

Pupil Premium Strategy Statement

1. Summary information					
School	Romanby Primary School				
Academic Year	2017-18	Total PP budget	£62,780	Date for next internal review of this strategy	July 2018
Total number of pupils	262	Number of pupils eligible for PP	50		

2. Current attainment – Y6 pupils in 2017		
	Pupils eligible for PP (Cohort size 8)	Pupils not eligible for PP (national average)
The expected standard or above in reading, writing and maths	50%	67%
Average progress in reading, writing and maths	R -5.4 W -3.5 M -1.0	R 0.33 W 0.17 M 0.28
Average 'scaled score' in reading and maths	R 101.4 M 103.3	R 105.4 M 105.3
A high level of attainment in reading, writing and maths	0%	11%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	The rate of progress for children eligible for Pupil Premium across Key Stage 2 is inconsistent. This prevents sustained high achievement in Key Stage 2.
B.	A lack of the metacognitive strategies that enable children to be successful learners.
C.	Attainment between subjects for children is variable. Children to achieve success in all core subjects
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Support for parents to help them with their child's learning

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Higher rates of progress across KS1 and KS2 for pupils eligible for Pupil Premium and accelerated progress for those now in KS2.	Termly teacher assessment and tracking data reflect improved rates of progress. Evidence showing where mastery level opportunities have been provided and has been achieved.
B.	Improved engagement with and understanding of the learning process. (Attainment and achievement will accelerate and gaps will close)	Pupils demonstrate a positive growth mindset in relation to their potential Pupils are motivated to learn and can identify and use successful learning strategies. Teachers ensure children have a clear picture of how they are performing, what they are aiming to achieve and how they will achieve it. Pupils are able to reflect on their own learning and articulate this (Written reflection evidence and comments).
C.	Children achieve success in all core subjects	Termly teacher assessment and tracking data reflect improved combined rates of progress in core subjects.
D.	Improved communication and engagement with parents of children eligible for Pupil Premium e.g. Using MarvellousMe as a tool for sharing learning between home and school	Parents are confident to approach the school and have access to suitable support advice and materials. Parents know what their children are learning and are actively supportive them.

5. 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					
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?

Improved progress for disadvantaged pupils.	CPD on improving teaching, learning and assessment for teachers and support staff.	Children eligible for Pupil Premium are making inconsistent progress across Key Stage 2. We want to ensure that these pupils can achieve success in both English and Maths. We want to support teachers in practices to provide accurate assessment and challenge for these children.	Courses selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation	DP/JW	April 2018 £2500
Improved understanding of and engagement with the learning process.	CPD on Growth Mindsets and metacognitive approached to learning. Whole school implementation of routine teaching on Growth Mindsets and metacognition. Weekly lessons with follow on expectations	Successful learners have a good understanding of how they learn. We want pupils to understand their own learning styles and strengths so that they can become confident, aspirational and independent learners.	Monitoring of ReflectED Metacognition (discussions with children and parents, evidence in books) Use of INSET days and Curriculum Staff meetings Meeting time for training and reflection on implementation of the ReflectEd training materials.	SLT	July 2018 £1500
Children achieve success in all core subjects	TA support in all classes for morning sessions (Maths, English and Learning Challenge)	We want extra adult support in core subjects targeted to improve attainment for pupils. EEF evidence of impact where TAs add value to what teachers do.	Monitoring and appraisal schedule	SLT	July 2018 £30,444
Total budgeted cost					£34,444
ii. 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	When will you review implementation?

Improved progress for disadvantaged pupils	Weekly small group sessions in reading/maths for pupils with experienced teacher/TA, in addition to standard lessons.	We want to provide extra support to promote high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	<p>Extra TA and Teaching time /preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by English/Maths co-ordinators</p> <p>Teaching assistant (TA) CPD for TA's supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Case studies.</p>	SB JW DP	£15222
Improved progress for identified PP vulnerable learners	Small group work	We want to provide extra, intensive support to improve attainment and learner confidence for vulnerable PP pupils. Research has shown that vulnerable learners are more successful where learning is focussed on specific goals, follows a specific structure and is delivered in short, frequent sessions. (Sometimes scripted) Connections should be made between class and out-of-class learning. (EEF Making Best Use of Teaching Assistants Guidance Report. Sharples, Webster and Blatchford)	<p>As above</p> <p>Comparison of standardised assessment materials and tracking schedule.</p> <p>Flexible, responsive targeting using data analysis and progress indicators.</p> <p>Case studies</p>	SB, Teaching Assistants	Termly review Mop Up TA release time KS2 x6 classes/ 3hrs/week for 39 weeks = £2,000
Total budgeted cost					£17222
iii. 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	When will you review implementation?
Improved parental engagement and communication	Changing the format of Parent /Teacher meetings and introduction of MarvellousMe app. Parental sessions to provide practical ways that parents can support their children.	Parent voice indicates that some lack confidence with curriculum content and the appropriate methods and strategies to use when working with their children at home. We want parents to be better aware of and equipped to support their children in attaining their personal targets.	Extending meeting time to 15 minutes. Sending home performance and behaviour information prior to the meeting for familiarisation. Regular use of MarvellousMe to share learning. Parent workshops led by year group teams e.g. Maths	JF, Class Teachers	Termly MarvellousMe £400 Release time for staff £750
Contingency for additional support	Some funding has been held as a contingency e.g. resources, funding for play therapy, support with cost of educational visits.	Pupils able to access all aspects of school life and supported with some specific needs and resources.	Monitoring of attendance Monitoring of resource spending	SLT Admin	£5000
Total budgeted cost					£6,150

