# Pupil premium strategy statement (primary) 2017/18

**How Russell will be supporting pupil premium children**

* We will inform all families who attract the pupil premium funding and invite them to contribute (via Your thoughts questionnaire) to influence the provision they receive so that it has the greatest impact on raising attainment.
* All pupil premium pupils will have a ‘strengths and difficulties’ questionnaire completed by the pastoral support lead and the class teacher. These take place in the first few weeks of September to fine tune the provision to the needs of each individual. Following the analysis, actions and provisions are planned and delivered using our electronic mapping tool by class teachers. The impact is reviewed at least half termly and at Pupil Progress Meetings (PPMs) by teachers, Phase leaders, the Deputy Head and the Headteacher.
* All pupil premium pupils will have their attendance monitored monthly. If it falls below 95% a member of staff will contact the family and work with them to improve attendance. Letters may be sent, monthly meetings established or EHAs commissioned.
* All Pupil Premium children are tracked on a bespoke tracking system. This is reviewed at least half termly. Any child at risk of not meeting their annual attainment and progress target will have specific, relevant intervention identified by the teacher in conjunction with the Phase Leader. Teachers will report the progress of pupil premium pupils in Maths and English to the Deputy and Head through Staff development meetings and termly pupil progress meetings.
* All pupil premium pupils will be discussed thoroughly in transition between years. Specific strategies will be shared. All pupil premium pupils will be prioritised in class and interventions by their class teacher with specific strategies being recorded and monitored for impact on the provision plan via the mapping tool.
* Pupil Premium pupils will have trips and curriculum activities paid for. Extra curricula clubs will be considered on an individual basis.
* All pupil premium pupils will have access to Hummingbird Club at some point across the academic year which will focus on confidence building, social skills, vocabulary and social/emotional aspects of learning.
* The pastoral worker will carry out some specific interventions with the children as necessary. These are reviewed for impact on an ongoing basis.
* At parents’ evenings all parents are informed of how their children’s pupil premium is being used and the impact it is having.
* The DHT monitors the effectiveness of the PP spend via the provision mapping tool. This is reported to governors and the HT. Strategic spending decisions are made based on outcomes.
* The DHT will coordinate the provision with SLT, teachers and parents.
* The class teacher and pastoral support worker will regularly assess the children’s view of their own learning needs and social, emotional needs to ensure it is fully considered.

**How Russell will be supporting Vulnerable children**

* Russell will keep a register of vulnerable children. This will change regularly and will enable these children to access the same support mechanisms that are available for PP children.
* The school will monitor and track these children in the same way.
* Parents will be informed of these provisions.
* All vulnerable children will have a provision assigned and evaluated each half term.
* The DHT will coordinate their provision with SLT, teachers and parents.

**Summary**

* Pupil Premium children do not yet make progress at the same rates as non-pupil premium children. They lag behind others by 5% in reading, and 13% in Maths. They were +4% in writing last year.
* Our belief is that all Pupil Premium children can progress as well as their peers
* Last year we provided many interventions which had a positive impact on children and reduced the progress gap in all 3 areas. We introduced a systematic method for evaluating the effectiveness of provisions being used and maximised the benefits from these provisions that were particularly effective. We also invested in more research based provisions such as Sounds~Write and SwitchedOn.
* This year teachers continue to be made aware of children’ prior attainment. This will ensure they plan effectively for good progress.
* This year we continue to use the provision mapping tool which enables us to evaluate provisions more precisely.
* This year Maths planning continues to be developed by the teachers with learning objective being directly linked to the KPIs or interim framework with a high level of challenge present.
* This year all PP children continue to have their own bespoke tracking system to track progress more regularly and carefully. The pastoral worker and Deputy Head have the responsibility for monitoring this system and for working with class teachers to overcome barriers to learning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Russell Lower School | | | | |
| **Academic Year** | 17-18 | **Total PP budget** |  | **Date of most recent PP Review** | October 2016 (internal) |
| **Total number of pupils** | 355 | **Number of pupils eligible for PP** | 36 | **Date for next PP Strategy Review** |  |

|  |  |  |
| --- | --- | --- |
| 1. **Previous years attainment** | | |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP (all pupils)* |

