

# Pupil premium strategy statement (primary)

1. Summary information					
School	Sandal Castle VA Community Primary School				
Academic Year	17/18	Total PP budget	279,840	Date of most recent PP Review	June 15
Total number of pupils	614	Number of pupils eligible for PP	212	Date for next internal review of this strategy	JAN 18

Current Attainment KS1 outcomes (2017)	Pupils eligible for PP		Pupils not eligible for PP (national average)	
% making progress in reading	63	7	79	28
% making progress in writing	56	4	72	18
% making progress in maths	63	11	79	23

Current Attainment KS2 outcomes (2017)	Pupils eligible for PP		Pupils not eligible for PP (national average)	
% making progress in reading	54	14	77	29
% making progress in writing	57	16	81	21
% making progress in maths	68	5	80	27

2. Forecast attainment KS2 2018		
	<i>Pupils eligible for PP (38/90)42%</i>	<i>Pupils not eligible for PP (52/90)58%</i>
% achieving ARE in reading, writing & maths (or equivalent)	<b>56</b>	<b>72</b>
% achieving ARE in reading	<b>64</b>	<b>78</b>
% achieving ARE in writing	<b>64</b>	<b>76</b>

<b>% achieving ARE in maths</b>		<b>70</b>	<b>80</b>
<i>*Average FFT 50 benchmark estimates used to calculate PP% * FFT 50 benchmark estimates used to calculate non PP%</i>			
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers; S and L concerns, inward mobility, NOR with 0 KS1 attainment data, Outcomes from QLA, Significant complex nature of cohorts, Attendance</b>			
<b>A.</b>	Accelerate children's progress in Reading to be within the National acceptable progress measure		
<b>B.</b>	Continue to accelerate children's progress in Maths and Writing to be within the National acceptable progress measure		
<b>C.</b>	Improving emotional regulation and stability in readiness for academic learning		
<b>D.</b>	Increase children's experiences of wider curriculum opportunities		
<b>External barriers</b>			
<b>E.</b>	Improve attendance to be in line with National figures		
<b>F.</b>	Continue to reduce % of children at risk of being PA		
<b>G.</b>	Complex cases re inward mobility		
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )			<b>Success criteria</b>
<b>A.</b>	Progress will be within the National acceptable progress range in Reading		Academic achievement data
<b>B.</b>	Progress will be within the National acceptable progress range in Writing and Maths		Academic achievement data
<b>C.</b>	Progress evidenced in alternative data sets eg Boxall, SDQ's, Bluehills, Bsquared		Improvement in boxall SDQ'S and attendance
<b>D.</b>	Attendance at extended schools opportunities		Participation in wider school opportunities

<b>5. Planned expenditure</b>					
<b>Academic year 17/18</b>		<b>298,000</b>			
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					
<b>i. Quality of teaching for all</b>					
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?

Ensure a high quality breadth and depth of curriculum opportunity	Clarity of curriculum entitlement, balance	Whole school vision	MER	Curric Faculty	Half termly
Accelerate children's progress in Reading	OFT Cracking Comp RWI and RWI Spelling Read and Respond Full time TA support Full time TA support – whole school KS1 Intervention lead KS1 EAL Lead KS2 EAL lead Targeted intervention Inclusion team expertise Effective CPD of staff Targeted tailored teaching (small group) SPARKS Sprinkles ARE & ARE+ Bespoke teaching teaching Additional teacher in EYFS x 3 Additional teacher in KS1 x 3 Additional teacher in Y6 x 5 pm Teacher x 5 am in KS1 Nurture	Outcomes from QLA	Half termly PPM	SLT	Half termly
Accelerate children's progress in Maths		Outcomes from triangulation of data 1617	Rigour of cycle of MER -accountability	SLT	Half termly
Accelerate children's progress in Writing		Daily observation of need-Reflective/proactive approach	Rigour of triad moderation with partner schools	SLT	Half termly
Improved stability and emotional well being		Impact of Nurture group provision. Incl introduction of KS1 Nurture group	Rigour of half termly MER by AHT for inclusion	AC/SLT	Half termly

**Total budgeted cost** £200,000

### 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?
Improved academic outcomes	Bespoke teaching skills Small groups	EEF – Teacher led rather than TA(Appointment of additional staff)	Half termly PPM . Rigour of cycle of MER -accountability	SLT Phase Leaders AfA key staff	Half termly
Improved emotional health and well being	SPARKS/Sprinkles/Whole school ethos and culture. Focus on outdoor learning	Current DfE guidance and research	Rigour of half termly MER by AHT for inclusion	AC/SLT	Half termly
Improved attendance	Positive engagement	15/16 95.87%. Target 96%	Weekly monitoring /analysis and reports to SLT and GB	NH	Weekly

