



Pupil Premium Strategy Statement

Impact Report for 2016-17

1. Summary information					
School	Banks Road Primary School				
Academic Year	2016-17	Total PP budget	£143,850	Date of most recent PP Review	Sept 2017
Total number of pupils	256	Number of pupils eligible for PP	108	Date for next internal review of this strategy	Jan 2018

2. Attainment for 2016-17		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age-related expectations and above in reading, writing and maths	38.6% pupils achieved the expected standard or above in reading, writing and maths at Key Stage 2 SATS. 54.2% of pupils achieved the expected standard or above in Reading. 54.2% of pupils achieved the expected standard or above in Writing. 58.6% of pupils achieved the expected standard or above in Maths.	53%
% making progress in reading	60%	Data not yet available
% making progress in writing	40%	Data not yet available
% making progress in maths	80%	Data not yet available

3. Review of expenditure for 2016-17				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
Pupil Premium (PP) eligible pupils will make above average progress in reading, writing and mathematics.	<ul style="list-style-type: none"> • Targeted support for English and Maths to include: <ul style="list-style-type: none"> • Catch-Up Reading • 1:1 coaching and feedback • Timetabled Precision Teaching • 1st Class@Number • Purchasing of additional Guided Reading books • Purchasing of catch-up resources 	Impact: low-medium. From the available data, more than half (3 out of 5) of the PP eligible pupils made expected or better progress in Reading. 4 out of the 5 made expected or better progress in Maths, however just 2 out of the 5 made expected or better progress in writing. For those who made slower progress or had lower attainment, the majority had identified additional learning	Targeted support and intervention for writing required throughout the 2017-18 academic year. Baseline/on-entry assessment systems at the start of the 2016-17 academic year were not rigorous enough to support the tracking of pupil progress from their starting point/s. New and revised assessment systems will now be embedded for the 2017-18 academic year.	£45,000

	<ul style="list-style-type: none"> • Purchasing of Maths resources • Targeted staff CPD through the use of weekly Staff Meeting time. • Purchasing of Target Tracker assessment system as well as on-going staff CPD. 	<p>needs.</p> <p>All PP eligible pupils accessed a broad and balanced curriculum with identified pupils accessing targeted support for English and Maths.</p> <p>Purchase and implementation of new Guided Reading books have supported and enhanced teaching and learning. The school now has a clear policy for daily Guided Reading to take place.</p> <p>Underpinned by the School Improvement Plan, staff CPD has focused largely on the teaching and learning of Maths and English. Staff CPD now takes place regularly every week.</p> <p>Based on triangulated outcomes (lesson observations, quality of marking and feedback, and progress of pupils), teaching was broadly good with the majority of children making good or better progress.</p> <p>Success criteria: partially achieved.</p>	<p>Subject Leadership is developing throughout the school however this continues to be an area for improvement.</p>	
<p>PP eligible pupils will achieve levels of progress above those of similar pupils locally and nationally.</p>	<ul style="list-style-type: none"> • To implement staff training regarding Outstanding Teaching. • Consultant Time (PN). • Lesson Study Consultant (KS). • Purchasing of 'Switched On Science' (Rising Stars Curriculum). • Purchasing of 'Voyagers' History and Geography. • Additional individual and small group support from Teaching Assistants (ref to Support Staff performance management/appraisal). • Phonics training for Newly Qualified Teacher in Year 1. 	<p>Impact: medium-high.</p> <p>In 2016-2017, based on triangulated outcomes (lesson observations, quality of marking and feedback, and progress of pupils), teaching was broadly good with the majority of children making good or better progress.</p> <p>Purchase and implementation of curriculum resources has supported cross curricular teaching and learning.</p> <p>64.7% of Year 1 PP eligible pupils at Banks Road achieved the Phonics Screening Check (working at the required standard) in comparison to the Local Authority 63.6%: +1.1% difference.</p> <p>Year-on-year upward trend of children achieving the Phonics Screening Check:</p>	<p>Staff were receptive to CPD (including the Lesson Study approach), however further staff training is required to improve the consistency of good or better teaching. Regular weekly staff CPD will continue next year. This will be linked closely to staff performance management/appraisal objectives and the School Improvement Plan.</p> <p>Phonics training and support has had an evident impact. Newly Qualified Teacher will continue to lead Phonics in the school with the support of the newly appointed Assistant Headteacher who is a SLE for Phonics.</p>	<p>£16,800</p>

		<table border="1"> <tr> <td></td> <td>2014</td> <td>2015</td> <td>2016</td> <td>2017</td> </tr> <tr> <td>Phonics</td> <td>62%</td> <td>59%</td> <td>79%</td> <td>80.4%</td> </tr> </table>		2014	2015	2016	2017	Phonics	62%	59%	79%	80.4%		
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		Success criteria: partially achieved.												