|  |  |  |  |
| --- | --- | --- | --- |
| **% achieving ARE or above in reading, writing & maths (or equivalent)** | | R=52 W=47 M=51  Non SEN  R = 76 W =72 M= 79 | R= 83 W= 75 M= 81 |
| **% making at least expected levels of progress in reading (or equivalent)** | | 83    Non SEN 92 | 88 |
| **% making at least expected levels of progress in writing (or equivalent)** | | 92  Non SEN 96 | 88 |
| **% making at least expected levels of progress in maths (or equivalent)** | | 75  Non SEN 73 | 88 |
|  | | | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | Poor attainment levels | | |
|  | Poor progress in maths | | |
| **C.** | Use of ineffective provisions | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | Low parental engagement/ Home Learning | | |

|  |  |  |
| --- | --- | --- |
| 1. **Outcomes** *(Desired outcomes and how they will be measured)* | | **Success criteria** |
|  | Individualised understanding of PP children  Teachers to be fully aware of previous attainment levels – tracking sheet  Clear understanding of the ‘gaps’ in learning and provision specifically matched to individual needs – analysis of classroom monitor (summative from previous year) and use of provision mapping tool  Planning and provisions based around the KPIs – use of classroom monitor and teaching and learning tools  High expectations across all areas of the school for all abilities of children  Effective and timely feedback | Clear understanding of each PP child  Rigorous monitoring and use of data focusing on attainment.  Improved attainment at each PPM.  Phase leaders to monitor and support  Use of classroom monitor as both an assessment and planning tool.  SDM  Use of marking and feedback policy – monitoring and evaluation cycle |
|  | Teachers to be fully aware of starting point level and target level to achieve good progress.  Clear understanding of the ‘gaps’ in learning and provision specifically matched to individual needs – analysis of classroom monitor (summative from previous year) and use of provision mapping tool  Planning and provisions based around the KPIs – use of classroom monitor and teaching and learning tools  Accurate and challenging Maths planning and teaching that focuses on the needs of all children. | As above  Appropriate resources, differentiation, challenge for all, team teaching monitoring and evaluation cycle, modelling by SLT. |
|  | To ensure all provisions in place are SMART and effective.  Clear planning in place for provisions.  Detailed analysis of Pupil Premium provision impact.  To develop the role of the pastoral support worker  To develop the role of the intervention leaders  To increase the use of research based provisions within the school – specially within maths | SDM on effective target setting  Planning to be saved on the LP  Monitoring of provisions on provision mapping tool  Phase leaders to share effective provisions being used.  Training opportunities and planning time given  To introduce a research based maths provision |
|  | For the ‘your view’ questionnaire to be completed by as many parents as possible  Home learning procedures to be clear to parents  Parents to be fully aware of the provisions their children are receiving  Parents to attend parent workshops to be more aware of school strategies | Parents to be encouraged to complete the questionnaire  Communication to go out to parents about home learning and the expectations  Teachers to ensure parents are aware of how their child’s PPG is being spent and the impact this is having  Workshops to be advertised |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2017-2018** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | |
| 1. **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** | **Review** |
| Teachers to be fully aware of previous attainment levels | Tracking sheets produced for teachers indicating whole school and in year data, provisions and pastoral support. | | Previous year’s poor levels of attainment.  SDP priority 1 | Tracking sheets sent to the class teachers at the beginning of the year.  Dates set within the school calendar from them to be completed and sent to SLT.  Phase leaders to monitor within set dates. | CT  PL  SLT |  |
| Clear understanding of the ‘gaps’ in learning – analysis of classroom monitor (summative from previous year) | Teachers to access the summative section of CM from the previous year to identify ‘gaps’ in learning in order to quickly and effectively set up provisions. | | ‘Gaps’ in learning not being identified quickly enough and some use of ineffective provisions in the previous year.  SDP priority 1 and 2  To ensure all provisions being used are effective | To ensure specific provisions are created quickly with a clear focus on ‘gaps’ in learning. | CT  SLT |  |
| Planning and provisions based around the KPIs – use of classroom monitor and teaching and learning tools | Teachers to ensure that all whole class planning and provision planning is based around the KPIs | | Some planning not focusing on drawing from KPIs in the previous year.  To ensure what is being taught matches what is being assessed.  SDP priority 1 and 2 | Phase leaders to monitor whole class planning  DH to monitor provision planning | PL DH |  |
