standard in reading	100% (4/4)	85%	75%
KS2 % of pupils achieving the expected standard in writing	75% (3/4)	93%	78%
KS2 % of pupils achieving the expected standard in maths	50% (2/4)	90%	75%



KS1 % of pupils achieving the expected standard in reading	75% (3/4)	78%	76%
KS1 % of pupils achieving the expected standard in writing	75% (3/4)	76%	68%
KS1 % of pupils achieving the expected standard in maths	75% (3/4)	82%	75%
Year 1: Phonics Screener	67% (4/6)	88%	83%
End of Foundation Stage: GLD	50% (2/4)	78%	72%

6. Additional detail

Our full strategy document can be found online at: <http://www.talbot.leeds.sch.uk/>