

Pupil Premium Strategy Statement

1. Summary information					
The Michael Syddall CE (Aided) Primary School					
Academic Year	2017/2018	Total PP budget	£77,180	Date of most recent internal PP Review	July 2017
Total number of pupils	169	Number of pupils eligible for PP	81 (47.9%)	Date for next internal review of this strategy	July 2018

2. Current attainment			
Attainment for: July 2017 KS2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school Y6)</i>	<i>Pupils not eligible for PP (national Y6)</i>
% achieving expected standard or above in reading, writing and maths	55%	56%	
% achieving expected standard or above in reading	60%	80%	
% achieving expected standard or above in writing	82%	67%	
% achieving expected standard or above in maths	73%	67%	
Attainment for: July 2016 KS1			
% achieving expected standard or above in reading	78%	94%	
% achieving expected standard or above in writing	56%	81%	
% achieving expected standard or above in maths	68%	87.5%	
Attainment for: July 2016 FS			
Good Level of Development	64%	89%	

NOTE: A high proportion of PP at KS1 also SEND

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
Barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Low starting points,	
B.	Behaviour, social & emotional, prepared for life beyond school	
C.	Support from home including lack of routines/boundaries, sleep, food, support with homework	
D.	Mobility	
E.	Low reading/phonics/spelling skills	
F.	Low numeracy skills	
G.	Attendance	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils from low starting points make accelerated progress and attain equal to non PP pupils.	PP pupils make equal or better progress in RWM
B.	Behaviour issues resolved through discussion, pupils are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Pupils develop skills and attributes to enable them to deal with situations, experiences and challenges	Fewer incidents and exclusions. Pupils respond to behaviour strategies and recognise they have choices and can often resolve their own issues. Pupils can articulate their feelings, emotions. Pupils develop skills of leadership, organisation, resilience, initiative and communication
C.	Parents/carers greater involvement in their children's learning, they can readily access support from school.	Parents are able to support their children at home. Home/school reading record is a form of communication. Parents can access information to support them with their children , eg on the website, information leaflets,parents invited into school to work with children
D.	Issues around mobility are minimal.	Pupils settle quickly, feel safe secure. School track, record, assess and monitor accurately and make appropriate provision. Pastorally pupils benefit from Syddall Soldiers.
E.	PP children's reading/phonics/spelling improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children use phonics/spelling skills to support their writing Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
F.	PP children's numeracy skills improves in line with non-pp children	PP children make good progress in numeracy skills PP children grow in confidence in maths generally PP children achieve in line with non-PP children.
G.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP Prevention/PSA/EWO involvement will not be needed Attendance for the children is in line with national at 96%

5. Planned expenditure

Academic year

2017/18

The 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	Cost	When will you review implementation?
<p>A). PP pupils from low starting points make accelerated progress and attain equal to non PP pupils.</p>	<p>Ensure all pupils receive quality first teaching. Including effective AFL strategies particularly high quality feedback & marking.</p> <p>To support above approach, continue to have adult to pupil low ratio throughout school.</p>	<p>EEF(Education Endowment Foundation) research indicates effective high quality Marking & Feedback can have a significant impact for very little cost as much as 8 months on a pupil's progress.</p> <p>School evidence indicates good progress for pupils, involving pupils in a dialogue about their learning, reflecting, having ownership, making decisions, working with their peers all facilitates and enhances the learning progress at a greater depth thus impacting on progress and attainment.</p> <p>Recognise through research (EEF) merely having more adults not the solution without ensuring their input is focused to allow individual needs to be met highly effectively.</p> <p>Maximising the use of TAs – ensuring staff</p>	<p>SLT monitoring – book scrutiny, talking to pupils, 1 to 1/small group, learning walks.</p> <p>Through CPD – whole school book scrutinies – sharing good practice, making improvements together.</p> <p>Monitoring as above.</p> <p>Performance Management of all adults who work in school.</p> <p>Monitoring of TA roles – are they having an effective impact?</p>	<p>NS/AMc</p>	<p>HT/DHT – training ReflectED Lead by Marc Rowland.</p> <p>Inclusion – Metacognition training – HT £200 Supply £200</p> <p>Whole school CPD 05.09.17 Allocated staff meeting time termly Maximising use of TAs training –DHT £150</p> <p>Additional TA pm sessions 10 hrs pw x39 £3042 £21,277 TAs full time 2 CACHE students £3300 £21000(approx. 50% of M6 0.5 + UPS1 0.5)</p>	<p>Spring 2018 Summer 2018</p> <p>Pupil Premium pupils perform well in comparison to non-pupil premium, in some cases better.</p> <p>Monitoring evidence through learning walks, book scrutinies and 1 to 1 pupil discussions indicates good progress for pupil premium pupils. Information in teaching and learning file.</p> <p>Shared whole school moderation positive impact on reliability in judgements regarding progress and learning, teacher confidence and a greater understanding of prior/subsequent learning.</p>
<p>(B). Behaviour issues resolved through discussion, pupils are able to talk</p>	<p>Ensure implementation of behaviour strategies/policy consistent New PSHE curriculum – whole</p>	<p>-whole school approach vital to successful impact for PP and non PP</p> <p>-Regular circle time enables the forum for individuals to speak in a safe environment to express worries/concerns/issues.</p> <p>-PSHE structured approach supports all pupils and provides a mechanism to explore</p>	<p>PSHE/Curriculum detailed action plan.</p> <p>SLT monitoring through record of incidents/pupil conferencing/bk scrutiny/1 to 1, learning walks, spending time</p>	<p>NS/AMc All adults in school</p>	<p>CPD - £500</p>	<p>Spring 2018 Spring 2018</p> <p>Overall improvement in behaviour and attitudes to learning and playtimes. External positive comments made Visitors including LA – Senior Lead</p>

