

Pupil Premium Strategy Statement 2017/ 2018

1. Summary Information					
School	Rolls Crescent Primary School				
Academic Year	2017/18	Total PP budget	£289,686	Date of most recent PP Review	15/7/17
Total number of pupils	463	No. of Pupils eligible for PP	219 (47%)	Date for next internal review of this strategy	18/07/17

2. Current attainment & Progress				
End of Key Stage 2 published data	Attainment of Disadvantaged pupils	Attainment of All Pupils	Progress of Disadvantaged Pupils (National expectation is 0)	Progress of All Pupils (National expectation is 0)
% achieving in reading, writing and maths	22%	31%		
% Achieving expected standard in reading	42%	46%	Reading -1.0	Reading -0.6
% achieved expected standard in writing	64%	67%	Writing 1.8	Writing 1.6
% achieving expected standard in maths	56%	60%	Maths -1.3	Maths -0.6

3. Academic Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments.
B.	Some pupils demonstrate a social, emotional and mental health barrier
C.	Many pupils lack the rich vocabulary and understanding that is needed to be drawn from within their own real life experiences.
D.	Pupils' resilience, accountability and low expectations of themselves.
E.	A large proportion of PP pupils with SEND.

External barriers (issues which also require action outside school, such as low attendance rates)	
F.	High rates of Persistent Absence mean children are vulnerable and missing vital learning
G.	Some pupils come from families who have low aspirations.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.1	The % of PP pupils working at the expected standard will increase in reading, writing, maths and R, W & M combined, the gap between disadvantaged and non-disadvantaged is diminished at the end of KS2, and the proportion of PP	By the end of the academic year, pupils eligible for PP make progress which is in line with that of non-disadvantaged pupils, the proportion of PP pupils achieving the expected standard in reading, writing and maths combined is in line with that of all pupils, and that the proportion of PP pupils achieving the higher standard is increased. Standards in reading are raised.

	pupils achieving the higher standard is raised. (The main area of focus will be reading as this was the weakest area in 2016-2017).	
A.2	PP pupils' attainment in Reading throughout the school is improved and is closer to national expectations throughout the school.	Attainment of disadvantaged pupils is in line with that of their peers and national expectations.
A.3	The % of PP pupils achieving the expected standard in Phonics is increased and closer to national expectations.	Attainment of PP pupils in the EOY Phonics check demonstrates attainment that is in line with or closer to national expectations.
A.4	To raise attainment of PP pupils in Years 3, 4 & 5.	Attainment of PP pupils in Years 3, 4 & 5 is raised
A.5.	Attainment of PP boys, particularly in writing, is raised.	Gender gap is diminished and PP boys' attainment is closer to or in line with that of PP girls.
B.1	Opportunities given and linked individual targets will support pupils with SEMH barriers to learning.	Pupils with SEMH barriers to learning make progress through achieving individual targets set, and success can be measured through their Boxhall profiles, SDQs, ILPs and EHCPs.
B2	Early identification of PP pupils requiring a range of social and well-being services will be tracked and monitored and strategies put in place.	Pupils eligible for PP receive support and early interventions that are appropriate and in line with SEMH best practice.
C	Early identification of PP pupils with limited vocabulary will be achieved through delivery of Speech & Lang assessment.	Pupils eligible for PP who have vocabulary beneath age-related expectations will receive 1-1 or small group intervention to improve their vocabulary. PP pupils who are identified as having severe speech and language issues can access formal assessment from Speech and Language specialist.
D	SEND PP pupils are supported with their academic and pastoral needs to make progress and achieve their potential. SEND pupils attend regularly. PA improves.	SEND PP pupils make appropriate academic progress, which can be evidenced on the school tracking systems, through having relevant pastoral support and improved attendance, which can be evidenced through our attendance records and reports.
E	Attendance of PP pupils will increase with strengthened engagement through family support.	The % of Persistently Absent pupils who are eligible for the grant is reduced. Increase in the % of families (pupils) eligible for the grant who engage with the school family support and pastoral team so that pupils' needs are met. Consistently monitor and track attendance.

