

# Pupil Premium Strategy Review Sowerby Primary Academy

1. Summary information					
School	Sowerby Primary Academy				
Academic Year	2017-18	Total PP budget	£91,000	Date of most recent PP Review	February 2017
Total number of pupils	307	Number of pupils eligible for PP	68 FSM(6), 7 Service 21%	Date for next internal review of this strategy	September 2018

2. Current attainment July 2018		
	<i>% Pupils eligible for PP in school</i>	<i>% Pupils not eligible for PP (national average)</i>
KS2 % achieving ARE or above in reading, writing & maths (4/12 pupils)	33% Non SEN 40%	67%
KS2 % making at least expected progress in reading (6/12 pupils)	50% Non SEN 60%	77%
KS2 % making at least expected progress in writing (7/12 pupils)	58% Non SEN 70%	81%
KS2 % making at least expected progress in maths (6/12 pupils)	50% Non SEN 60%	80%
KS1 % achieving ARE or above in reading, writing & maths (7/14 pupils)	50% Non SEN 73%	%
EY – GLD (3/6 pupils)	50% Non SEN 75%	73%
Y1 Phonics (6/8 pupils)	75% Non SEN 83%	84%

3. Review of expenditure				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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 attainment for low prior attainers RWM	CPD mastery maths Interventions focus on pre post teach Feedback	2018 33% of disadvantaged pupils achieved RWM combined. The strongest area of improvement was writing 58% and 70% if pupils with SEN were removed. However the progress for disadvantaged was still low R-2.1, W-2.4, M-2.3.  KS1 RWM, Phonics and EY disadv without complex SEN needs is comparable to national non	Embed and timetable keep up approaches to achieve consistency through school. Keep Up Approaches are a whole school strategy and will take several years to work through school. We are committed to making this work for all pupils but especially our disadvantaged. Pupil progress meetings effectively target disadv pupils and the provision for these. The impact that 3 pupils with complex needs (school refuser) had on the overall data is significant and does not reflect the improvements in T&L and approaches which enabled some pupils to make +8 progress in reading and +7 points progress in maths. Maths specialist teacher and LA moderators within school has had a measurable impact on teacher subject knowledge and expectations.	£30,000
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
Consistency in Quality of T&L High aspirations and positive relationships between teacher/parent/pupil	1x classteacher non class based to cover supply,	Staff are able to be out of class and access CPD knowing that their class will be settled and learning. Expectations of behaviour for learning are consistently high, whoever is teaching. Staff have had additional PPA to plan and assess more accurately timetabled half termly NQT/RQT teachers have been able to access CPD to improve quality of T&L and without negatively impacting on other budgets. Middle and senior leadership CPD accessed impacting on a strengthened SLT and shared vision and drive for improvement. NFER on entry completed by same teacher to get consistency across 2 classes	PPA has worked well and extend into coaching CPD and coaching partners so TA's can also access prof dev more readily. This will continue to sustain the improvements and impacts last year  More TA's trained as HLTA's (2) to ensure consistency and high expectations.  Quality of T&L Good – Evidenced through PM observations, books and pupil voice.  Quality of the curriculum and English through Science in Real Writing Project has impacted in a positive way but will need to continue throughout next year.	£40,000

<p>Behaviour of a minority in KS2 is impacting on learning of Y5/6</p> <p>Improve positive behaviour at playtime/lunchtimes</p>	<p>CPD to make staff at all levels of issues around attachment</p> <p>Growth mindset CPD</p> <p>Positive Behaviour Focus</p> <p>Rights Respecting School</p> <p>Marvellous Me</p> <p>Home school link worker and ELSA mentors (KS1/KS2)</p>	<p>Splitting across 3 mixed classes of Y5/6 has had a measured impact in settle nature of the classes during learning time. Introduction of Hub at play as well as lunch has meant consistency and fairer approach perceived by pupils.</p> <p>Outdoor learning environment. Den building and forest schools</p> <p>ATA lead Sport opportunities</p> <p>Sensory garden has given a physical and exploratory experience for those who struggle with long lunchtimes. Evidenced by instances of behaviour (yellow/blue cards) has fallen from over 400 summer 2016 to 85 summer 2017 and 63 Summer 2018 less than 1% of school population. Transition for Y3 has been less traumatic as many are using this area to acclimatise themselves into KS2 playground. They are making friends easily and breaking down barriers.</p>	<p>This is to continue.</p> <p>Rights respecting school accreditation for 2017-18</p> <p>Mme and home school engagement 92%</p> <p>Timetabled introduction of the games pen has meant access to games all year round which helps pupils be active and builds positive attitudes to winning and losing, teamwork.</p> <p>HLTA for sport JR running lunchtime clubs activities</p> <p>Compass Buzz training for staff regarding SEMH level 1 complete. Looking at Level 2</p> <p>100% of disadv pupils attend extra -curr groups of some kind through the year</p> <p>100% disadv pupils attended Y6 residential and Y4 residential</p> <p>100% disadv pupils leave in Y6 able to swim 25m and use a range of strokes</p>	<p>£25,000</p>
---	---	--	---	----------------

iii. 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
<p>Increased parental engagement</p>	<p>Marvellous Me</p> <p>parents responses to messages and postcards regarding learning in classroom</p>	<p>92% of parental engagement. Ability to see which classes/teachers are using it well. Also able to see which families are not and additional work/approaches can be done with them. Incr to use for attendance awards</p> <p>Parents who are split families can see jointly strengthen links with these families, as well as grandparents and parents who work away (forces families).Very positive responses from parents. Parents greeting children at end of a day with smiles as they know about their day</p>	<p>Utilise Mme more to not only summaries learning done but prepare parents for what new learning will be done. See how photos of work/achievements can be shared.</p> <p>Higher engagement. Follow up with those not by ELSA workers (remove barriers)</p> <p>Family Learning to run Aut Term 2018</p>	<p>£3,000</p>