<p>about their feelings in a controlled way and acknowledge problems can be solved.</p> <p>Pupils develop skills and attributes to enable them to deal with situations, experiences and challenges</p>	<p>school approach Value of pupil voice – through circle times/school council/JLT (Junior Leadership team) Involvement of EMS as appropriate from SEMH,</p> <p>Embed Primary Edge to enable the development of the 'whole' pupil.</p>	<p>friendships, feelings, health, their safety in general and online safety.</p> <p>DFEE (Nov 2015) highlighted NFER research - More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p>Over the last 12-18 months, school evidence would reflect the DFEEs findings and believe continuing these approaches will strength behaviour, pupils' life skills and partnerships with parents.</p> <p>Primary Edge supports the development of pupils as not only independent learners, but confident young people who are prepared for the next challenge in their lives, such as moving on to secondary school. School also believe embedding Primary Edge enhances our belief in nurturing our pupils to become confident individuals, successful learners ad responsible citizens.</p>	<p>with pupils.</p> <p>Monitoring as described above. Comments from parents/pupils/ wider community informally and through formal questionnaires. Observing the impact in the way pupils act, interact, speak and whole attitudes to school and beyond school.</p>	<p>All adults</p>	<p>Primary Edge – resources £ 100</p>	<p>Adviser, DFE representative Tessa Mason positively commented about the atmosphere in our school, how pupil's attitudes and behaviour supported them as individuals and attitudes to learning and school life.</p> <p>Emotional First Aid – all staff (Autumn 2017) – whole school approach positive impact on wellbeing, talking about concerns, issues and resolving these.</p> <p>Training for all teachers on Mental Health and Well-being – promotion and prevention. COMPASS BUZZ – supports teachers in dealing with pupils, their feelings and emotions. (May 2018)</p>
<p>(C) Parents/care rs greater involvement in their children's learning, they can readily access</p>	<p>Continue to build home/school partnerships. Develop through sc – open afternoons, assemblies, coffee mornings, Drop-ins for FS parents, newsletters, website, Facebook,</p>	<p>Communication key to supporting PP pupils at school. Many parents willing to help their children but require guidance with this, particularly academic aspects.</p> <p>Experience over the last 12months supports the view that parents will come into for relaxed/informal activities.</p> <p>Feedback from parental survey July 2017</p>	<p>Monitor communication – are some methods more effective than others?</p> <p>Continue to talk to parents/community members informally – often the most honest feedback given, when it</p>	<p>NS/AMc</p>	<p>Mathletics - £932.40 SLT time</p>	<p>End of Aut 2017 Sp 2018 Su 2018</p> <p>Parents/carers and visitors comment on ethos and atmosphere in school, above all welcoming environment, increased involvement in school through these partnership developments.</p>

