

Huyton with Roby CE Primary School Pupil Premium Statement

1. Summary information					
School	Huyton with Roby CE Primary School				
Academic Year	2016-2017	Total PP budget	£178,200	Date of most recent PP Review	TBC – Spring 2017
Total number of pupils	439	Number of pupils eligible for PP	136	Date for next internal review of this strategy	January 2017

2. Current Attainment			
	Pupils eligible for PP (Huyton with Roby)	Pupils not eligible for PP (Huyton with Roby)	Pupils not eligible for PP (National Average)
% who achieved Expected Standard in reading, writing and maths end of KS2 2016.	42%	41%	60%
The progress score for reading at the end of KS2 2016.	0.05	0.4	
The progress score for writing at the end of KS2 2016.	-5.06	-4.26	
The progress score for maths at the end of KS2 2016.	-0.08	-0.64	

3. 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 skills)	
A	On entry into Y1 children display poor literacy skills. This slows reading and writing progress in subsequent years.

B	41% of the current year 6 are eligible for PP. Of these children the majority are below the expected standards in reading, writing and maths.
C	From Y2-Y6 there is a difference between the attainment of children eligible for PP and those not eligible which needs to be diminished in order for the end of KS2 attainment to be in line with national averages.
External barriers (issues which also require action outside school, such as low attendance rates)	
D	A significant group of pupils eligible for PP display difficulties in their social and emotional aspects of learning. This can lead to difficulties with friendship groups which can cause them to fall behind.
E	Attendance

4. Outcomes		
	Desired outcomes (desired outcomes and how they will be measured)	Success Criteria
A	Improve phonic, reading and writing skills across EYFS and KS1 pupils who are eligible for PP.	Pupils eligible for PP in EYFS / KS1 will make progress so that by the end of KS1 so that the difference is diminished.
B	Increased attendance for pupils eligible for PP.	Reduce the number of persistent absentees so that the difference is diminished between children eligible for PP and the national average.
C	Raise standards of attainment for pupils eligible for PP who have been identified as not 'on track' to gain expected standards or an improved progress score.	A rise in the targeted group's knowledge and understanding and children to achieve expected standard and gain a '+' score in progress.
D	To improve social and emotional communication skills for children eligible for PP in order to ensure participation and active engagement in class.	Children attend lessons and participate and engage without disruption enabling progress to be made.

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?
Improved phonics and language skills.	Staff refresher training on phonics.	Many different evidence sources suggest phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading and that it is this expertise which is a key component of successful teaching of early reading.	Careful selection of key staff and recognised training provider to ensure quality CPD. Re-evaluation of school timetabling to ensure successful and effective delivery of the programme. Ongoing assessment with reporting to Leadership Team.	Literacy Leader supported by SLT.	Half termly basis in SLT meetings.
Raise standards of attainment across all subjects.	Implementation of revised assessment system of writing across KS1/2. Resources to support the implementation of	A clear understanding of age related expectations for each year group which will be moderated to ensure a consistent approach to assessment and teaching.	Regular monitoring by the Literacy Lead. Regular moderation sessions between staff and across authorities.	Literacy Leader supported by SLT.	Half termly basis in SLT meetings.

	<p>the 'five part lesson' and the training of staff as a result of the 'Maths Mastery Specialist NCTEM expert' currently training in school.</p> <p>Purchase of and resources for new plans for the teaching of reading and writing.</p>	<p>Following the DFE lead on securing depth and breadth of mathematical understanding.</p> <p>A consistent approach to the teaching of reading and literacy skills across the school will ensure continuity and progression.</p>	<p>Attendance at Maths Hub strategic meetings.</p> <p>Regular monitoring by Maths Lead.</p> <p>Regular monitoring by the Literacy Lead.</p>	<p>Maths Leader supported by SLT.</p> <p>Literacy Leader supported by SLT.</p>	<p>Half termly basis in SLT meetings.</p> <p>Half termly basis in SLT meetings.</p>
Total budgeted cost					£12,100
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 identification of barriers to learning and provision specialist advice and support.	SLA with Central School for specialist teacher support for language and communication.	End of year reports from the SLA show increased progress and attainment of the children identified.	SENCO to monitor the intervention and assessment reports.	SENCO	Half termly basis in SLT meetings.
Raise standards of attainment.	Intervention groups such as Project X, Precision Teaching and Better Reading.	Recognised and proven published programmes found to be consistency effective.	Class teachers and SENCO to monitor interventions and evaluate impact and report to Pupil Progress	Class Teachers supported by SENCO.	Pupil Progress Meetings

