

Pupil premium strategy statement Sowerby CP School

1. Summary information					
School	Sowerby CP School				
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 1 CLA	Date for next internal review of this strategy	February 2018

2. Current attainment July 2017		
	<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 (8 pupils 4/8)	50%	58%
KS2 % making at least expected progress in reading (6/8)	75%	
KS2 % making at least expected progress in writing (7/8)	88%	
KS2 % making at least expected progress in maths (6/8)	75%	
KS1 % achieving ARE or above in reading, writing & maths (9 pupils 4/5)	44%	63.6%
EY – GLD (4 pupils 2/4)	50%	tbc
Y1 Phonics (9 pupils 4/9)	44%	tbc

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Low on entry Communication language literacy 45% Only 50% enter school broadly in line with national
B.	Low prior attainers fail to meet ARE at end of KS2 not only PP pupils in RWM
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 form EMS/SEMH/Children Centre

4. Desired outcomes		Success criteria
A.	EY on entry is improved to be broadly in line with national for 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		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 attainment for low prior attainers RWM	CPD mastery maths Feedback marking first Identified so all staff know Keep up approach Mixed ability groupings	2016 Progress for KS2 was above floor standards +1.6, -3.6, -2.9. RWM 50% national 53%. 2017 RWM above national significantly 11.5%. But this does not translate to PP (50%) and low prior attainers, especially in writing and reading.	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 Pre post teaching by ATA's Pre assessments and post. GL maths assessments annually Y3-6 We wish to address this by teaching to EOY expectations for all pupils,	DHT Maths Lead/English Lead English Lead	July 2018
Total budgeted cost					£30,000

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?
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 2018
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
Total budgeted cost					£60,000
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?
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. Purple Mash parents training Facebook page Expand use of MMe	HT	Termly until July 2018
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	July 18
Total budgeted cost					£1,000

6. Review of expenditure				
Previous Academic Year		2016-2017		
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
Higher standards on entry to Reception	Incorporate Nursery into school Staff EY CPD in early language/phonics phase 1 (Nursery)	Over time improved ARE on entry and best possible starting points for all pupils More pupils will reach ELG and ARE at end of KS1 More streamlined transition from nursery into school	During the negotiations and business meetings it was established that the GB could not run the nursery under school GB as it was currently running at a loss. The introduction of EY funding 30 hours meant that it was less viable on current staffing and admission arrangements	n/a
Improved attainment for low prior attainers RWM	CPD mastery maths Interventions focus on pre post teach Feedback	2016 RWM at KS2 were 50% (-3% on national). 2017 72.5% (+11.5% on national). Significantly better for all pupils. PPG pupils (8) 50% achieved RWM which is broadly in line with national for 2016 – 58% (2017 not yet available school are mindful of such small numbers in cohort)	Continue to work on low prior attainers, of which most are PPG. Hence 2017-18 priorities Continue to embed and timetable keep up approaches to achieve consistency through school.	£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	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	£40,000

Behaviour of a minority in KS2 is impacting on learning of Y5/6 Improve positive behaviour at playtime/lunchtimes	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	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. Outdoor learning environment. Den building and forest schools ATA lead Sport opportunities 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 less than 3% 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.	This is to continue. Use of Tesco funding to develop communication and language £10,000 (especially team building and problem solving and resilience) used to create a fort area to encourage boys and girls to use the area, stage to promote language and speaking and listening Rights respecting school accreditation for 2017-18 Increase the applications for Mme and home school engagement 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. Looking into joint work with Selby Abbey School and Emotional coaching and EMS SEMH (thrive package) Compass Buzz training for staff regarding SEMH	£25,000
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
Increased parental engagement	Marvellous Me parents responses to messages and postcards regarding learning in classroom	90% 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. 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	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. Higher engagement. Follow up with those not by ELSA workers (remove barriers) Facebook page and use of Purple Mash so children can access work at home too.	£3,000