

Pupil premium strategy statement (primary)

1. Summary information					
School	Sandal Castle VA Community Primary School				
Academic Year	1617	Total PP budget	298,000	Date of most recent PP Review	June 15
Total number of pupils	620	Number of pupils eligible for PP	225	Date for next internal review of this strategy	June 17

2. Forecast attainment KS2 2017		
	<i>Pupils eligible for PP (34/89)(38%)</i>	<i>Pupils not eligible for PP (55/89)(67%)</i>
% achieving ARE in reading, writing & maths (or equivalent)	54%	65% National Floor Standard
% achieving ARE in reading	54%	65% National Floor Standard
% achieving ARE in writing	54%	65% National Floor Standard
% achieving ARE in maths	56%	65% National Floor Standard

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers; S and L concerns, inward mobility, NOR with 0 KS1 attainment data, Outcomes from QLA, Significant complex nature of cohorts, Attendance

A.	Accelerate children's progress in Reading to be within the National acceptable range
B.	Continue to accelerate children's progress in Maths and Writing to be within the National acceptable range
C.	Improving emotional regulation and stability in readiness for academic learning
D.	Increase children's experiences of wider curriculum opportunities

External barriers

E.	Improve attendance to be in line with National figures
F.	Continue to reduce % of children at risk of being PA
G.	Complex cases re inward mobility

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria
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A.	Progress will be within the National acceptable range in Reading	Academic achievement data
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B.	Progress will be within the National acceptable range in Writing and Maths	Academic achievement data
C.	Progress evidenced in alternative data sets eg Boxall, SDQ's, Bluehills, Bsquared	Improvement in boxall SDQ'S and attendance
D.	Attendance at extended schools opportunities	Participation in wider school opportunities

5. Planned expenditure

Academic year 1617	298,000
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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?
Accelerate children's progress in Reading	QFT Read and Respond Full time TA support	Outcomes from QLA	Half termly PPM	SH/FS/LW	Half termly
Accelerate children's progress in Maths	Targeted intervention Inclusion team expertise Effective CPD of staff	Outcomes from triangulation of data 1516	Rigour of cycle of MER -accountability	SLT	Half termly
Accelerate children's progress in Writing	Targeted tailored teaching (small group) SPARKS	Daily observation of need- Reflective/proactive approach	Rigour of triad moderation with partner schools	SLT	Half termly
Improved stability and emotional well being	Sprinkles ARE & ARE+ Boosters	Impact of Nurture group provision	Rigour of half termly MER by AHT for inclusion	AC/SLT	Half termly

Total budgeted cost £205,000

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 TA9Appointment of additional staff)	Half termly PPM . Rigour of cycle of MER -accountability	SLT LW Y6, RW Y2	Half termly
Improved emotional health and well being	SPARKS/Sprinkles/Whole school ethos and culture	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					£100,000
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

6. Review of expenditure					
Previous Academic Year		2016/17			
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 children's progress in Reading	QFT Read and Respond Full time TA support Targeted intervention Inclusion team expertise Effective CPD of staff Targeted tailored teaching (small	Increase of 16% overall Increase of 31% Disadvantaged	Continue Introduce Cracking Comprehension 2017/18		£200000

Accelerate children's progress in Maths	group) SPARKS Sprinkles	Increase of 24% overall Increase of 44% Disadvantaged	Continue. Introduce Mastery maths – link PD Mastery	
Accelerate children's progress in Writing	ARE & ARE+ Boosters	Increase of 4% overall Increase of 31% Disadvantaged	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	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 expenditure 16/17

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

It is acknowledged that there have been small improvements made nationally in overall end of KS2 results. However it is clear that the school's improvements are at a rate that is greater than the rate of improvement nationally.

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.

Based on 2016 outcomes, Fischer Family Trust (FFT) School Forecasts for the school predicted that this year's combined outcomes would place the school in the lowest percentile nationally this year, whereas their actual performance (without re-remarks and removal of "new to the country" pupils) places them at least in the middle. This position confirms that the school has exceeded last year's performance and FFT expectations.

KS2 Attainment	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 Progress	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
6 –Red	1 – Red
7 – Orange	6 – Orange
12– Green	18 – Green

Boxall

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

SDQ

Entry

Definite Concern – 8

Some Concern – 6

Mostly Doing Well – 1

Exit

Definite – 1

Some Concern - 3

Mostly Doing Well -11