ii. Targeted interventions				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
Pupils will gain confidence, become more self-regulated learners and engaged learners and fully access all aspects of the curriculum.	<ul style="list-style-type: none"> • Introduction of Assertive Mentoring Programme. • Kingswood Colomendy educational visits. • Young Leaders Scheme in partnership with Everton in the Community • LSSP Inter-School Competitions. 	<p>Impact: medium-low.</p> <p>100% of pupils that engaged in the Young Leaders Scheme achieved the award.</p> <p>Increased engagement in inter-school competitions has equipped pupils with extracurricular opportunities, however 43% of PP eligible pupils did not engage with any extracurricular activities.</p> <p>Positive outcomes for PP eligible pupils who attended Kingswood Colomendy.</p> <p>Careers Carousel raised aspirations for pupils.</p> <p>Success criteria: partially achieved.</p>	<p>Introduction of Assertive Mentoring Programme has proved successful, however this now needs embedding. We will continue next year.</p> <p>Next year, we aim to engage a much higher percentage of PP eligible pupils in a range of extracurricular activities with the aim that all PP eligible pupils engage in at least 1 extracurricular activity per term.</p> <p>Next year, we will aim to capture pupil voice more effectively through means of pupil interviews and surveys. An increased focus on parental engagement will underpin the work to promote pupil's confidence, engagement and self-regulation.</p> <p>A clear focus on pupil's thinking skills and resilience will be evident throughout 2017-18.</p>	£19,500

iii. Other strategies				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
To significantly improve levels of attendance and punctuality for PP eligible pupils.	<ul style="list-style-type: none"> • New role of Learning Mentor established. New Learning Mentor appointed. • Educational Welfare Officer – 3 hours per week. • Home-School Attendance Agreements to be put in place for Persistently Absent (PA) children. 	<p>Impact: medium-high.</p> <p>Learning Mentor is effective in role and works closely with the EWO to monitor and support the % increase in attendance for PP eligible pupils.</p> <p>Home-School Attendance Agreements in place for all PA pupils.</p> <p>'First Response' system is now in place and</p>	<p>It is evident that many systems have now been introduced to improve levels of attendance and punctuality for PP eligible pupils; however we will now work hard to embed all of the effective systems with the aim to streamline and improve effectiveness.</p> <p>Whilst the 'First Response' system is in place on a day-to-day basis, this takes the Learning</p>	£58,000

	<ul style="list-style-type: none"> • Development of the 'First Response' system. • Revision of the school's Attendance Policy. • Part of the Attendance Quality Mark cohort of schools. • School attendance assemblies and displays. • Subsidised Breakfast Clubs. • 'On Time' weeks put in to place throughout the year which provide children with vouchers and prizes who have outstanding attendance and punctuality. • Whole school punctuality displays and assemblies. • Attendance rewards and trips. • Provision of funding for 'WOW' events. • Educational and enrichment visits and learning opportunities. 	<p>operational every day. School's attendance policy is in place and has been translated to support families who do not speak English as their first language. 'On Time' weeks and attendance rewards and trips have significantly raised the profile of excellent punctuality and attendance. Diminished difference between the attendance of PP eligible pupils and non-PP eligible pupils.</p> <table border="1" data-bbox="844 459 1395 644"> <thead> <tr> <th></th> <th>Attendance % of PP eligible pupils</th> <th>Attendance % of Non-PP eligible pupils</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>94.92%</td> <td>95.63%</td> </tr> </tbody> </table> <p>Success criteria: mostly achieved.</p>		Attendance % of PP eligible pupils	Attendance % of Non-PP eligible pupils	2016-17	94.92%	95.63%	<p>Mentor up to 1 hour every day to monitor and evaluate. To improve, we aim to move towards an electronic registration system using SIMS, which will reduce time and improve effectiveness. We aim to achieve the Attendance Quality Mark in autumn term 2017-18. Subsidised Breakfast Clubs have increased the amount of pupils accessing this provision; however the impact of this cost needs further evaluation. 'On Time' weeks, attendance rewards and trips and 'WOW' events have been a significant success throughout the academic year. We will continue next year. Educational and enrichment visits and learning opportunities now need to be extended and embedded for all pupils.</p>	
	Attendance % of PP eligible pupils	Attendance % of Non-PP eligible pupils								
2016-17	94.92%	95.63%								
<p>Increased levels of parental involvement in their children's learning.</p>	<ul style="list-style-type: none"> • Provision of Parent/Carer workshops. • Supply cover costs to release • Breakfast for Parents/Carers • Purchase of 3 books per child for all KS2 pupils. • Transport costs for off-site parent/carers events. 	<p>Impact: low-medium. Higher levels of some events that have been held in school, for example 'Preparing for Phonics Screening Check'' workshop and 'End of Key Stage SATS Preparation' briefings, however engagement levels for parents at workshops focusing on Reading for EYFS and Year 5 pupils was lower. Success criteria: partially achieved.</p>	<p>It is evident that some events to engage parents/carers are more well attended than others. A more clear focus on finding out how school can support parents/carers and their child's learning and development will be evident throughout the 17-18 academic year. As a result, there will be a significant increase in the number of parents involved in supporting their children's progress. There will also be increased levels of parental attendance at meetings. As reading is a continued target for improvement across the school, surveys and feedback will indicate higher levels of parental involvement in developing reading skills.</p>	<p>£4,550</p>						

4. Additional detail

Key developments for new plan:

- Clearer baseline/ on entry assessments – including dispositions for learning and self awareness.
- Greater staff 'buy in'.
- A clear focus on low cost, high impact actions such as increased meta-cognition and self-regulation, as well as improved teacher feedback. Ref: Education Endowment Foundation Teacher Toolkit - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>
- A greater use of research evidence to select more effective intervention/s.
- Development of a Pupil Premium monitoring list with links to provision mapping software to further improve individual pupil monitoring.
- More detailed individual progress monitoring by key staff.
- Inclusion of Pupil Premium staff training as part of whole school improvement planning.
- Increased involvement of pupils and parents to gain a deeper understanding of how to overcome specific barriers to progress.

Our full strategy document can be found online at: <http://www.banksroadprimaryschoolliverpool.co.uk/>