support from school.	-Mathletics crosses home/school boundaries –it engages, supports and targets areas to develop –pupils can continue this learning at home.	parents/families welcomed opportunity to come into school and share the experience of school, working alongside their children. The recent introduction of a school Facebook page, has had a real immediate positive impact on communication with school and the wider local community. EYFS parents/carers need regular opportunities to comment/discuss/share the learning of their child.	doesn't need to be recorded. Survey to parents – review and evaluate responses. Learning journeys will have evidence from parents/carers.	VW/AMc		SLT – half termly
(D) Issues around mobility are minimal.	System in place to settle new pupils, buddies, Syddall Soldiers provides pastoral support Assessment of pupils on entry identify strengths, any concerns, Pira/Puma to give an accurate picture , input into TT PP Class record updated termly by teachers and monitored by SLT	Pupils need to feel happy, safe and secure first and foremost School initial assessment need to be accurate to ensure progress and attainment can be monitored. Involvement of teachers raises awareness amongst adults, any issues/concerns swiftly identified. Pira/Puma Assessment will immediately inform teachers of abilities/to ensure no time is wasted in meeting their needs, having an accurate understanding of their learning and next steps. Pupil Premium Allocation Record ensure all adults know exactly who is eligible, actions taken, any concerns and progress (this includes information on Attendance)	Pupil conferencing/1 to 1 monitoring, SLT follow up through progress meetings, Pupil Premium Allocation and Pira/Puma/ TT. Allocated time on staff meeting for PP updates, termly.	AMC/NS All adults	£3102.96 TA wage for 6 hours per week Emotional First Aid Training – all staff October 2017 PIRA/PUMA See (ii) A	End of Aut 2017, Sp, Su 2018 Assess pupils appropriately on entry to school, clear and accurate benchmarking allows progress to be measured and any gaps in previous learning addressed.
(E) PP children's reading/phonics/spelling improves in line with	Whole school approach to the teaching of English, phonics/spelling, reading. Quality CPD –NS	Our pupils don't necessarily have love for books, aim to inspire pupils' love for lifelong reading! Embedding a systematic approach to teaching of reading, phonics/spelling will	Monitoring through learning walks, book scrutinies, 1 to 1, pupil conferencing,	NS/ AMC	£443.85 (Read Write Inc) (SLT time)	End of Aut 2017, Sp, Su 2018 Focus as a school on phonics, reading and spelling – consistent and

non-pp children	(SLE for English) Issues will be addressed in pupil progress meetings to overcome barriers	impact positively on outcomes. EEF consistent approach to phonics is at low cost, high impact. DFEE's guidance (Nov 2015) based on NFER research identified as a characteristic of most successful schools; Leaders focusing on Quality First Teaching for all, <i>'where consistently high standards are set, hold high expectations of all , monitoring performance, tailoring teaching & learning to suit pupils and sharing best practice.'</i>	Through pupil progress meetings impact can be reviewed, measured and changes to approaches made.			structured systems are in place, including new resources – are all positively impacting on pupil progress and outcomes. See Spring Data 2018.
(F) PP children's numeracy skills improves in line with non-pp children	Whole school approach to teaching and learning in maths. Particularly linked to (A) above Ensure all pupils receive quality first teaching. Including effective AFL strategies particularly high quality feedback & marking.	Evidence from the previous 12 months, clearly indicates whole school approaches and strategies have a positive impact on all – attitudes to learning, progress and attainment. (E) DFEE's reference to most successful schools (A)EEF(Education Endowment Foundation) research indicates effective high quality Marking & Feedback can have a significant impact for very little cost as much as 8 months on a pupil's progress.	Monitoring through learning walks, book scrutinies, 1 to 1, pupil conferencing, SLT follow up through progress meetings, Pupil Premium Allocation and Pira/Puma/ TT.	AMc/NS	Resource costs	End of Aut 2017, Sp, Su 2018 Current work of the school and Spring Data 2018 indicates improvements overall with pupil progress and outcomes.
(G) The attendance of PP children improves	Continue whole school systematic approach to attendance – including certificates, rewards, letters home, information on newsletters, Follow up on attendance daily	School evidence over the last 18 months, clearly indicates positive impact on improving attitudes to attendance. Systematic, whole school approach will have greater impact. Providing motivation for pupils to want to be at school – attendance rewards and inspirational curriculum! DFEE's (Nov 2015) highlight addressing	Administrator employed – one of main roles to follow up attendance. Attendance recorded weekly and shared with parents/pupils.	AMC	£2608.80 6 Hrs per week	Changing culture and value place on attendance. Building and working in partnership with parents/carers. Attendance improving year on year and it is hoped it will be close to national average at the end of the year.