5. Planned expenditure						
Academic year		2017/18				
The areas below demonstrate how we are using the pupil premium to improve classroom pedagogy, support whole school strategies and provide targeted support.						
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?	Cost
A1. The % of PP pupils working at the expected standard will increase in reading, writing, Maths and R, W & M combined, the gap between	<ul style="list-style-type: none"> Analysis of Y5 tests to identify gaps for underperforming PP pupils and those targeted to make accelerated progress and reach the expected or higher standards. 1:1 support and bespoke curriculum in Autumn term for identified children to fill gaps in reading, writing and maths. 	Attainment in the 2017 SATs tests showed a dip in combined reading, writing and Maths attainment, which was largely due to low attainment in Reading. We are committed to raising the attainment of PP pupils and aim to	Close tracking and monitoring of all Y6 data each half term. Regular meetings with the UKS2 PL and Y6 team. Monitoring of intervention data and progress of those PP pupils involved.	HOS UKS2 PL English SL Maths SL	July 2018.	See below for detailed spending plan breakdown.

<p>disadvantaged and non-disadvantaged is diminished at the end of KS2, and the proportion of PP pupils achieving the higher standard is raised. The main area of focus will be reading as this was the weakest area in 2016-2017. (Linked to SIP Outcomes 1c & 5)</p>	<ul style="list-style-type: none"> • Additional teacher in Y6 to reduce class sizes and ensure PP pupils are given additional support. • Additional Interventions teacher who will work with targeted, underperforming PP pupils in English and Maths to boost their progress. • Additional reading comprehension resources, e.g. Learn Up Inference Intervention materials, and Opening the Door to famous poetry and prose- accessing heritage works, Collins Y6 comprehension resources. • Improved monitoring of assessment procedures. • Rigorous book scrutiny, particularly of PP pupils targeted for 'exceeding'. 	<p>ensure they achieve in line with their non-disadvantaged peers. End of KS2 data also shows that disadvantaged pupils did not achieve in line with their non-disadvantaged peers at the higher standard. Therefore we need to target PP pupils at the expected standard to accelerate their progress. Additional staffing had a significant impact on the progress PP pupils made and therefore this support is vital in supporting them to reach their potential and meet national expectations.</p>	<p>Experienced Maths and English leaders to attend CPD courses, disseminate information into school and lead in-school training- focusing on Reading and a mastery approach in Maths. Collaborative work across the Trust to ensure best practice is shared in terms of raising attainment.</p>			
<p>A2. Attainment in Reading throughout the school is raised. (Linked to SIP Outcomes 2, 4, 5 & 6)</p>	<ul style="list-style-type: none"> • Review of Guided Reading procedures throughout school • Introduction of Nursery take home reading books- requiring investment in quality texts • Interventions for targeted pupils from EYFS to Y6 • Use of the comprehension resources mentioned above. • English Leader involvement in MLP project /Literacy circle work on Guided reading exemplar, model planning etc. 	<p>We know reading has been our weakest area in the end of KS2 SATs and attainment throughout school needs to be raised so our PP pupils are ready to meet this challenge in Y6. We are aware that our pupils need support with inference and widening their vocabulary and this will be a focus throughout the school.</p>	<p>HOS and English Leaders will track and monitor achievement in Reading and the impact of introducing reading books in the Nursery classes.</p>	<p>HOS English SL</p>	<p>July 2018.</p>	<p>See below for detailed spending plan breakdown.</p>
<p>A.3 The % of PP pupils achieving the expected standard in Phonics is increased and closer to national expectations. (Linked to SIP Outcomes 3)</p>	<ul style="list-style-type: none"> • Summer holiday packs for targeted pupils from Reception. • Interventions x3 per week for targeted PP pupils starting in September led by specialist phonics TA. • Regular testing, gap analysis and teaching to fill the gaps. • Training for one CT from EY2P • Participation in the Teach Manchester Phonic Intervention Programme to develop teachers' knowledge and skills in KS1 and EYFS. 	<p>The proportion of pupils achieving the Y1 phonics standard in 2017 dipped from previous years. And, as the ability to use phonic knowledge is vital to support many of our PP pupils' reading development and future academic success, we are committed to ensuring we give our PP pupils every opportunity to meet national expectations.</p>	<p>HOS and KS1 PL will closely track and monitor the progress of all Y1 pupils, particularly those eligible for PP, to ensure standards are in line with or as close to national as possible.</p>	<p>HOS KS1 PLs</p>	<p>July 2018.</p>	<p>See below for detailed spending plan breakdown.</p>
<p>A4. Attainment of PP pupils in Years 3, 4 & 5 is raised. (Linked to SIP Outcomes 6)</p>	<ul style="list-style-type: none"> • Transition meetings with Year 3 teachers on targeted underperforming PP pupils & PP pupils to be kept on track throughout KS2. • Interventions CT to work with PP pupils in Y5. • Lesson study opportunities for staff focussing on English and Maths. • Maths Leader to move from Y6 and teach in Y5. • Team teaching led by Maths and English leaders 	<p>Attainment has dipped for these year groups since the end of KS1 and we need to ensure we target underperforming PP pupils to get them back on track and continue to make expected progress from their end of KS1 results.</p>	<p>HOS and Maths & English Leaders will track and monitor achievement in Years 3-5 with a greater focus on maintaining attainment from KS1. HOS and Maths Leader will monitor the impact of</p>	<p>HOS UKS2 PL LKS2 PL</p>	<p>July 2018.</p>	<p>See below for detailed spending plan breakdown.</p>