| High expectations across all areas of the school for all abilities of children | To further develop high expectations across the school.  Lead/organize staff development meetings/INSET.  Staff be given the opportunity to see effective practice and provide personal support plans, coaching and other support strategies to improve inconsistencies in teaching e.g. differentiation, marking and feedback, challenge and modelling.  To ensure planning is pitched at a high enough level and appropriate scaffolding/resources are in place. | | Excellence for All policy  SDP priority 1, 2 and 3 | Monitoring and evaluation cycle, with individual feedback to staff as appropriate, focusing on raising expectations of what both teachers and pupils can achieve | CT  PH SLT |  |
| Effective and timely feedback | Provide feedback at the right time, with a specific purpose and desired outcome.  Ensure it is specific, accurate and clear e.g. “It was good because you...”.  Provide specific guidance on how to improve and not just tell students where they have gone wrong.  Model correct work/ processes where possible and appropriate.  Encourage peer and self-assessment.  Provide opportunities for pupils to make improvements following feedback.  LSA training around effective feedback (Nov 17) | | Proven strategy for closing the gap – Sutton Trust. | Monitoring and evaluation cycle.  Book scrutiny | CT  PL  SLT |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Accurate and challenging Maths planning and teaching that focuses on the needs of all children. | Ensure that teachers plan effectively for all pupils including Pupil Premium pupils in lessons, taking full account of their starting points and use support strategies that are time limited, highly focused and effective | Previous year’s data.  Monitoring over the previous year.  Teacher’s feedback | Monitoring and evaluation cycle. | SLT  CT |  |
| **Total budgeted cost** | | | | | **£** |
|  | | | | | |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review** |
| Individualised understanding of PP children | Letter to parents asking about strengths and difficulties (your views).  Teachers to also complete the above in order for pastoral support worker to create specific provisions.  Barriers to learning analysis completed by the pastoral support lead and class teacher (SDQ)  Transition meetings between years.  Find out how they prefer to learn and plan accordingly.  Find out about their hobbies and interests and ask them about them.  Find out information about their context and background. | To better understand the strengths and difficulties of our PP children in order to provide specific and effective provisions. | Letters being given out at the beginning of the year and again at parents evening if not completed  Discuss PP pupils regularly and share good practice | CT  PL  PS  SLT |  |
| To ensure all provisions in place are SMART and effective. | Staff to continue to use the mapping tool to plan appropriate provisions half termly.  Staff to review at least half termly and at pupil progress meetings.  SDM on SMART targets | To ensure provisions can be accurately measured and evaluated. | Monitoring of mapping tool. | CT  SLT |  |
| Clear planning in place for provisions. | Class teacher’s to provide planning for provisions that are being led by LSAs (unless the LSA leading has been specifically trained in the provision and given planning time) indicating the entry and exit level, session learning objectives, activities to be carried out and resources to be used. | Some use of ineffective provisions last year.  To ensure that leading LSAs are clear on the expectation and outcome of the provision. | Discussions with LSAs carrying out provisions.  Phase leaders to monitor that planning is being provided | CT  PL  SLT |  |
| Detailed analysis of Pupil Premium provision impact. | Provisions to be evaluated at the end of their timescale (ideally no longer than every 6 weeks).  Teachers/LSAs to use the scoring system on the mapping tool to evaluate the effectiveness of each provision  Effective provisions to be disseminated across the school | To ensure that only effective provisions are being used within the school as much as possible. | DH to analysis the provisions on a half termly basis in-line with the school calendar and inform Phase leaders of the most effective  Phase leaders to ensure their phase is aware of effective provisions and the strategies being used. | CT  DH PL |  |
| Development of a pastoral support worker. | Pastoral support worked to support individual children focusing on specific strengths and needs. | Personalised provision for all PP children regardless of their ability.  Focus on the ‘whole’ children not just academic ability. | Regular meetings between PS worker and teacher and SLT.  Clear timetable of provision for PP children. | PS |  |
| To develop the role of the intervention leaders | To ensure that intervention leads have had time to gain specific training  To ensure they have sufficient planning time  To raise their profile in school as ‘specialists’ | To develop the use of more research based provisions within the school | Regular meetings between ILs, teachers and SLT.  Clear timetable of ‘intervention’ time. | SLT |  |
