Pupil Premium Strategy Statement: 2018-19
Banks Road Primary School

1. Summary information					
School	Banks Road Primary School				
Academic Year	2018-19	**Total PP budget**	£141,200 (June 2018 DfE allocation)	**Date of most recent PP Review**	Oct 2018
Number of pupils	220 (Y1-Y6)	**Number of pupils eligible for PP**	92 (42%)	**Date for next internal review of this strategy**	Jan 2019
Website information	www.banksroadprimaryschoolliverpool.co.uk/statutory/pupil-premium				

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers *(issues to be addressed in school)*	
A.	Low levels of learning attitudes, self-regulation and engagement for *identified* PP eligible pupils.
B.	Low levels of basic skills that impact on learning for PP eligible pupils.
External barriers *(issues that also require action outside school)*	
C.	Low levels of attendance and punctuality for PP eligible pupils.

3. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	BARRIER: Low levels of learning attitudes, self-regulation and engagement for *identified* PP eligible pupils. To develop the learning attitudes and independent thinking skills of PP eligible pupils to promote progress.	• Pupils will gain confidence, become more self-regulated and engaged learners, and fully access all aspects of the curriculum. • Pupils will develop positive learning skills and dispositions and show progress from established starting points in terms of both key skills and learning attitudes. • Measured improvements in pupil engagement, self-expectations, learning skills and cognitive developments. • Measured improvements in pupil *progress* from their starting point/s. • Measured increase in the amount of school trips, residentials and extra-curricular opportunities.

B.	BARRIER: Low levels of basic skills that impact on learning for PP eligible pupils. To improve outcomes in reading, writing and mathematics (individually and combined) for PP eligible pupils.	• Measured improvement in attainment and progress for those pupils eligible for PP in Maths and English. • Measured improvement in attainment and progress for More Able PP-eligible pupils in all year groups in Maths and English. • Measured improvement in the percentage of PP eligible pupils achieving the Expected Standard in reading, writing and mathematics combined. • Measured improvement in pupils' attainment across the wider curriculum. • Measured increase in the number of good or better lessons in Maths and English.
C.	BARRIER: Low levels of attendance and punctuality for PP eligible pupils. To significantly improve levels of attendance and punctuality for PP eligible pupils, reducing rates of Persistent Absenteeism (PA).	• The attendance of PP eligible pupils will achieve an increase of at least 1% in comparison to 2017/18. • The percentage gap between PP and Non-PP eligible pupils of 'late marks' (punctuality) will diminish to less than 1% difference. • The percentage of late marks for PP eligible pupils will have decreased when compared to 2017-18 data (see 17-18 Impact Report). • Measured improvement in punctuality of PP eligible pupils. • Measured decrease in the rate of PA for PP eligible pupils.

4. **Planned strategies for 2018-19**

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?
BARRIER A: Low levels of learning attitudes, self-regulation and engagement for *identified* PP eligible pupils.					
To develop the learning attitudes and independent thinking skills of PP eligible pupils to promote progress.	Autumn, spring and summer surveys for all pupils to complete with PP eligible pupils identified. Analysis of survey data. Everton in the Community Enterprise Programme. Peter Jones Foundation programme.	Evidence of impact from 2017-18. Education Endowment Foundation (EEF) Teaching and Learning Toolkit. Whole school priorities for 2018-19.	PP Governor Challenge meetings. Pupil progress will be closely monitored against national starting points. Lesson observations.	SLT. Subject Leaders. Class Teachers.	Baseline data. Data will be reviewed each half term. Termly pupil progress meetings. Termly Subject Leader

	Investment in curriculum development and enrichment opportunities. Aspirations Week. Anti-Bullying Ambassador Programme. Attitude Criteria Assessments – completed half termly. Staff skills audit. High quality targeted CPD for staff with a focus on verbal feedback, higher order questioning, and developing thinking skills approaches to teaching and learning. Lesson observations. 'Book Look' / Work scrutiny with pupils. Every class to use the SeeSaw app to communicate/ share children's learning with parents/ carers.	Research - locally and nationally. Lessons learnt from 2017-18. Discussions with staff. Training for staff.	Pupil feedback. Targeted staff training. Evidence will be gathered through: - Baseline assessment data for 2017/18. - Survey analysis. - Pupil voice. - Work scrutiny evidence. - EEL evidence.		positional statements. Half termly Attitude Criteria Assessments.
Total budgeted cost					

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?**
BARRIER B: Low levels of basic skills that impact on learning for PP eligible pupils.					
To improve outcomes in reading, writing and mathematics (individually and combined) for PP eligible pupils.	Talk for Writing.

Maths Mastery: Reception – Year 3.

Purchase and implementation of Reading Plus.

Reading Gladiators: Year 2 and Year 6.

Application and implementation of Maths Mastery for EYFS and KS1.

Target Tracker.

Investment in curriculum development and enrichment opportunities.

Purchase and implementation of spag.com. Analysis of impact.

Embedding of Rising Stars spelling scheme. Analysis of impact.

Baseline assessments (EYFS, KS1 and KS2).

Analysis of July 2018 data for all year groups.

Lesson observations. | End of key stage data for 2017-18: Analysis of prior progress and attainment data.

Ofsted inspection (May 2018) next steps.

Whole school priorities for 2018-19.

Research - locally and nationally. | Early identification of More Able PP-eligible pupils and subsequent tracking of progress.