	<ul style="list-style-type: none"> English & Maths Leaders to promote and monitor the use of non-negotiables Introduce Maths No Problem in Y4 and provide resources and training for teachers involved. 	The Maths Leader working in Y5 will help to raise standards and prepare the pupils well for Y6. Maths No Problem has proven to be an effective approach to developing pupils' reasoning in Maths and raising standards in Years 1-3.	introducing Maths No Problem in to Y4.			
A5. Attainment of PP boys, particularly in writing, is raised. (Linked to SIP Outcomes 1a)	<ul style="list-style-type: none"> Boys' attainment (specifically attainment of PP boys) in all areas, particularly in writing, will be closely tracked and monitored. Interventions will be put in place for underperforming PP boys. Topics and class texts will be reviewed to ensure boys' interests are being promoted effectively. Pupil voice will be carried out to gather ideas about boys' current interests and views on current topics. Modelled writing –team teaching with subject leaders. Use of Vocabulary Ninja to inspire and develop vocabulary in boy friendly way 	End of year school data revealed a gender gap in most year groups (Reception, Y1, Y2, Y3, Y4 & Y6) particularly in Writing, but also in Reading and to a lesser extent in Maths. Some of our cohorts, particularly the current Nursery and Y5, have a significantly higher proportion of boys and we need to ensure we are focused on meeting their needs.	HOS, English and Maths Leaders and all Phase Leaders will monitor the attainment of PP boys and work to ensure that the curriculum provided is meeting their needs.	HOS English SL Maths SL PLs	July 2018.	See below for detailed spending plan breakdown.
Pupils' resilience and expectations are raised through work on Growth mindset and Kagan (Linked to SIP Quality of Teaching 1a & 1b)	<ul style="list-style-type: none"> Kagan training for all staff (INSET day 1) and implementation of structures daily in all classes. Growth Mindset training from HOS/ SLT Growth Mindset lessons and assemblies for pupils and strategies to promote this approach implemented in all classes. 	Kagan structures ensure high participation and accountability of pupils and we feel this increased engagement in their learning will help PP pupils make better progress. A Growth Mindset approach to learning will support the pupils in becoming more resilient, more open to learning from mistakes and challenges and able to develop a 'can do' attitude to their learning.	SLT will monitor impact of Growth Mindset and Kagan structures during lesson observations and learning walks. Class teachers will have an appraisal target linked to promoting Growth Mindset and Kagan strategies.	HOS English SL Maths SL PLs	July 2018.	See below for detailed spending plan breakdown.
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?	
1. PP Pupils' Well-being and pastoral support. Opportunities given and linked individual targets will effectively	<ul style="list-style-type: none"> Continue with funding additional 1-1 support staff to maximise learning opportunities for all pupils, including specific 1-1 PP pupils. Provision of supervision and support at break times, lunchtimes and at the end of the school Provision of a Nurture Group for a small minority of pupils, including PP pupils, who arrive at school 	The provision of additional 1-1 support staff is essential in supporting vulnerable PP pupils develop and manage their social and emotional skills and helps to provide a calmer environment in which disruption to	HOS and Inclusion Manager will monitor the impact of the provision and review regularly to ensure procedures are effective and are having impact.	HOS Inclusion Manager	Evaluation will be at the end of each term or intervention, through SEND review meetings, and in end of term data analysis. Child protection/	See below for detailed spending plan breakdown.