**Total budgeted cost** £150,000

### iii. Other approaches; Enrichment

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?
Raised Confidence and self esteem	Participation in extended schools activities	Observations and analysis of AOE. Target gaps. Transition evidence. Networking re families	Observation, monitoring , evaluation , review – increased happiness/engagement and motivation of children Positive attitudes and behaviours for learning	All staff	Ongoing
Raised aspiration	Full participation I the extended school prog			All staff	Ongoing
Improved life skills	Full participation I the extended school prog			All staff	Ongoing

**Total budgeted cost** £100.000

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2016/17</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Accelerate children's progress in Reading	QFT Read and Respond Full time TA support – whole school KS1 Intervention lead KS1 EAL Lead KS2 EAL lead Targeted intervention Inclusion team expertise Effective CPD of staff Targeted tailored teaching (small group) SPARKS Sprinkles	Increase of 16% overall  Increase of 31% Disadvantaged	Continue  Introduce Cracking Comprehension 2017/18	£200000

Accelerate children's progress in Maths	ARE & ARE+ bespoke teaching Additional teacher in EYFS x 3 Additional teacher in KS1 x 3 Additional teacher in Y6 x 5 pm Teacher x 5 am in KS1 Nurture	Increase of 24% overall Increase of 44% Diasdantaged	Continue. Introduce Mastery maths – link PD Mastery
Accelerate children's progress in Writing		Increase of 4% overall Increase of 31% Diasdantaged	Continue. Introduce RWI Spelling 2017/18
Improved stability and emotional well being		See data below	Continue. Introduce KS1 Nurture provision 2017/18

## 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 academic outcomes	EEF research led	See data below	Continue Introduce Mastery maths – link PD Mastery Introduce Cracking Comprehension 2017/18 Introduce RWI Spelling 2017/18	£90,000
Improved emotional health and well being	Nurture; Interior and exterior outdoor provision/resources, Staffing, Specialist S and L trained staff (RLI), Teacher led	See data below	Continue.	
Improved attendance	Positive engagement	95.39%	Continue. Include AfA Family engagement approach	

## 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
Raised Confidence and self esteem	Participation in extended schools activities	See website, registers, participation , external validation; AfPE, PSQM, Forest School etc	Continue	£90,000
Raised aspiration	Full participation I the extended school prog	See website, registers, participation, external validation; AfPE, PSQM, Forest School etc	Continue	
Improved life skills	Full participation I the extended school prog	See website, registers, participation, external validation; AfPE, PSQM, Forest School etc	Continue	

**7. Additional detail – Impact of 16/17 expenditure**

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

Impact – Quality of Teaching for All , Targeted Support

Extracts taken from External Consultant report 12.7.17

### EYFS

In terms of raw outcomes (attainment) the school has made great improvements this academic year, compared to the position at the same time last year, when the school's results were significantly below the average for schools nationally in most areas.

This year the gap between the school's results and the national averages from 2016 has reduced significantly (latterly there has usually been little variance year on year). Whilst 2017 results remain below 2016 national outcomes, they are not significantly below and show substantial gains in all areas from the start of the school year. In two areas (Writing and Media & Materials) results are slightly above 2016 national.

With 73% of pupils achieving a good level of development (GLD) the school exceeded its target of 68%, and more importantly exceeded the 2016 national figure.

The school should be commended for the outcomes for this cohort, who arrived in school with many pupils displaying crucial gaps in their knowledge and experiences. The school's baseline assessments have been externally verified as accurate and are therefore a reliable starting point to judge that pupils' progress this year has been strong. This has been achieved in part because of the determined way in which the staff identified the needs of individual pupils. They made initial provision for them, then reviewed and modified the provision successfully over the course of the school year.

### Year 1 Phonics

The school has continued its upward trend to improve outcomes in the Y1 Phonics Screening Check. In the two years since the 2015 results of 50%, there has been an increase of 27% to the position where 77% of pupils attained the required 32 marks.

This rate of improvement is greater than that nationally.

### KS1 - Year 2

Overall there has been an upward move in End of KS1 attainment. Boys in particular have performed strongly and have exceeded 2016 national results

across all three subjects.

KS1 Attainment	Expected RWM	Higher RWM	Expected Reading	Higher Reading	Expected Writing	Higher Writing	Expected Maths	Higher Maths
Pupil Premium	In line with National (+)	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National

KS1 Progress	Expected RWM	Higher RWM	Expected Reading	Higher Reading	Expected Writing	Higher Writing	Expected Maths	Higher Maths
Pupil Premium	In line with National (+)	In line with National	In line with National(+)	In line with National	In line with National	In line with National	In line with National(+)	In line with National

## KS2 – Year 6

### Reading

2017 Attainment data demonstrates a 16% increase in attainment overall in 2017 from 2016. The issues were around the outcomes for disadvantaged pupils of middle ability. The improvements in their performance this year are meteoric; up by 31% in Reading. Disadvantaged pupils of lower ability have also performed better this year, demonstrating the success of the school's interventions and the frequent fortnightly monitoring of their impact.