	TA support in class and in small group intervention delivery.	Small groups working on identified 'gaps' in children's knowledge and skills.	Meetings.		
Raise standards of attainment.	SENCO led groups.	Bespoke intervention or support groups targeted by specific assessments and in response to external assessment of children.	SLT to monitor through Pupil Progress Meetings. Discussion at Planning and Review Meetings.	SENCO	Pupil Progress Meetings Planning and Review Meetings.
Total budgeted cost					£178,390
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?
Identification of specific needs in children.	SLA for increased hours of Educational Psychologist time.	Specialist identification and advice supports the work of school and helps to tailor provision to individual children's needs.	Monitor through Planning and Review meetings and client evaluation meetings.	SENCO	Planning and Review meetings SLA renewal meetings Pupil Progress Meetings
Engagement and participation in learning.	Pastoral Care Team staff in post. Social Groups for KS1 and KS2.	Proven track in re-engaging children with school and learning. Interventions have an identifiable and significant impact on attitudes to	SENCO to monitor Social Groups. SLT to review role of PC Team.	Head teacher and SENCO Planning and Review meetings	Planning and Review meetings Pupil Progress Meetings

		learning and social relationships in school and attainment itself.			
Increased attendance.	SLA with School Attendance Service.	Attendance in school supports access to education and increased attainment.	First Day response Attendance Records Data analysis Celebration and reward Parent meetings SAS events – eg. 'late door'	Pastoral Care Manager supported by Head teacher	Weekly review meetings.
Improved social and communication skills.	Residential project.	Social and communication skills enable children to access learning and educational opportunities with confidence.	DHT and SENCO to attend and monitor activities and follow up impact.	DHT and SENCO	LT meetings and Pupil Progress Meetings.
Total budgeted cost					£21,354

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)	
Increased attainment and progress.	Experienced teacher with specific skills for intervention work.	Children made increased levels of progress and attainment.	An effective but costly approach. Availability of staff has prevented continuation of this approach due to retirement of staff member. Re-evaluate after consideration of suitability of other members of staff / candidates.	
Improved process of identification of differences in attainment and date trends including specific groups.	New tracking and data analysis system.	This provided a robust system for tracking and analysing data.	The system is currently being revised to reflect current assessment systems and is now used as an analysis tool, not just tracking.	
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)	
Improved identification of barriers to learning	SLA with Central School for specialist teacher support for	Children showed increased attainment and progress and this is evidenced in the end of year SLA	This is an effective use of money and will be continued.	

and provision specialist advice and support.	language and communication.	report.		
Raise standards of attainment.	Intervention groups such as Project X, Precision Teaching and Better Reading.	Children showed increased attainment and progress.	This is an effective use of money and will be continued.	
Raise standards of attainment.	SENCO led groups.	Children showed increased attainment and progress.	This is an effective use of money and will be continued.	
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)	
Identification of specific needs in children.	SLA for increased hours of Educational Psychologist time.	Children's needs were identified and addressed with some children accessing specialist support and assessments.	This is an effective use of money and will be continued.	
Increased attendance.	SLA with School Attendance Service.	The support of the SAS has enabled school to work with families of PA. The general incentive resources have been effective in engaging children's enthusiasm for attendance.	This is an effective use of money and will be continued.	
Engagement and participation in learning.	Pastoral Care Team staff in post. Social Groups for KS1 and KS2.	This provision has enabled children to participate in lessons and has supported families.	This is an effective use of money and will be continued.	