| Home learning procedures to be clear to parents and children | Make the purpose of homework explicit to learners, e.g. to increase a specific area of knowledge, or fluency in a particular area.  Sett learning logs that includes a variety of tasks with different levels of challenge  Ensure that the focus is upon the quality of piece and not necessarily the quantity.  Providing feedback on learning logs that is specific and timely. | To consolidate learning from school  To create opportunities for learning to be shared with parents  To help support developing specific skills such as reading and spelling | Clear guidelines and timetable set for homework/learning logs  Good examples of work done at home to be valued and shared with the rest of the class – learning log trophy, displays  Learning walks to monitor | CT |  |
| Parents to be fully aware of the provisions their children are receiving | PP provision to be discussed with parents and parents guided on how best to support their child at home. | Teaching and learning toolkit - +3 months.  Parents to be informed of their child’s provision and feel they have a say on what their child will benefit from. | Staff will be expected to discuss provision set up for PP children following pupil progress meetings. Further down the line we will use the ‘parental engagement’ option on our provision map tool | CT |  |
| To increase the use of research based provisions within the school – specially within maths | To research specific effective research based maths interventions  To create a ‘specialist’ within the school  To have the programme being delivered within school | Maths progress is still weak  To ensure we have provisions in all three core areas. | Programme found and being introduced within school | DH |  |
| Parents to attend parent workshops to be more aware of school strategies | Workshops to be advertised through the newsletter, website and via class teachers | In order for parents to support their children at home being clear on the strategies used within school. | Attendance of PPG parents to be monitored | SLT |  |
| Parents to engage with their children outside of school | To create a ‘Russell Challenge’.  To be carried out one of the school holidays and awards given for the amount completed. | Linked to National Trust ’50 things to do before you are 11 ¾’. | Assembly to introduce and celebrate. | SLT  PS |  |
| **Total budgeted cost** | | | | | **£** |
| 1. **Other approaches** | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Total budgeted cost** | | | | | **£** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2016/17 (**£27 160**)** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| High expectations for all | Lead/organise staff development meetings/INSET, model effective practice and provide personal support plans, coaching and other support strategies to improve inconsistencies in teaching e.g. differentiation, marking and feedback, challenge and modelling  Focus during the year on ‘Higher Expectations’ themes | Various SDM and INSET sessions about high expectations.  Whole staff book scrutiny.  Various staff members guided and supported to improve their practice through use of DH or personalised support plans. | We still need to further raise the expectations of staff across the school to ensure a great percentage of children are achieving ARE by the end of each year. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Accurate and challenging Maths planning and teaching that focuses on the needs of all children. | Ensure that teachers plan effectively for Pupil Premium pupils in lessons, taking full account of their starting points and use support strategies that are time limited, highly focused and effective | Summer ARE+  FS 100%  Yr1 25%  Yr2 33%  Yr3 55%  Yr4 40%  As of 2017-2018 we will be moving totally away from the abacus scheme of work. Teachers will be expected to plan from the KPIs which they assess against to ensure full coverage as well as increasing expectations as the year progresses. |  |  |
| Effective provisions | Staff to use the new mapping tool to plan appropriate provisions.  Staff to review at least half termly and at pupil progress meetings. | PP children on the agenda for all PPM. Provisions put in place for all children below target. |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Effective provisions | Review the current approach to intervention and support for PP pupils, compile a menu of suitable support strategies for these pupils. | SDM on the Russell teaching and learning tool kit. Effective provisions shared with staff and support given when needed. New intervention LSA’s to be brought in for next year. |  |  |
