



Pupil Premium Impact Report for 2017-18

Banks Road Primary School

1. Summary information					
School	Banks Road Primary School				
Academic Year	2017-18	Total PP budget	£134,640 (Jan 17 Census)	Date of most recent PP Review	Oct 2017
Total number of pupils	237 (R-Y6)	Number of pupils eligible for PP	102 (43%)	Date for next internal review of this strategy	Jan 2018
Website information	www.banksroadprimaryschoolliverpool.co.uk/statutory/pupil-premium				

2. KS2 Attainment for 2017-18			
	All pupils (19)	Pupils eligible for Pupil Premium (11)	Pupils not eligible for Pupil Premium (8)
% Expected Standard+ in Maths	79%	64%	100%
% Expected Standard+ in Writing	74%	73%	75%
% Expected Standard+ in Reading	68%	45%	100%

3. Review of expenditure for 2017-18			
i. Quality of teaching for all			
Desired outcome	Chosen action/ approach	Impact and Next Steps	Cost
BARRIER A: Low levels of independent thinking skills for PP eligible pupils.			
To increase the independent thinking skills of PP eligible pupils to enhance problem-solving skills and metacognition.	High quality targeted CPD for staff with a focus on verbal feedback, metacognition and thinking skills approaches. Lesson observations.	<ul style="list-style-type: none"> All teachers and teaching assistants trained in Blooms Taxonomy higher order questioning and verbal feedback as part of the school's staff professional development programme. Evidence of impact was exemplified in the Ofsted inspection letter (May 2018): <i>"Teachers are challenging the pupils more and asking them questions to make them think."</i> School marking and feedback policy reviewed and streamlined to ensure a consistent approach. Pupil Attitudes to Self and School (PASS) survey completed in December 2018 – reports for 	£10, 000

Pupil voice.
 'Book Look' / Work scrutiny with pupils.

Pupil progress will be closely monitored against national starting points.

- KS1 and KS2 pupils provided.
- Staff skills reviewed against the applicable Standards for Teachers and Teaching Assistants as part of the performance management/ appraisal process.
 - Lesson observations and learning walks completed in autumn, spring and summer terms. 'Teaching Over Time' grid updated: all teaching is good or better.
 - Deputy Headteacher trained in 'Thinking Skills Approaches' to teaching and learning. *This now needs to be embedded as part of the 2018-19 Pupil Premium Strategy Statement.*
 - Pupils have developed more positive learning skills and dispositions. This is evidenced through lesson observations. *However, further work on children's learning attitudes is required as part of the Pupil Premium Strategy Statement for next year.*
 - Progress is strong across reading, writing and mathematics for PP eligible pupils from established starting points.

See below for comparative End of KS2 progress data for PP eligible pupils achieving the Expected Standard in 2016-17 and 2017-18. National average is classified at 0%.

Subject	2016-17	2017-18	Progress Difference when comparing 2016-17 to 2017-18 data
Maths	11%	17%	+6%
Reading	-14%	+0%	+14%
Writing	-6%	21%	+27%

The teaching and learning of reading now needs to be a focus of school improvement as part of the Pupil Premium Strategy Statement for 2018-19 as this is where the most significant attainment gap is between Pupil Premium and Non-Pupil Premium pupils.

- Assertive Mentoring attitude assessments have demonstrated that a large majority of pupil premium pupils have grown in confidence and have become more self-regulated and engaged learners. They are able to fully access all aspects of the curriculum, *however attendance and punctuality for some identified Pupil Premium pupils remains a concern.*