	Curriculum changes – engage and motivate pupils more.	behaviour and attendance and having effective strategies in place to follow up lack of attendance has a positive longer term impact.				
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	Cost	When will you review implementation?
(A). PP pupils from low starting points make accelerated progress and attain equal to non PP pupils.	Through TT and PIRA/PUMA ensure assessments and monitoring is tracked carefully and reviewed. Through progress meetings identify any concerns and set agreed actions/intervention for individual/groups. Individual referrals as appropriate	To ensure all PP make best possible progress must track accurately from point of entry. Progress meetings provides opportunity for teachers to raise any individual concerns and for SLT to follow up any issues and assess impact.	SLT responsibility, can monitor TT remotely, Monitor and discuss in detail in progress meetings. Key Cohorts, predictions/targets set and reviewed termly	AMC/NS	£806.82 (Target Tracker) £2340 (PIRA/PUMA)	Termly Systems and consistency of tracking is becoming embedded practice, allows swift intervention and any concerns can be identified and addressed.
(B). Behaviour issues resolved through discussion, pupils are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	SENDco designate time to work with EMS provision particularly for behaviour. Individual referrals when appropriate Current interventions include – 1 to 1 counselling, 1 to 1 working with Behaviour/Emotional/Social wellbeing Specialist, mental health, Pastoral Support through Syddall Soldiers. All staff trained in Emotional First Aid and Attachment. DHT/HT understand time in their week to talk to pupils 1 to1.	Some individuals need very specialist support or interventions tailored to meet their needs. Evidence suggests over last couple of years positive impact Syddall Soldiers has had on some individuals. All staff trained in Emotional First Aid/Attachment	EMS provision- outside agency they evaluate their interventions Through observing/discussing with individuals who have had accessed to this support and parental feedback. Feedback from pupils and parents who attend Syddall Soldiers. What evidence/impact can we see in school?	AMC	CPD whole school – Emotional First Aid/ Attachment. Through Inclusion Project – Garrison /Service schools	Termly Pupils more readily solve problems/conflicts between themselves, older pupils will intervene and mediate for younger pupils. Pupils demonstrate empathy and will demonstrate respect for others view points.

(D) Issues around mobility are minimal.	Pupil Premium Tracker Record – ensures teachers identify what they do for every PP in school, progress the individuals are making and impact of any intervention/actions.	System in place ensures PP pupils’ under constant review. Can clearly identify any issues and address.	Allocate staff meeting time, Deadline set for completion and given to HT	AMC		Termly Teachers clear view who the Pupil Premium pupils are, record any actions, needs additional and different for individuals/groups, review and adapt termly.
(E) PP children’s reading/phonics/spelling improves in line with non-pp children	Target pupils for additional reading with adults. 1 to 1 sharing of a book in a positive way. The curriculum will allow for more boy friendly books to be incorporated at whole school/class level. Additional phonics for pupils who are falling behind – class/group level. – additional sessions with TA, Computer programme for spelling through EMS - IDL	Pupils reading will improve if they read, share and discuss a book regularly. Most importantly will build their enjoyment and confidence. Some individuals will need targeted phonics/spelling intervention . Can track progress and identify gaps, programme can be tailored for individual pupil.	Identified pupils through progress meeting and PP tracker – this is followed up by SLT. Progress is measured	AMC/NS	£50 (IDL)	Termly Focus as a school on phonics, reading and spelling – consistent and structured systems are in place, including new resources – are all positively impacting on pupil progress and outcomes. See Spring Data 2018.
(F) PP children’s numeracy skills improves in line with non-pp children	Individual level – Targeted maths support - Mathletics Appex maths Third Space – 1to 1 (Y6 – 10 pupils in total	Rationale Tailored programme, designed to meet individual needs, engage pupils and above all build confidence/enjoyment	Feedback from analysis of programmes		Third space £550 APEX MATHS £422	After 10 weeks delivery 1 to 1 (termly review) Children more confident and capable following personalised 1:1 sessions. Progress from ‘behind’ in many areas

		in maths.				to 'developing' or 'on track' compared to year group objectives. Improved attitude and focus in lessons seen by teachers. Children approach difficult areas saying 'I know something about this, we did it in Third Space'
(G) The attendance of PP children improves	Attendance monitored carefully and followed up. If attendance below 95% follow up – letters to parents, Involvement of Parent Support workers in some cases/Prevention team Work in partnership with some individual families. Awards given for good attendance	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	Attendance will be monitored half termly, Any absence will be addressed immediately.	AMC/NS	AS ABOVE ADMIN TIME	Half termly At the moment daily/weekly HT/DHT (Autumn 2017) Positive impact on attendance, through current actions, hope to be close to national average in July 2018 and certainly improved from previous year.

6. Review of expenditure

Mid reviews/evaluation as stated within Strategy.
Review July 2018

7. Additional detail

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