Pupil progress will be monitored closely through means of termly Pupil Progress meetings and against national starting points/ expected standards.

Lesson observations – 'Teaching Over Time' grid.

PP Governor Challenge meetings.

Pupil feedback.

Targeted staff training.

Subject Leaders action plans.

Evidence will be gathered through:
- Analysis of data to review the impact of Maths and English progress on the wider curriculum.
- 'Teaching Over Time' lesson observation grid. | SLT.

Maths Subject Leader.

Reading/ Phonics Subject Leader.

Writing/ GPS Subject Leader.

Class Teachers. | Baseline data.

Data will be formally reviewed each half term.

Half termly pupil progress meetings.

Termly Subject Leader positional statements.

Individual pupil monitoring at 3 week intervals for identified pupils.

End of year pupil interviews and survey. |

	Subject Leaders evaluate effectively the impact of basic skills teaching for pupils eligible for PP vs. non-PP eligible pupils. Book scrutiny. Targeted enrichment opportunities for PP eligible pupils. Embedding of whole school Phonics scheme – Read, Write, Inc. Target and identify PP eligible pupils for interventions, e.g. 'Numbers Count' and 'Catch-Up Reading'.				
			Total budgeted cost		

ii. Targeted interventions					
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?**
BARRIER C: Low levels of attendance and punctuality for PP eligible pupils.					
To significantly improve levels of attendance and punctuality for PP eligible pupils, reducing rates of Persistent Absenteeism (PA).	To be measured by regular monitoring and review of attendance data, including rates of PA and punctuality. InVentry sign-in system. SIMS online teacher registration system. Analysis of on-entry and prior data for	National and local attendance expectations. Research – locally and nationally. Lessons learnt from 2017-18. Analysis of attendance and punctuality data.	Pupil attendance will be closely monitored against national and local expectation. Monitoring of Persistent Absenteeism by Learning Mentor. Targeted pupil feedback.	SLT. Learning Mentor. Subject Leaders. Class Teachers.	Baseline data. Data will be formally reviewed each term. Learning Mentor positional statements. End of year pupil interviews and survey.

	PP eligible pupils. Individual 'Attendance Profiles' for identified PP eligible pupils below 97%. Punctuality and attendance awards. Learning Mentor in role. Completion of attitudinal study for PP eligible pupils.	Discussions with staff. Previous experience.	Learning Mentor action plans. PP Governor Challenge meetings. Evidence will be gathered through: - Data analysis to demonstrate upward trend and improvement in attendance for PP eligible pupils. - Case studies. - Analysis of attitudinal studies. - Pupil interviews. - Analysis of pupil lateness.		Termly safeguarding meetings.
			Total budgeted cost		

iii. Other strategies					
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 engage PP eligible pupils through extracurricular activities and 'WOW' events. BARRIERS A, B & C	'WOW' events are built into curriculum planning. School trips/ educational visits. Aspirations Week. Everton in the Community Enterprise Programme.	Evidence of impact from 2017-18. Analysis of Parent Questionnaire from 2017-18. Discussions with staff.	Monitoring of events timetable. Registers for all events. Pupil feedback and evaluations. Subject Leaders to review the impact of extracurricular and 'WOW' events.	SLT. Learning Mentor. Subject Leaders. Class Teachers.	Baseline data. Data will be formally reviewed each term through means of PP Governor Challenge meetings. Learning Mentor positional statements.

			Evidence will be gathered through: - Data analysis to demonstrate upward trend and improvement in attendance for PP eligible pupils. - Case studies. - Pupil interviews. - Website and school Twitter development. - Parent Questionnaire analysis.		End of year pupil interviews and survey. Termly safeguarding meetings.
Guest speakers. Specialist teachers. Timetable of events. School Council. Eco Council. Maths Ambassadors. Parent Questionnaire. Showcase learning through the school website and twitter account.					
To monitor and assess PP eligible pupils' attitudes. BARRIERS A & B	Assertive Mentoring Attitude Assessments.	Introduced during 2017-18 – it is now time to embed this assertive mentoring approach to close the gap between PP and Non-PP eligible pupils. Feedback from parents/ carers.	Analysis of Attitude Criteria assessments: PP vs. Non-PP pupils. Progress will be closely monitored against pupil starting points. Pupil feedback. Lesson observations.	DHT	Data will be gathered and reviewed every half term. Assessments will be provided to pupil's parents/ carers as part of Parents Evenings.
To embed debating within school. BARRIER B	Debate Academy lessons and after school club.	Evidence of impact from 2017-18. Opportunity to raise aspirations and equip PP pupils with the opportunity to experience inter-school	Initial and end of programme pupil questionnaires will form the basis of qualitative and quantitative impact. Whole school assemblies to develop children's knowledge	DHT and Learning Mentor.	Baseline and end of programme evaluations.

| | | competition at Liverpool Hope University. | and understanding of debating.

End of programme inter-school 'tournament', hosted at Hope University. | | |
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| To monitor, review and evaluate the effectiveness of PP strategies and spending.

BARRIERS A, B & C | Pupil Premium Governor Challenge meetings. | Success of impact during 2017-18 and in preparation for Ofsted inspection (April 2018).

Ongoing demand for high level and effective communication between school leaders and the Governing Body. | Termly challenge meetings between PP Lead and PP Governor.

Notes and actions of meetings are minuted.

Termly updates to the full Governing Body. | DHT | Termly through the review of minutes and actions. |
| | | | Total budgeted cost | | |