<p>support pupils with SEMH barriers to learning.</p>	<p>unsettled and disrupt classes, to support their SEMH needs and their readiness to learn.</p> <ul style="list-style-type: none"> • Provision of EMAS staff to ensure pupils are settled and able to acquire English at an accelerated rate. • Pastoral programmes and targets for vulnerable PP pupils. • Further training (in-house from our Inclusion Lead or external CPD) for more of our Inclusion TAs to improve the quality of our pastoral support. • Team Teach training extended to more staff and renewed for those whose training was 2 years ago. • Play therapy extended to support more PP pupils manage their emotions and issues and increase their readiness to focus on learning. • Additional time from external agencies to enable more vulnerable PP pupils access support they need. 	<p>learning is kept to a minimum for other pupils.</p> <p>1-1 supervision at break time (or for a separate break time) has been necessary for some of our vulnerable PP pupils and this additional support has reduced incidences of inappropriate behaviour.</p> <p>The Inclusion manager has researched strategies to support our vulnerable PP pupils at the start of the day and has devised a structured program for targeted pupils, including PP pupils, to settle them into school and support their readiness to learn (Nurture Group).</p> <p>EMAS staff are an invaluable resource for our many new to English PP pupils and a provision we need to continue to ensure pupils are settled and able to acquire English at an accelerated rate, therefore supporting them to make good progress from their starting points.</p> <p>Team Teach training has proven to be highly effective in de-escalating situations in which vulnerable pupils are in crisis or unable to manage their emotions. It is also invaluable training for all staff as strategies for de-escalation are crucial in all classrooms and can support the pastoral needs of our pupils.</p> <p>Play therapy has been very successful in supporting our most vulnerable pupils and we will continue and extend this provision to support more PP pupils to manage their emotions and issues and increase their readiness to focus on learning.</p> <p>Additional time from external agencies is crucial in enabling the many vulnerable pupils we have in school access the support they need in a more timely manner, therefore</p>			<p>safeguarding plans will be reviewed regularly.</p>	
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		supporting their ability to access learning more effectively and much sooner than otherwise would be the case. We have evidence of pupils responding well when appropriate provision is in place and therefore will continue to fund additional support.				
2.Family Support	<ul style="list-style-type: none"> The Family Support worker to provide parents/carers support, advice, courses and direction to specialist services To improve attendance of parents/carers, the variety of courses and the range of support we can offer by surveying their interests/training needs and aim to offer incentives to encourage them to participate in the courses and training we provide, e.g. free books and resources to support their child. The Family Support Worker will continue to source new ideas for trips and information for parents/carers and target more parents/ carers to increase involvement- ideas are to travel further afield to places easily accessible by public transport. We will continue to provide free breakfasts for vulnerable PP pupils. 	<p>The Family Support worker role is invaluable in our school due to the impact support, advice, courses and direction to specialist services can have on improving the lives of PP pupils.</p> <p>A healthy breakfast can support PP pupils with concentration and their readiness to learn in school.</p>	HOS will liaise regularly with the Family Support worker to monitor and review the support given to parents/carers, the participation in courses and new ideas we can trial.	HOS Inclusion Manager	Termly Attainment	See below for detailed spending plan breakdown.
3.Attendance of PP pupils will increase with strengthened engagement through family support.	<ul style="list-style-type: none"> Analysing attendance data to identify PA. Daily attendance monitoring and contact with parents/carers, e.g. first day phone calls, home visits Incentives and attendance certificates and rewards- introduce new incentives and rewards to maintain pupils' motivation. Free breakfast club for targeted PP pupils to support them being on time for school. 	<p>Through analysing attendance tracking data and supporting families with children who have PA, we have seen improvements in attendance and a reduction in unauthorised attendance.</p> <p>Daily attendance monitoring and contact with parents/carers has been an effective procedure and needs to be maintained consistently throughout this academic year.</p> <p>Incentives and attendance rewards have motivated pupils to attend.</p>	HOS and Attendance officer to monitor attendance weekly and report overall figures to staff and pupils on a weekly basis. Termly figures will be reported to governors. The gap between PP pupils and non-PP pupils will diminish. PA of PP pupils decreases further.	HOS Attendance officer Family Support worker	Weekly monitoring of attendance and punctuality by class & whole school. Half termly tracking of PA, and termly tracking of overall attendance and of individual attendance.	See below for detailed spending plan breakdown.
4.Provision of Wider opportunities The aspirations and opportunities of families, including those with children eligible for PP, will be	<ul style="list-style-type: none"> Subsidise a wide range of trips and experiences that will inspire, educate, challenge and interest the pupils and increase their knowledge, skills and aspirations. Provide a wider range of extra-curricular activities that will continue to broaden our PP pupils' 	Trips, visits, guest visitors and school events subsidised by school enable many PP pupils to access opportunities and experiences that they may otherwise not have, and these opportunities are invaluable in	HOS will monitor the range and quality of wider opportunities provided and gather feedback from pupils and staff involved as to their impact and effectiveness.	HOS Family Support worker	At the end of each term or activity provided.	See below for detailed spending plan breakdown.