| Good progress aided by differentiation | Ideally, using all three types of differentiation to accommodate the different learning styles in the classroom:  ***Differentiation by task***, which involves setting different tasks for pupils of different abilities.  ***Differentiation by support***, which means giving more help to certain pupils within the group.  ***Differentiation by outcome***, which involves setting open-ended tasks and allowing pupil response at different levels.  Following the school’s policy of at least 3 levels of differentiation within lessons. | Non-SEN PP  FS  R100%  W100%  M100%  Yr1  R75% CB (during moderation it was felt she was on the cusp but not quite secure. Sophie believes she will be by the end of the year).  W100%  M75% KF (his maths generally is strong, don’t know his 2s, 5s ad 10s)  2 – R100%  W100%  M100%  3 – R100%  W100%  M88.9% MB  4 – R80% focus IT, RF  W80% focus, RF  M40% focus CM, RF, IT (  Whole school:  R – 91%  W – 96%  M – 80.8%  All types of differentiation seen within lesson observations/drop ins across the whole of the school. |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Individualised understanding of PP children | Letter to parents asking about strengths and difficulties.  Barriers to learning analysis completed by the pastoral support lead and class teacher.  Transition meetings between years.  Find out how they prefer to learn and plan accordingly.  Find out about their hobbies and interests and ask them about them.  Find out information about their context and background. | Although a letter was sent out there was very little response.  The pastoral support lead has asked members of staff to complete strength and difficulties questionnaires over the year for PP children. |  |  |
| Individualised understanding of PP children | Detailed tracking sheets so staff are aware of children’s starting points and can accurately measure progress. | All staff now have tracking sheets and are asked to fill in their section of the whole school one so they are clear about starting points and progress being made. |  |  |
| Higher parental engagement | Parents invited to contribute to their child’s provision via a ‘Your thoughts’ letter. | Not sure if this happened |  |  |
| Higher parental engagement | PP provision to be discussed with parents and parents guided on how best to support their child at home. | Staff have discussed the provisions for their PP children during parents evenings and also as and when needed through appointment. |  |  |
| Improved attendance (for some) | All PP children will have their attendance monitored monthly.  If it falls below 95% a member of staff will contact the family and work with them to improve attendance. Letters may be sent, monthly meetings established or EHAs commissioned. | Attendance at  If any child’s attendance has fallen below 95% a clear plan has been put in place and monitored to improve attendance. |  |  |
| Introduction of a pastoral support worker. | Pastoral support worked to support individual children focusing on specific strengths and needs. | The pastoral support worker has worked on things such as: |  |  |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Good progress aided by effective and timely feedback | Providing feedback at the right time, with a specific purpose and desired outcome.  Ensuring it is specific, accurate and clear e.g. “It was good because you...”.  Providing specific guidance on how to improve and not just tell students where they have gone wrong.  Modelling correct work/ processes where possible and appropriate.  Avoiding comparison to other pupils.  Encouraging peer and self-assessment.  Providing opportunities for pupils to make improvements following feedback. | From the most recent book scrutiny all staff are now using the marking and feedback policy to provide timely and immediate feedback to support progress. More work still needed to embed the use of verbal feedback.  Lots of peer and self-assessment within the school within all years.  Clear to see that children have opportunity to respond to the feedback although again this could do with development in some areas of the school. Use of purple pens from year 1 next year. |  |  |
| Social and emotional support for children | Hummingbirds Club offered to all PPG children  Weekly club enabling children to undertake some ‘play therapy’  Opportunity to share worries using ‘worry bricks’ and to build social relationships across year groups and beyond their classes  CHUMS trained staff support children’s social, emotional needs | Alaine to fill in?? |  |  |
| Appropriate and timely intervention | Staff training and guidance of PP children benefiting from the 3 waves:  Wave 1 - The effective inclusion of all children in high quality teaching & learning.  Wave 2 - Additional time-limited provision in the form of small-group intervention outside the normal classroom.  Wave 3 - Specific targeted interventions for identified pupils outside the classroom. | Research based provisions now being used within the school such as Switched-On, FFT and precision teaching. Various staff members and LSA’s have been trained in the use of these provisions. Next year to develop the role of intervention leads across the school.  All staff are clear about the SEN processes and graduated response. |  |  |

|  |
| --- |
| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above. |