



# Pupil Premium Strategy Statement

2017 – 18

## 1. Summary information

<b>School</b>	Banks Road Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£134,640 (Jan 17 Census)	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total number of pupils</b>	237 (R-Y6)	<b>Number of pupils eligible for PP</b>	102 (43%)	<b>Date for next internal review of this strategy</b>	Jan 2018

## 2. Barriers to future attainment (for pupils eligible for PP including high ability)

### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Low levels of independent thinking skills for PP eligible pupils.
<b>B.</b>	Low levels of basic skills that impact on learning for PP eligible pupils.

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>C.</b>	Lower levels of parental involvement and expertise to support their children's learning in the home for <i>identified</i> PP eligible pupils.
<b>D.</b>	Low levels of attendance and punctuality for PP eligible pupils.

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>BARRIER: Low levels of independent thinking skills for PP eligible pupils.</p> <p>To increase the independent thinking skills of PP eligible pupils to enhance problem-solving skills and metacognition.</p>	<p>Pupils will gain confidence, become more self-regulated and engaged learners, and fully access all aspects of the curriculum.</p> <p>Pupils will develop positive learning skills and dispositions and show progress from established starting points in terms of both key skills and learning attitudes.</p> <p>Measured improvements in pupil engagement, self-expectations, learning skills and cognitive developments.</p> <p>Measured improvements in pupil <i>progress</i>.</p>

<p><b>B.</b></p>	<p>BARRIER: Low levels of basic skills that impact on learning for PP eligible pupils.</p> <p>To improve progress in basic skills for PP eligible pupils.</p>	<p>Measured improvement in attainment and progress for those pupils eligible for PP in Maths and English.</p> <p>Measured improvement in attainment and progress for More Able PP-eligible pupils in all year groups.</p> <p>Measured improvement in pupils' attainment across the wider curriculum.</p> <p>Measured increase in the number of good or better lessons in Maths and English.</p>
<p><b>C.</b></p>	<p>BARRIER: Lower levels of parental involvement and expertise to support their children's learning in the home for <i>identified</i> PP eligible pupils.</p> <p>To increase parental engagement of <i>identified</i> PP eligible pupils.</p>	<p>There will be a significant increase in the number of parents involved in supporting their child's progress.</p> <p>Measured increase in levels of pupil engagement and attendance.</p> <p>Measured increase in the rate of progress for PP eligible pupils.</p> <p>Parents gain a greater range of learning skills to support with child development in the home.</p>
<p><b>D.</b></p>	<p>BARRIER: Low levels of attendance and punctuality for PP eligible pupils.</p> <p>To significantly improve levels of attendance and punctuality for PP eligible pupils, reducing rates of Persistent Absenteeism (PA).</p>	<p>The attendance of PP eligible pupils will achieve an increase of at least 1% in comparison to 2016/17.</p> <p>Measured improvement in punctuality of PP eligible pupils.</p> <p>Measured decrease in the rate of PA for PP eligible pupils.</p>

#### 4. Planned strategies for 2017-18

##### 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 independent thinking skills for PP eligible pupils.					
To increase the independent thinking skills of PP eligible pupils to enhance problem-solving skills and metacognition.	<p>High quality targeted CPD for staff with a focus on verbal feedback, metacognition and thinking skills approaches.</p> <p>Autumn, spring and summer surveys for all pupils to complete with PP eligible pupils identified.</p> <p>Analysis of survey data.</p> <p>Staff skills audit.</p> <p>Lesson observations.</p> <p>'Book Look' / Work scrutiny with pupils.</p> <p>Bell Graph NfER test analysis of Years 3, 4 and 5 from 2016/17.</p>	<p>Research - locally and nationally.</p> <p>Lessons learnt from 2016-17.</p> <p>Previous experience.</p> <p>Discussions with staff.</p> <p>Training for staff.</p> <p>Review of PP Awards site.</p>	<p>Pupil progress will be closely monitored against national starting points.</p> <p>Lesson observations.</p> <p>Pupil feedback.</p> <p>Targeted staff training.</p> <p>Evidence will be gathered through:</p> <ul style="list-style-type: none"> <li>- Baseline assessment data for 2017/18.</li> <li>- Survey analysis.</li> <li>- Pupil voice.</li> <li>- Work scrutiny evidence.</li> <li>- EEL evidence.</li> </ul>	<p>SLT.</p> <p>Subject Leaders.</p> <p>Class Teachers.</p>	<p>Baseline data.</p> <p>Data will be formally reviewed each half term.</p> <p>Half termly pupil progress meetings.</p> <p>Termly Subject Leader positional statements.</p> <p>Individual pupil monitoring at 3 week intervals for identified pupils.</p>
Total budgeted cost				£14, 640	