i. Quality of teaching for all			
Desired outcome	Chosen action/ approach	Impact and Next Steps	Cost
BARRIER B: Low levels of basic skills that impact on learning for PP eligible pupils.			
To improve progress in basic skills for PP eligible pupils.	<p>Application and implementation of Maths Mastery for EYFS and KS1.</p> <p>Purchase and implementation of Numicon with staff CPD and INSET included.</p> <p>Purchase and implementation of 'Power of Reading'.</p> <p>Talk for Writing.</p> <p>Purchase and implementation of Rising Stars spelling scheme.</p> <p>Baseline assessments (EYFS, KS1 and KS2).</p> <p>Analysis of July 2017 data.</p> <p>Book scrutiny.</p> <p>Lesson observations.</p> <p>Subject Leaders evaluate effectively the impact of basic skills teaching for pupils eligible for PP vs. non-PP eligible pupils.</p> <p>Targeted enrichment opportunities for PP eligible pupils.</p>	<ul style="list-style-type: none"> • Significant investment in staff professional development, resources and equipment has supported whole school progress, particularly in mathematics. Evidence of impact was exemplified in the Ofsted inspection letter (May 2018): <i>"Pupils make the strongest progress in mathematics. This is because teachers are more confident in their teaching of this subject than in reading and writing. To improve this, leaders have provided teachers with the necessary training to develop their confidence and skills."</i> • <i>"Governors have allocated funding for additional reading resources and strategies to improve the quality of writing across the school. As a result, the quality of learning in these subjects is improving across year groups."</i> (Ofsted inspection letter, May 2018) • A Maths Mastery approach to teaching and learning is now taught from Reception through to Year 3. This was first embedded in Reception and Year 1 throughout 2017-18. Maths Mastery Lead appointed. The school is working in partnership with another Maths Mastery school and the Maths Mastery regional lead to ensure a consistent and high quality approach to the teaching of mathematics. <i>Maths Mastery to be embedded in all classes from Reception – Year 3 throughout 2018-19 with the aim to introduce the approach into Year 4 for the start of 2019-20.</i> • Measured increase in the number of good or better lessons in Maths and English. Evidence of impact: 'Teaching Over Time' grid. • School has purchased whole school Numicon resources and all staff have attended Numicon INSET CPD in October 2017. Resources and planning are used integrally to support the teaching and learning of mathematics. • Rising Stars spelling scheme resource has been purchased for whole school access. Impact: consistent approach to the teaching of spelling. <i>Next step: analysis of impact to be completed as part of the 2018-19 PP Strategy Statement. Writing/GPS subject leader to lead.</i> • Reception NfER baseline assessments were completed in autumn term 1. Pupil and cohort reports produced. KS1 and KS2 baseline assessments also completed in autumn term 1 – standardised scores provided for all PP eligible pupils. • Analysis of end of key stage data (Reception, Phonics Screening Check, Year 2 and Year 6) completed. • End of KS2 PP vs. Non-PP data presented and discussed as part of Governor Challenge meeting. • Subject Leaders have undertaken termly monitoring – see Monitoring and Evaluation 	£40, 000