6. Review of expenditure				
Previous Academic Year		Weekly Spend 17/18 £1,305 per week/ £50,895 p.a.		
i. 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

Improved progress and narrowing of the gap for pupils eligible for PP.	TA support in Maths, English and Learning Challenge lessons.	<p>The Year 1 phonics outcome has improved by 7% from last year and is above the national outcome by 2%. Of the two children eligible for Pupil Premium one attained the threshold mark.</p> <p>At the end of KS1 86% of eligible children attained expected or greater depth in Reading</p> <p>At the end of Y6 Higher and Lower disadvantaged groups had better attainment and progress rates than the non-disadvantaged groups. Compared to national outcomes the progress of the higher disadvantaged group was 2.24 above the national in Reading and 3.08 above in maths</p> <p>Please see expanded data analysis in Section 7 below.</p>	<p>Whilst there are still gaps to be addressed, overall this strategy was successful in narrowing the gap. Continue with additional staff training as necessary</p> <p>150 hours at £8.19</p>	Weekly £1,230
Improve teacher knowledge of strategies that impact on pupil performance	Involvement in NYCC Achievement Unlocked Project	<p>Staff now have a greater understanding of strategies that impact on pupil performance e.g. use of EEF materials.</p> <p>ReflectEd metacognition lessons implemented across school.</p> <p>Maximising the Impact of Teacher Assistant Training completed and a number of changes made to TA roles.</p>	<p>Continue with additional staff training as necessary until the end of the Project in March 2017.</p> <p>Continue to embed ReflectED lessons.</p>	£3000
ii. 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
Improved progress for identified PP vulnerable learners	Additional, small group, targeted support for Maths and English.	<p>We wanted to provide extra support to improve attainment and to enhance the impact of Quality First Teaching.</p> <p>Please see data profile above.</p>	<p>Mop Up and pre-teaching small group activities improved engagement with whole class lesson teaching and contributed to improved performance and pupil confidence (see above)</p> <p>Entry/Exit data needs to be more tightly regulated and used to evidence impact of group work. (See targeted support for 2017/2018 above)</p>	£ 75 weekly

iii. 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
Improved progress for identified PP vulnerable learners	Support for visits and 1 to 1 support	Pupils able to access all aspects of school life and supported with some specific needs and resources.	Maintain for the coming year.	

7. Additional detail

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

- In Y6 the Higher and Lower disadvantaged groups had better attainment and progress rates than the non-disadvantaged groups.
- Compared to national outcomes the progress of the higher disadvantaged group was 2.24 above the national in Reading and 3.08 above in maths

Year 1 (2 pupils) Yr1 Sum2	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	0 (0%)	2 (100%)	2 (100%)	0 (0%)
Writing	0 (0%)	2 (100%)	2 (100%)	0 (0%)
Mathematics	0 (0%)	2 (100%)	2 (100%)	0 (0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	0 (0%)	2 (100%)		0 (0%)

Year 2 (7 pupils) Yr2 Sum2	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	1 (14.3%)	4 (57.1%)	6 (85.7%)	2 (28.6%)
Writing	2 (28.6%)	4 (57.1%)	5 (71.4%)	1 (14.3%)
Mathematics	1 (14.3%)	5 (71.4%)	6 (85.7%)	1 (14.3%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	2 (28.6%)	5 (71.4%)		1 (14.3%)

Year 3 (6 pupils) Yr3 Sum2	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	3 (50.0%)	3 (50.0%)	3 (50.0%)	0 (0%)
Writing	3 (50.0%)	3 (50.0%)	3 (50.0%)	0 (0%)
Mathematics	4 (66.7%)	2 (33.3%)	2 (33.3%)	0 (0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	4 (66.7%)	2 (33.3%)		0 (0%)

Year 4 (12 pupils) Yr4 Sum2	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	3 (25.0%)	9 (75.0%)	9 (75.0%)	0 (0%)
Writing	3 (25.0%)	9 (75.0%)	9 (75.0%)	0 (0%)
Mathematics	3 (25.0%)	9 (75.0%)	9 (75.0%)	0 (0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	5 (41.7%)	7 (58.3%)		0 (0%)

Year 5 (6 pupils) Yr5 Sum2	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	2 (33.3%)	4 (66.7%)	4 (66.7%)	0 (0%)
Writing	4 (66.7%)	2 (33.3%)	2 (33.3%)	0 (0%)
Mathematics	3 (50.0%)	3 (50.0%)	3 (50.0%)	0 (0%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	4 (66.7%)	2 (33.3%)		0 (0%)

Year 6 (8 pupils) Yr6 Sum2	Working Below Expectation	Working At Expectation	Working At or Above Expectation	Working Above Expectation
Reading	2 (25.0%)	6 (75.0%)	6 (75.0%)	0 (0%)
Writing	2 (25.0%)	6 (75.0%)	6 (75.0%)	0 (0%)
Mathematics	2 (25.0%)	5 (62.5%)	6 (75.0%)	1 (12.5%)
Combined	Working Below Expectation in one or more	Working At or Above Expectation in all		Working Above Expectation in all
	3 (37.5%)	5 (62.5%)		0 (0%)

Key: Number of Pupils (Percentage)