<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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>Purchase and implementation of Numicon with staff CPD and INSET included.</p> <p>Application and implementation of Maths Mastery for EYFS and KS1.</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>Research - locally and nationally.</p> <p>Lessons learnt from 2016-17.</p> <p>Analysis of prior progress and attainment data.</p> <p>Successful completion of Basic Skills Award in July 2017.</p> <p>Discussions with staff.</p> <p>Previous experience.</p>	<p>Pupil progress will be closely monitored against national starting points.</p> <p>Lesson observations.</p> <p>Early identification of More Able PP-eligible pupils and subsequent tracking of progress.</p> <p>Pupil feedback.</p> <p>Targeted staff training.</p> <p>Subject Leaders action plans.</p> <p>Evidence will be gathered through:</p> <ul style="list-style-type: none"> <li>- Analysis of data to review the impact of Maths and English progress on the wider curriculum.</li> <li>- 'Teaching Over Time' lesson observation grid.</li> </ul>	<p>SLT.</p> <p>Maths Subject Leader.</p> <p>English Subject Leader.</p> <p>Phonics Lead.</p> <p>Computing Subject Leader.</p> <p>Class Teachers.</p>	<p>Baseline data.</p> <p>Data will be formally reviewed each half term.</p> <p>Half termly pupil progress meetings.</p> <p>Termly Subject Leader positional statements.</p> <p>Individual pupil monitoring at 3 week intervals for identified pupils.</p> <p>End of year pupil interviews and survey.</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> <p>Embedding of whole school Phonics scheme – Read, Write, Ink.</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>				
Total budgeted cost				£38,000	

**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: 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>Analysis of the attendance of parents at school events.</p> <p>Parent survey to establish baseline data and to identify specific needs of <i>identified</i> parents.</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>Subject Leaders to develop parent handbooks/support materials for the school website.</p> <p>Learning Mentor in role.</p>	<p>Research – locally and nationally.</p> <p>Lessons learnt from 2016-17.</p> <p>Analysis of progress and attainment data.</p> <p>Review of 2016/17 parental engagement.</p> <p>Discussions with staff.</p> <p>Previous experience.</p>	<p>Pupil progress will be closely monitored against national starting points.</p> <p>Lesson observations.</p> <p>Pupil feedback.</p> <p>Targeted staff training.</p> <p>Subject Leaders action plans.</p> <p>Evidence will be gathered through:</p> <ul style="list-style-type: none"> <li>- Data analysis.</li> <li>- Attendance of parents at school events.</li> <li>- Timetable of school events for parents.</li> <li>- Development of Learning Mentor and Subject Leader roles.</li> <li>- Survey analysis.</li> </ul>	<p>SLT.</p> <p>Learning Mentor.</p> <p>Subject Leaders.</p> <p>Class Teachers.</p>	<p>Parental survey baseline data.</p> <p>Data will be formally reviewed each term.</p> <p>Learning Mentor positional statements.</p> <p>End of year pupil interviews and survey.</p>
Total budgeted cost				£32, 000	
<b>iii. Targeted interventions</b>					

