Pupil Premium Strategy Statement: 2019-20
Banks Road Primary School

1. Summary information					
School	Banks Road Primary School				
Academic Year	2019-20	**Total PP budget**	£172,680 *(September 2019)*	**Date of most recent PP Review**	June 2019
Number of pupils	220 *(Y1-Y6)*	**% of pupils eligible for PP**	49% *(taken from Primary Inspection Data Summary Report, October 2019)*	**Date for next internal review of this strategy**	Feb 2020
Dates of Governor Challenge Meetings	• 27th February 2020 • Summer term date to be confirmed				
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, mental health, self-regulation and engagement for *identified* PP eligible pupils.
B.	Low levels of reading 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 2018/19. • 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 2018-19 data (see 18-19 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 2019-20

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.	Encourage PP eligible pupils to become: • Prefects • School Council • Bully Busters • Reading Advocates • Eco Team • Reading Buddies (Year 6) with the aim to have equal representation between PP and non-PP eligible pupils. Country Trust 'Food Discovery'	Evidence of impact from 2018-19. Education Endowment Foundation (EEF) Teaching and Learning Toolkit. Whole school priorities for 2019-20. Research - locally and nationally.	PP Governor Challenge meetings. Pupil progress will be closely monitored against end of 2018-19 summer data, as well as national starting points. Lesson observations. Pupil feedback. Targeted staff training.	SLT. Subject Leaders. Class Teachers.	Baseline data. Data will be reviewed each half term. Termly pupil progress meetings. Termly Subject Leader positional statements. Half termly Attitude

					Criteria Assessments.
	programme (Year 4) European Opera Centre Project – 'The Cunning Little Vixen' (Year 5) 'School In Residence' programme with TATE Liverpool (Year 3) Sailing (Year 6) High quality targeted CPD for staff with a focus on verbal feedback, higher order questioning and developing thinking skills approaches to teaching and learning. Everton in the Community Enterprise Programme (Year 6) Mental Health work, including ROAR training for staff – ref action plan Capoeira lessons (Years 1, 2, 5 and 6) Specialist dance lessons (All year groups) Development of School Council, including wider enrichment opportunities. Investment in curriculum development and enrichment opportunities. Encourage PP eligible pupils to take part in sports clubs, extra-curricular activities and to represent the school as part of school teams/ events. Aspirations Week. Anti-Bullying Week. Bully Busters Programme, including the	Lessons learnt from 2018-19. Discussions with staff. Training for staff.	Evidence will be gathered through: - Baseline assessment data for 2018/19 – standardised score for all children - Survey analysis. - Pupil voice. - Work scrutiny evidence.		

	development of 'Peer Mentors' (Years 4, 5 and 6) Attitude Criteria Assessments – completed half termly. 'Book Look' / Work scrutiny with pupils. Every class to use the SeeSaw app to communicate/ share children's learning with parents/ carers.				
			Total budgeted cost	**£41,000**	

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' – whole school. 'Read to Write' – whole school. Maths Mastery: Reception – Year 4. Analysis of impact. Embedding of whole school, consistent Phonics scheme – Read, Write, Inc., including purchasing of new RWI phonics books for use in school and for use as home readers. Renewal of Basic Skills Quality Mark. Completion of the local authority Speech, Language and Communication Quality Mark.	End of key stage data for 2018-19: Analysis of prior progress and attainment data. Ofsted inspection (May 2018) next steps. Whole school priorities for 2019-20. Research - locally and nationally.	Pupil progress will be monitored closely through means of termly Pupil Progress meetings and against national starting points/ expected standards. Early identification of More Able PP-eligible pupils and subsequent tracking of progress. Lesson observations – 'Teaching Over Time' grid. PP Governor Challenge meetings. Basic Skills Quality Mark. Pupil feedback.	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.

	Key focus on reading as a whole school key priority, including further development of guided and shared reading and regular 1:1 reading for identified PP eligible pupils. Purchase of new reading books Introduction and development of NGRT reading tests. Embedding of Reading Plus for KS2 (and identified more able readers in KS1). Analysis of impact. Purchase and implementation of Reading Eggs for EYFS and KS1 (and identified KS2 pupils who are working pre key stage/ significantly below age-related expectations). Analysis of impact. Purchase and implementation of Times Table Rockstars. Analysis of impact. Year 3 dyscalculia screening. Year 4 dyslexia screening. Reading Gladiators: Year 2, Year 4 and Year 6. Analysis of impact. Embedding the use of NfER tests to provide a consistent, standardised score for every child in KS1 and KS2. Everton in the Community Reading programme – Year 5 Reading Heroes Volunteer Reading – LAC/SGO		Targeted staff training. TLR/ 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.		

	Writing on the Wall project, including an author in residence – KS2 Target Tracker as a whole-school approach to assessment and pupil tracking. Investment in curriculum development and enrichment opportunities. Embedding of Rising Stars spelling scheme. Analysis of impact. Baseline assessments (EYFS, KS1 and KS2). Analysis of July 2019 data for all year groups. Subject Leaders evaluate effectively the impact of basic skills teaching for pupils eligible for PP vs. non-PP eligible pupils. Focused Pupil Progress Review meetings, including book scrutiny. Targeted enrichment opportunities for PP eligible pupils. Target and identify PP eligible pupils for interventions, e.g. 'Numbers Count' and 'Catch-Up Reading'. Guest speakers to motivate and engage.				
			Total budgeted cost	£71,680	

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).	Whole school key priority. Learning Mentor in role. EWO (4 hours per week x 39 weeks). 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 PP eligible pupils. Individual 'Attendance Profiles' for identified PP eligible pupils below 97%. Punctuality and attendance awards. Completion of attitudinal study for PP eligible pupils.	National and local attendance expectations. Research – locally and nationally. Lessons learnt from 2018-19. Analysis of attendance and punctuality data. Discussions with staff. Previous experience.	Pupil attendance will be closely monitored against national and local expectation. Monitoring of Persistent Absenteeism by Learning Mentor/ Safeguarding Team. Targeted pupil feedback. 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.	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. Half termly safeguarding meetings.
			Total budgeted cost	£40,000	

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. Guest speakers. Specialist teachers. Timetable of events. School Council. Maths Ambassadors. Parent Questionnaire. Showcase learning through the school website, as well as school SeeSaw and twitter accounts.	Evidence of impact from 2018-19. Analysis of Parent Questionnaire from 2018-19. 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. 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.	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. End of year pupil interviews and survey. Termly safeguarding meetings.
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 competition at Liverpool Hope University.	Initial and end of programme pupil questionnaires will form the basis of qualitative and quantitative impact. Whole school assemblies to develop children's knowledge and understanding of debating. End of programme inter-school 'tournament', hosted at Hope University.	DHT and Learning Mentor.	Baseline and end of programme evaluations.
To monitor, review and evaluate the effectiveness of PP strategies and spending. BARRIERS A, B & C	SLT review. Pupil Premium Governor Challenge meetings.	Success of impact during 2018-19. 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	£20,000	

Quality of teaching for all	£112,680
Targeted interventions	£40,000
Other strategies	£20,000
Total	£172,680