increased through wider opportunities provided by the school.	experiences and open their minds to new interests that they may wish to take up.	increasing their knowledge, skills and aspirations. We hope to broaden our PP pupils' experiences and open their minds to new interests that they may wish to continue further.				
					Total	£289, 686

Additional detail		
PPG Spending Plan 2017-2018 (for 243 eligible pupils)	Brief Details	Amount
Outcomes 1 & 2 (Attainment and Progress & Raised standards in Maths and English)		
Teachers	<p>Teaching Staff</p> <ul style="list-style-type: none"> • Additional Y5/6 support teacher to allow for significantly lower class sizes and targeted interventions including eligible pupils. • Additional Y6 intervention teacher to support with underperforming PP pupils. • TA providing after-school Nessy Phonics support. • CTs providing after school 1-1 tuition. • CTs Pupil Progress meetings to discuss PP pupils' achievement. • Investment in Maths No Problem training to raise standards in Maths teaching and learning. • Staff training in core subjects to improve quality first teaching. • Staff training to meet pupils' pastoral needs more effectively so vulnerable pupils are more able to focus on their learning. • Kagan training for teachers and teaching assistants. • Peer support from Maths Leader • Peer support from 2 English Leaders <p>Management staff</p> <ul style="list-style-type: none"> • HOS management of PPG, data analysis, planning support with PLs- 2 hour per week. • Inclusion Manager – intervention planning, supervision and training for intervention staff and reviewing PP pupil outcomes – 6 hrs a week. • HOS Guided Reading Intervention 1 hour per week • HOS Maths Intervention 1.5 hour per week • Phase Leaders release time for leading lesson study to enhance teaching and learning across the school 	£153,259

	Other <ul style="list-style-type: none"> • Funding for EY2P consultant to support with provision and raising standards • Additional spending on the EYFS outdoor provision to improve outdoor learning opportunities 	
Outcomes 3 & 4 (Well-being and pastoral support)		
Additional Education Support Staff	<ul style="list-style-type: none"> • EMAS team (Mr Hasan) • Additional EAL support TA in EYFS • 4 Additional 1-1 Inclusion TAs (one as deputy safeguarding lead) 	£64,052
Additional SEND support for PP pupils	<ul style="list-style-type: none"> • Additional Educational Psychologist support • Additional time from the school nurse • Additional Speech and Language support • Team Teach Training • Bridgelea Pupil Referral Unit support • Play Therapy • Funding for 1 PP pupil for drama therapy 	£16,968
Outcomes 4 & 5 (Attendance, family Support and access to wider opportunities)		
Family and Pupil Support Team & Attendance officer and Admin staff supporting with attendance.	<ul style="list-style-type: none"> • Family Support worker • Attendance officer • Parents in Partnership (PIP) team 	£32,972
	<ul style="list-style-type: none"> • Parental Engagement Network meetings to support family support worker in engaging parents and providing courses and information • Care for the Family course for Family Support worker 	£751
	<ul style="list-style-type: none"> • Breakfast Club Payment for 7 vulnerable PP pupils 	£1,365
	<ul style="list-style-type: none"> • Attendance Reward Scheme and cinema night incentives to motivate PP pupils. 	£350
	<ul style="list-style-type: none"> • Incentives/ awards to recognise achievement and good citizenship and badges for roles and responsibilities, school council, librarian, environmental, star of the week stickers, headteacher awards, gold star awards 	£600
Outcome 6		
	<ul style="list-style-type: none"> • Residential Trip Subsidies 	£3,348
	<ul style="list-style-type: none"> • Class Trip subsidies 	£4,340
	<ul style="list-style-type: none"> • Theatre visits and Theatre company productions in school 	£2,300
	<ul style="list-style-type: none"> • Additional extra-curricular Music Tuition in Steel band, guitar, African drumming and violin 	£9,000
	<ul style="list-style-type: none"> • Weekly children's newspapers from First News Ltd 	£274
	<ul style="list-style-type: none"> • Subsidised study guides • Xmas present and World Book Day Books 	£900
Total (£289, 686 PP Grant)		£290, 479