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 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> <p>Punctuality and attendance awards.</p> <p>Learning Mentor in role.</p> <p>Completion of attitudinal study for PP eligible pupils.</p>	<p>National and local attendance expectations.</p> <p>Research – locally and nationally.</p> <p>Lessons learnt from 2016-17.</p> <p>Analysis of attendance and punctuality data.</p> <p>Discussions with staff.</p> <p>Previous experience.</p>	<p>Pupil attendance will be closely monitored against national and local expectation.</p> <p>Monitoring of Persistent Absenteeism by Learning Mentor.</p> <p>Targeted pupil feedback.</p> <p>Learning Mentor action plans.</p> <p>Evidence will be gathered through:</p> <ul style="list-style-type: none"> <li>- Data analysis to demonstrate upward trend and improvement in attendance for PP eligible pupils.</li> <li>- Case studies.</li> <li>- Analysis of attitudinal studies.</li> <li>- Pupil interviews.</li> <li>- Analysis of pupil lateness.</li> </ul>	<p>SLT.</p> <p>Learning Mentor.</p> <p>Subject Leaders.</p> <p>Class Teachers.</p>	<p>Baseline data.</p> <p>Data will be formally reviewed each term.</p> <p>Learning Mentor positional statements.</p> <p>End of year pupil interviews and survey.</p> <p>Termly safeguarding meetings.</p>
Total budgeted cost				£30, 000	

**iv. Other strategies**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>To engage PP eligible pupils through extracurricular activities and 'WOW' events.</p> <p>BARRIERS A, B, C &amp; D</p>	<p>Pupil survey to gain a deeper understanding of children's interests.</p> <p>Guest speakers.</p> <p>Specialist teachers.</p> <p>Timetable of events.</p> <p>'WOW' events are built in to curriculum planning.</p> <p>School Council.</p> <p>Parent surveys.</p>	<p>Analysis of pupil surveys.</p> <p>Research – locally and nationally.</p> <p>Lessons learnt from 2016-17.</p> <p>Discussions with staff.</p>	<p>Monitoring of events timetable.</p> <p>Registers for all events.</p> <p>Monitoring of Persistent Absenteeism by Learning Mentor.</p> <p>Pupil feedback and evaluations.</p> <p>Subject Leaders to review the impact of extracurricular and 'WOW' events on Maths and English.</p> <p>Evidence will be gathered through:</p> <ul style="list-style-type: none"> <li>- Data analysis to demonstrate upward trend and improvement in attendance for PP eligible pupils.</li> <li>- Case studies.</li> <li>- Pupil interviews.</li> <li>- Website development</li> </ul>	<p>SLT.</p> <p>Learning Mentor.</p> <p>Subject Leaders.</p> <p>Class Teachers.</p>	<p>Baseline data.</p> <p>Data will be formally reviewed each term.</p> <p>Learning Mentor positional statements.</p> <p>End of year pupil interviews and survey.</p> <p>Termly safeguarding meetings.</p>
<p>To introduce and develop debating within school.</p> <p>BARRIER B</p>	<p>Debate Academy after-school club – 12 week programme.</p>	<p>Lessons learnt from 2016-17.</p> <p>Discussions with staff.</p>	<p>Initial, mid-point and end of programme pupil questionnaires will form the basis of qualitative and quantitative impact.</p> <p>School display to showcase children's work and engagement.</p> <p>Whole school assembly to</p>	<p>DHT and Learning Mentor.</p>	<p>Baseline, mid-point and end of programme evaluations.</p>

			develop children's knowledge and understanding of debating.  End of programme inter-school 'tournament', hosted at Hope University.		
To monitor and assess PP eligible pupils' attitudes.  BARRIERS A & B	Assertive Mentoring Attitude Assessments.	Research – locally and nationally.  Lessons learnt from 2016-17.  Discussions with staff.	Analysis of Attitude Criteria assessments.  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 form part of supporting evidence for Parent's Evening.
To monitor, review and evaluate the effectiveness of PP strategies and spending.  BARRIERS A, B, C & D	Pupil Premium Governor Challenge meetings.	Demand for high level and effective communication between school leaders and the Governing Body.	Half termly challenge meetings between PP Lead and PP Governor.  Notes and actions of meetings are minuted.  Termly report to the full Governing Body.	DHT	Half termly through the review of minutes and actions.
Total budgeted cost				£20, 000	

<b>Quality of teaching for all</b>	£52, 640
<b>Targeted interventions</b>	£62, 000
<b>Other strategies</b>	£20, 000
<b>Grand total</b>	£134, 640