	<p>Embedding of whole school Phonics scheme – Read, Write, Inc.</p> <p>Purchase and implementation of digital learning resources and staff CPD.</p> <p>Target and identify PP eligible pupils for interventions: ‘Numbers Count’ and ‘Catch-Up Reading’.</p>	<p>Schedule. Evidence of impact – monitoring reports produced and included within Subject Leader files.</p> <ul style="list-style-type: none"> • Pupil Premium Analysis grids completed by all teachers as part of termly pupil progress meetings to analyse the achievement of PP eligible pupils, comparing this and identifying the gap between PP and non-PP eligible pupils. • Read, Write, Inc phonics scheme purchased and embedded in school. New Subject Leader for Reading and Phonics is now in place. • ‘Vulnerable Children Reading Group’ after school club (with a specific focus on PP eligible pupils/ families) was established and led during the spring term with a focus on ‘reading as a family’. E-Readers purchased. • Identified PP eligible pupils involved in differentiated interventions to diminish the achievement gap between PP and Non-PP eligible pupils. Evidence of impact can be found in pupil PPP’s and TA intervention files. 	
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ii. Targeted interventions																					
Desired outcome	Chosen action/ approach	Impact and Next Steps	Cost																		
BARRIER C: Lower levels of parental involvement and expertise to support their children’s learning in the home for <i>identified</i> PP eligible pupils.																					
To increase parental engagement of <i>identified</i> PP eligible pupils.	<p>Increase in the attendance of parents at school events.</p> <p>Timetable of events led by Learning Mentor and Subject Leaders, i.e. Parent Workshops.</p> <p>Provision of resources for parents as part of parent workshops.</p> <p>Parents’ attendance at Good News/ Celebration assemblies.</p> <p>Learning Mentor in role.</p>	<ul style="list-style-type: none"> • 2017-18 Parent Questionnaire provided a positive overview. Evidence of impact: <table border="1" data-bbox="884 885 1982 1284"> <thead> <tr> <th data-bbox="884 885 1825 925">Questions asked</th> <th data-bbox="1825 885 1982 925">% Agree</th> </tr> </thead> <tbody> <tr> <td data-bbox="884 925 1825 965">My child is happy at this school.</td> <td data-bbox="1825 925 1982 965">98.8%</td> </tr> <tr> <td data-bbox="884 965 1825 1005">My child feels safe at this school.</td> <td data-bbox="1825 965 1982 1005">99.4%</td> </tr> <tr> <td data-bbox="884 1005 1825 1045">This school meets my child’s particular needs.</td> <td data-bbox="1825 1005 1982 1045">98.2%</td> </tr> <tr> <td data-bbox="884 1045 1825 1085">My child makes good progress from their starting point.</td> <td data-bbox="1825 1045 1982 1085">97.6%</td> </tr> <tr> <td data-bbox="884 1085 1825 1125">I receive valuable information from the school about my child’s progress.</td> <td data-bbox="1825 1085 1982 1125">98.2%</td> </tr> <tr> <td data-bbox="884 1125 1825 1197">This school helps my child to develop skills in communication, reading, writing and mathematics.</td> <td data-bbox="1825 1125 1982 1197">100%</td> </tr> <tr> <td data-bbox="884 1197 1825 1236">My child is taught well at this school.</td> <td data-bbox="1825 1197 1982 1236">100%</td> </tr> <tr> <td data-bbox="884 1236 1825 1276">‘I would recommend this school to another parent/ carer’</td> <td data-bbox="1825 1236 1982 1276">100%</td> </tr> </tbody> </table> <p data-bbox="918 1300 1926 1364"><i>Annual Parent Questionnaire to be completed again as part of November 2018 Parents Evening.</i></p> <ul style="list-style-type: none"> • Increased parental engagement at school events, in particular Parents Evenings and fundraising events. <i>Targeted</i> parents have had the opportunity to develop a greater range 	Questions asked	% Agree	My child is happy at this school.	98.8%	My child feels safe at this school.	99.4%	This school meets my child’s particular needs.	98.2%	My child makes good progress from their starting point.	97.6%	I receive valuable information from the school about my child’s progress.	98.2%	This school helps my child to develop skills in communication, reading, writing and mathematics.	100%	My child is taught well at this school.	100%	‘I would recommend this school to another parent/ carer’	100%	£36, 640
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		<p>of learning skills to support with their child’s learning and development in the home. Evidence of impact – 70% of parents/ carers of <i>targeted</i> PP eligible pupils have attended Maths and English courses to support their child at home.</p> <ul style="list-style-type: none"> • Positive engagement, and subsequent referrals to the School Family Support Service, has led to a measured increase in levels of PP eligible pupil engagement and attendance. Evidence of impact: 75% of referrals are Pupil Premium eligible pupils. • SEND Coffee Mornings have been a success to increase the engagement of families, equipping parents/ carers with the opportunity to gain a greater range of learning skills to support with child development in the home. • Although Good News Postcards have been developed as an approach to acknowledge children’s successes and achievements throughout the school, <i>Good News/ Celebration assemblies where parents/ carers are invited to attend have not taken place. These are to be introduced for 2018-19 academic year as part of the PP Strategy Statement.</i> • The school website continues to develop. Subject Leaders/ Coordinators continue to ensure that a wide range of support materials are available for parent/ carers and other school stakeholders. Pupil Premium section of the school website updated January, April and September 2018. <i>Subject Leaders to develop parent handbooks/ other guidance materials and resources to support parents/ carers as part of the 2018-19 Strategy Statement.</i> 	
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iii. Targeted interventions