### Writing

2017 Attainment data demonstrates a 4% increase in attainment overall in 2017 from 2016. The issues were around the outcomes for disadvantaged pupils of middle ability. The improvements in their performance this year are meteoric; up by 35% in SPAG, 31% in Writing Disadvantaged pupils of lower ability have also performed better this year, demonstrating the success of the school's interventions and the frequent fortnightly monitoring of their impact.

### Maths



2017 Attainment data demonstrates a 24% increase in attainment overall in 2017 from 2016. The issues were around the outcomes for disadvantaged pupils of middle ability. The improvements in their performance this year are meteoric; up by 44% in mathematics. Disadvantaged pupils of lower ability have also performed better this year, demonstrating the success of the school's interventions and the frequent fortnightly monitoring of their impact.

KS2 FFT  
School v National  
Pupil Premium/Disadvantaged  
Attainment

KS2	Expected RWM	Higher RWM	Average R GPS M	Average RM	Expected Reading	Higher Reading	Scaled Reading	Expected Writing	Higher Writing	Scaled Writing	Expected Maths	Higher Maths	Scaled Maths	Expected GPS	Higher GPS	Scaled GPS
Pupil Premium	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National(+)	In line with National	In line with National(+)	In line with National	In line with National	In line with National	In line with National	In line with National

KS2 FFT  
School v National  
Pupil Premium/Disadvantaged  
Progress

KS2	Expected RWM	Higher RWM	Average R GPS M	Average RM	Expected Reading	Higher Reading	Scaled Reading	Expected Writing	Higher Writing	Scaled Writing	Expected Maths	Higher Maths	Scaled Maths	Expected GPS	Higher GPS	Scaled GPS
Pupil Premium	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National	In line with National(+)	In line with National(+)	In line with National(+)	In line with National	In line with National	In line with National	In line with National	In line with National

	Reading	SPaG	Writing TA	Maths
All	61%	67%	70%	74%
Higher Attaining Pupils	93%	93%	100%	100%
HAP Disadvantaged	90%	90%	100%	100%
	The % of HAP Disadvantaged pupils achieving the standard has increased by 27% from 2016. (5/8 in 2016 63%, 9/10 in 2017, 90%)	The % of HAP Disadvantaged pupils achieving the standard has increased by 3% from 2016. (7/8 in 2016 87%, 9/10 in 2017, 90%)	The % of HAP Disadvantaged pupils achieving the standard has increased by 25% from 2016. (6/8 in 2016 75%, 10/10 in 2017, 100%)	The % of HAP Disadvantaged pupils achieving the standard has increased by 3% from 2016. (7/8 in 2016 87%, 10/10 in 2017, 100%)
Middle Attaining Pupils	46%	63%	71%	66%
MAP Disadvantaged	40%	53%	67%	53%
	The % of MAP Disadvantaged pupils achieving the standard has increased by 31% from 2016. (1/11 in 2016, 9%, 6/15 in 2017, 40%)	The % of MAP Disadvantaged pupils achieving the standard has increased by 35% from 2016. (2/11 in 2016, 18%, 8/15 in 2017, 53%)	The % of MAP Disadvantaged pupils achieving the standard has increased by 31% from 2016. (4/11 in 2016, 36%, 10/15 in 2017, 67%)	The % of MAP Disadvantaged pupils achieving the standard has increased by 44% from 2016. (1/11 in 2016, 9%, 8/15 in 2017, 53%)
Lower Attaining Pupils	23%	15%	0%	31%
LAP Disadvantaged	33%	17%	0%	42%
	LAP Disadvantaged pupils have outperformed ALL lower attaining pupils.  We have doubled the number of LAP meeting the standard from 2016.  83% of LAP Disadvantaged pupils have SEND.	LAP Disadvantaged pupils have outperformed ALL lower attaining pupils.  We have doubled the number of LAP meeting the standard from 2016.  83% of LAP Disadvantaged pupils have SEND.	83% of LAP Disadvantaged pupils have SEND.  25% of LAP Disadvantaged pupils have EHCP/Statements.	LAP Disadvantaged pupils have outperformed ALL lower attaining pupils.  There is an increase of 4 LAP disadvantaged pupils meeting the standard from 2016.

Improved stability and emotional well being

Impact:

**Sparks Overview**

**Attendance:**

Entry Avg. **89.4%**

Current Avg. **92.7%**

Overall **3.7% improvement in attendance**

**Behaviour :**

Entry point	Current
<b>6 –Red</b>	<b>1 – Red</b>
<b>7 – Orange</b>	<b>6 – Orange</b>
<b>12– Green</b>	<b>18 – Green</b>

**Boxall**

	Entry	End of year	Improvement
Avg. Diagnostic –	4.175	1.15	<b>3.025</b>
Avg. Developmental -	-1.59	-0.0625	<b>1.5275</b>

**SDQ**

**Entry**

**Definite Concern – 8**

**Some Concern – 6**

**Mostly Doing Well – 1**

**Exit**

**Definite – 1**

**Some Concern - 3**

**Mostly Doing Well -11**