

# Pupil premium strategy statement Sowerby CP School

1. Summary information					
School	Sowerby CP School				
Academic Year	2016-17	Total PP budget	£97,560	Date of most recent PP Review	January 2016
Total number of pupils	301	Number of pupils eligible for PP	68 FSM(6), 7 Service 1 CLA	Date for next internal review of this strategy	February 2017

2. Current attainment July 2016		
	<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 pupils)	25%	58%
KS2 % making at least expected progress in reading	25%	
KS2 % making at least expected progress in writing	50%	
KS2 % making at least expected progress in maths	50%	
KS1 % achieving ARE or above in reading, writing & maths (12 pupils)	25%	63.6%
EY – GLD (10 pupils)	70%	tbc
Y1 Phonics (9 pupils)	66.7%	tbc

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Low on entry Communication language literacy 45% Only 63% enter school broadly in line with national
B.	Low prior attainers fail to meet ARE at end of KS2 not only PP pupils
C.	Attitudes to learning self-control
External barriers	
D.	Pre-school is from several 7+ feeder nurseries and child care providers
E.	Many of our PP families are split families and require support

4. Desired outcomes		Success criteria
A.	EY on entry is improved to be broadly in line with national for 85% of pupils including CLL	NFER data collected broadly in line with national on entry
B.	Children are focused on learning and behaviour good or outstanding	Behaviour tracker records show fewer incidents
C.	Growth mind sets and attitudes to learning have a positive impact on rates of progress and attainment across all year groups. Teaching in mixed ability groupings to allow all pupils to access age related learning	KS1 and KS2 data EOY Quality of T&L good/Outstanding Progress measures gap sch/nat closing Progress in books evident

5. Planned expenditure					
Academic year		2016-2017			
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?
Higher standards on entry to Reception	Incorporate Nursery into school Staff EY CPD in early language/phonics phase 1 (Nursery)	Historically on entry to Rec is low in particular PSED and CLL. Incorporating the nursery into school April 2017 will impact on standards on entry and at end of each key stage throughout school long term	LA joint consultation Oct 16 (6wks) Planning meetings. Work with HR Change over April 2017	HT/Ass HT	April 2017
Improved attainment for low prior attainers RWM	CPD mastery maths Interventions focus on pre post teach Feedback	RWM at KS2 2015 was below floor standards. 2016 saw the sch move above this. 2016 Progress for KS2 was above floor standards +1.6, -3.6, -2.9. Progress for low prior attainers has been the area to focus on at KS2. We wish to address this by teaching to EOY expectations for all pupils and mastery skills in maths.	Maths SL is training to be Specialist Maths Mastery teacher with Maths Hub (Carmel) and CPD for all staff in Cluster moderation to address inequalities in assessment. Talk 4 writing partner school Selby CP to support teachers skills in teaching writing English Consultant partner working to dev Grammar Pre post teaching by ATA's Pre assessments and post. GL maths assessments annually Y3-6	DHT  Maths Lead/English Lead  English Lead	July 2017
<b>Total budgeted cost</b>					£30,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Consistency in Quality of T&L High aspirations and positive relationships between teacher/parent/pupil	1x classteacher non class based to cover supply,	High staff turnover eg. Current Y5/6 have had teacher have not had access to same teacher Sept-Sept since Y1. Supply teaching was not as aspirational and following robust policies. Supply budget previous yr £30K	SLT management time and wellbeing time timetabled for teachers. Allows staff to feel valued and spend additional non-contact time focussing on what impacts in T&L. and PP	AC	July 2017
Behaviour of a minority in KS2 is impacting on learning of Y5/6		A minority of Y5/6 pupils have the ability self-regulate and this would often hinder learning once returned to the classroom. Many parents of the majority of pupils who were extremely well behaved were not being made aware	CPD to make staff at all levels of issues around attachment Growth mindset CPD Positive Behaviour Focus Rights Respecting School Marvellous Me Home school link worker and ELSA mentor	HT/Home school link worker	July 2017
<b>Total budgeted cost</b>					<b>£60,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased parental engagement	Marvellous Me parents responses to messages and postcards regarding learning in classroom	A minority of parent consistently engage with school regularly. Despite 100% attendance at parents evenings impact was short lived for PP and some hard to reach families	Marvellous Me parent App to share good news. Awards and messages about learning currently and in the future.	HT	Termly until July 2017
Improve positive behaviour at playtime/lunchtimes	Outdoor learning environment. Den building and forest schools ATA lead Sport opportunities	Behaviour at lunchtime long periods of unstructured time was a challenge for some. MSA's were not as effective as ATA's	Re arranged Sensory Garden as Den building/gardening and large scale building for KS2. EY play principles to allow forest schools to engage and motivate. More ATA's Fewer MSA's Hub – those who feel that lunch is too long and need ELSA or nurture time	Play leader DB  Home school link worker AC	Jan 16 and July 17
<b>Total budgeted cost</b>					<b>£8,000</b>

6. Review of expenditure				
Previous Academic Year		2015-2016		
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
Accelerate learning in large Y1 and Y5 classes	Employ 2 teachers for Y1 and Y5 in one teaching space to create small groups	Y1 classes worked well. 79% of all pupils achieved Wa Phonics. Y5 classes too large behaviour was a concern and by Jan 2016 split into two classes until June 2016 (when teacher left on maternity leave)	Not the desired impact on Y5 and Y1 limited impact. Teachers evaluated that it was a complex teaching relationship and hard to continue. Next academic year Y5/6 split into 3 classes to allow certain personalities to be separated into positive learning groups.	£47,000
PP pupils make good progress and close the gap between them and non PP	SLT have a key role in monitoring PP and outcomes for all 9x days non-contact time to manage subject and impact on learning	SLT had a clear understanding of their subject and areas needing development. SDP evaluations were therefore robust. SLT felt that probing data with more critical eye in terms of PP was necessary moving forwards	Original days were 10 days and this was cut to 9 days each and the remaining budget used to fund 2 day per week sports challenge club on Thurs/Fri lunchtime and 1x afterschool club. This worked well especially as the field was not in use and playground gets busy.	3x £1,800 + £1400 Total £6,800
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
ELSA Mentor 4x days per week	To fund a school learning mentor full time 4 days per week – ELSA trained	Hub at lunchtime settled many pupils and allowed others to have a positive experience 100% attendance at parent's consultations.  Consistently good attendance in line with National. PP attendance above PP national attendance +1%. PP Persistent absence above national +3%.  Children at risk and under emotional stress were supported and able to cope well in school. Parents felt that having a designated person to speak to other than the HT was a huge benefit supporting families as a	Hub is to continue to support emotional literacy of a minority. Also supportive of many more who have family upsets and challenges that school can support  Many more parents are happy to confide in Learning Mentor  Hub combining KS1 and KS2 was too large as it combined those choosing to come for quiet lunch and those 'sent'. This year we are splitting this with an additional staff member training as ELSA and KS1 and KS2 separated.	£21,400
Target intervention for low CLL and sp & lang in KS1 and EY	Sp& Language interventions ATA	Measured impact in tackling CLL and SaLT. Liaison with SaLT Therapist and able to undertake programmes for limited pupils who received medical help.	School on entry is so low that this is only impacting on those who are referred to SaLT. This work needs to be extended and priorities this year to incorporate nursery into school will be a longer term impact for many.	£2,000