Desired outcome	Chosen action / approach	Impact and Next Steps	Cost
BARRIER D: 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 PA.	<p>To be measured by regular monitoring and review of attendance data.</p> <p>Purchase of online registration system.</p> <p>Analysis of on-entry and prior data for PP eligible pupils.</p> <p>Individual action plans for identified PP eligible pupils below 97%.</p>	<ul style="list-style-type: none"> • <i>“Attendance has improved... Those responsible for attendance are untiring in their work to engage pupils and families. The actions that they take are speedy and considerate. There are a number of successful interventions which demonstrate what can be done when parents engage with the attendance officer and other external agencies.” (Ofsted inspection letter, May 2018)</i> • % attendance data comparing October 2017 to October 2018: <ul style="list-style-type: none"> - 2.25% increase in attendance for PP eligible pupils from Years 1 – 6. - 0.3% increase in attendance for PP eligible pupils from 94.1% in 2016-17 to 94.4%* in 2017-18. - Significantly reduced attendance gap (now just 0.27%) between non-PP eligible (96.57%) and PP eligible pupils (96.11). - 52% reduction in rates of PA for PP eligible pupils from Oct 2017 to Oct 2018. 	£30, 000

Punctuality and attendance awards.

Learning Mentor in role.

Completion of attitudinal study for PP eligible pupils.

- Reduction in 'Lates Marks', and a subsequent increase in punctuality, for PP eligible pupils when comparing 2017-17 to 2017-18:

	% Lates for PP eligible pupils
2016-17	2.49%
2017-18	2.35%
Difference	+0.14%

Next steps for the 2018-19 PP Strategy Statement:

1. *To further reduce the % of Late Marks for PP eligible pupils in 2018-19*
2. *To diminish the % gap of Late Marks between PP and Non-PP eligible pupils to less than 1% difference.*

- A broad range of attendance systems and procedures have been developed and are now being embedded to challenge poor attendance and to ensure that the attendance of no 'at risk' groups of children, who are also PP eligible, decline. Evidence of impact: daily 'First Response' and traffic light attendance letters are two examples of effective approaches that have had a significant impact on improving attendance and decreasing rates of PA.
- Half termly attendance reporting is in place to monitor the differences in attendance and persistent absenteeism between PP and Non-PP eligible pupils. Clear escalation of sanctions in place for children whose attendance does not show signs of improvement.
- Electronic/ online SIMS online teacher registration system has been purchased and is working effectively. Evidence of impact – increased efficiency in attendance reporting, data sharing and First Response.
- Weekly EWO meetings are embedded and effective to discuss and implement actions for all pupils with attendance below 95% attendance. Evidence of impact: Ofsted inspection letter, May 2018. See Pupil Premium file for three years of historic attendance data. See also the 'Attendance and PA analysis for PP vs. Non-PP pupils' termly reports.
- Completing the Assertive Mentoring for Attitude assessments ensure that all teachers discuss attendance and punctuality with all PP eligible pupils. Individual 'Attendance Profiles' are put into place if attendance falls below the expected percentage; these are signed by children's parents/ carers.
- Weekly attendance awards are in place and shared with the whole school as part of our Friday 'Achievement and Celebration Assembly'. Through consistent rewards, sanctions and through the embedding of a good attendance culture, improvements in certain areas of the school are visible in attendance data trends.
- *Attendance and punctuality postcards to be developed. Expected impact – to raise children's/ parental awareness of their current attendance and punctuality.*

		<ul style="list-style-type: none"> • S Evans is in post as Learning Mentor and works in partnership with J Wilson (PP Lead) to ensure effective provision is in place for PP eligible pupils. • <i>Inventry electronic sign-in system (which works in partnership with the SIMS online teacher registration) now needs to be embedded to track and monitor the punctuality of PP eligible pupils.</i> 	
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iv. Other strategies			
Desired outcome	Chosen action / approach	Impact and Next Steps	Cost
<p>To engage PP eligible pupils through extracurricular activities and 'WOW' events.</p> <p>BARRIERS A, B, C & D</p>	<p>Guest speakers.</p> <p>Specialist teachers.</p> <p>Timetable of events.</p> <p>'WOW' events are built in to curriculum planning.</p>	<ul style="list-style-type: none"> • 100% of PP eligible pupils have had access to a broad range of extracurricular activities and WOW events throughout the academic year. Some examples include: <ul style="list-style-type: none"> - 'Writing on the Wall' superheroes writing project; - Refugee and 'Countries in Crisis' School of Sanctuary workshop; - School trips to Liverpool Anglican Cathedral, Chester Zoo, the Museum of Liverpool, the Chinese Terracotta Army exhibition, the Walker Art Gallery, etc. - Debate Academy after school club and inter-school competition at Liverpool Hope University; - Bully Busters workshops; - Wide range of city-wide sporting events and tournaments; - Family Reading Project. • 6 PP eligible pupils (38%) are part of the School Council and who were voted on to the School Council by their peers as part of our democratic vote on General Election Day last academic year. <i>Next step: to increase the percentage of PP eligible pupils on the School Council for 2018-19.</i> • Autumn term parent questionnaire completed as part of Parents Evening in November 2017. Analysis completed with report produced. 	£20, 000
<p>To introduce and develop debating within school.</p> <p>BARRIER B</p>	<p>Debate Academy after-school club – 12 week programme.</p>	<ul style="list-style-type: none"> • 17/30 (57%) of PP eligible Year 5 and 6 pupils signed up and took part in the Debate Academy after-school club. All pupils then went on to represent Banks Road as part of an inter-school debating competition at Liverpool Hope University. Evidence of impact: display created to showcase children's work and engagement and whole school assembly undertaken to develop children's knowledge and understanding of debating. <i>Next step for 2018-19 Strategy Statement: to complete initial and end of programme pupil questionnaires to form the basis of qualitative and quantitative impact.</i> 	

<p>To monitor and assess PP eligible pupils' attitudes.</p> <p>BARRIERS A & B</p>	<p>Assertive Mentoring Attitude Assessments.</p>	<ul style="list-style-type: none"> Assertive Mentoring Attitude Assessments were completed on a half termly basis for all PP eligible pupils with a copy of the most recent assessment given to all children's parents/ carers as part of Parents Evening to ensure transparency of how children can continue to improve. <p><i>Further analysis of assertive mentoring for attitude is now required as part of the 2018-19 Strategy Statement.</i></p>	
<p>To monitor, review and evaluate the effectiveness of PP strategies and spending.</p> <p>BARRIERS A, B, C & D</p>	<p>Pupil Premium Governor Challenge meetings.</p>	<ul style="list-style-type: none"> Two PP Governor Challenge meetings were completed on 14th December 2017 and 7th March 2018. Minutes and actions recorded. See 'Pupil Premium Governor Challenge' minutes. <p>Evidence of impact: HMI Inspector stated that he would not be pursuing a line of enquiry into Pupil Premium as all information was readily available through the school website.</p> <p><i>Next step: continue to embed PP Governor Challenge meetings as part of the 2018-19 Strategy Statement to ensure high level and effective communication between school leaders and the Governing Body.</i></p>	