

# Pupil premium strategy statement (primary)

1. Summary information					
School	Huyton with Roby CE Primary School				
Academic Year	2018-2019	Total PP budget		Date of most recent PP Review	July 2018
Total number of pupils	385	Number of pupils eligible for PP	146	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>National Other</i>
% achieving in KS2 reading, writing and maths	62%	%
% achieving in KS2 reading	61%	
% achieving in KS2 writing	39%	
% achieving in KS2 maths	59%	
% achieving in KS2 EGPS		
% achieving in KS2 Science		
KS2 Progress score in reading		%
KS2 Progress score in writing		%
KS2 Progress score in maths		%
% achieving in KS1 reading, writing and maths	29%	
% achieving in KS1 reading	47%	
% achieving in KS1 writing	35%	
% achieving in KS1 maths	59%	
% achieving in KS1 Science		
Phonics Yr1 pass rate	57%	
Phonics Yr 2 cumulative		
EYFS GLD	40%	

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Basic skills gaps which have gone undetected	
<b>B.</b>	Low attainment of PP children in KS2 requires accelerated progress to ensure this group makes expected standards at end of KS2 (particularly in writing)	
<b>C.</b>	Low starting points of a high proportion of PP children requires accelerated progress in KS1 to make expected levels (particularly in writing)	
<b>D.</b>	Poor speaking and language skills on entry to YrN and YrR for a high percentage of pupils impacts negatively on overall attainment in reading, writing and phonics.	
<b>E.</b>	Learning Behaviour and Readiness: Some children have issues with personal, social and emotional development which delays their readiness to learn	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	Low attendance, poor punctuality and high persistent absentee rates. Attendance rates for pupils eligible for PP are 90.51% (below the target for all children of 97%)	
<b>G.</b>	High levels of deprivation- limited life experiences and opportunities, low aspirations and lack of support of and engagement with school from parents	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Attainment and progress in all areas at the end of KS1 and KS2 will improve. Half termly individual pupil monitoring will indicate the early identification of basic skills gaps with pre and post teaching effectively addressing any historic and emerging gaps. In school monitoring of teaching, planning, books and the use of external attainment test outcomes will inform teachers and SLT regularly. A rigorous approach to the evaluation of interventions using entry and exit data will be adopted. The GB PP Champion will receive timely reports on progress and attainment.	Gaps with national Other reduce significantly in all areas Monitoring records clearly identify successful intervention and support strategies. The GB PP Champion is able to report positively to full GB and also to challenge SLT effectively. Evidence through PP Champion meetings and GB minutes.
<b>B.</b>	Writing outcomes to improve in all year groups. This will be evidenced through the SSIF programme along with internal and external moderation.	Writing attainment outcomes improve by at least 10% in all year groups. The number of pupils making less than expected progress reduces and the more able pupils demonstrate accelerated progress. External moderation evidence validates in school judgements
<b>C.</b>	Improve maths outcomes in EYFS, KS1 and lower KS2. Provide opportunities for parents to support pupils at home by offering training and accessible resources.	Outcomes improve by at least 15% in all year groups. The percentages of pupils attaining at GDS increases in all year groups and for those in KS1 and KS2 is in line with national. Increased parental engagement evidence
<b>D.</b>	Improve spelling scores in all year groups.	End of KS2 spelling scores improve and are closer to national averages Book scrutiny and writing moderation evidence clearly indicates the application of consistent accurate spelling in all year groups.
<b>E.</b>	The assessment lead will ensure all teachers have clear non-negotiable targets for individual pupils based on their prior attainment. SLT monitoring will ensure the most able are effectively challenged to attain greater depth. In school progress matrices will demonstrate pupils are making at least expected progress and some are making accelerated progress based on their individual starting points.	All PP pupils make at least expected progress from their individual starting points and records of pupil progress meetings clearly indicate steps taken to address any slippage.
<b>F.</b>	Yr1 Phonics outcomes improve. Regular termly reporting of progress through the phases will be	Yr1 phonics pass rate to improve by at least 5%

	produced at least termly. A more rigorous approach to the delivery of phonics in YrR and Yr1 will be introduced and regularly monitored by the phonics Lead. Parents to be invited to engage in supporting phonics at home through effective training, resources and support	
<b>G.</b>	A clearer focus on developing reading and writing by the use of focused intervention and support for KS1 pupils who are not attaining. These interventions to be rigorously monitored by SLT for evidence of impact.	Improved KS1 reading and writing outcomes with all pupils making at least expected progress from their EYFS outcomes.
<b>H.</b>	EYFS Key workers to target pupils with low speaking and language skills on a daily basis using well proven strategies to engage them in meaningful conversation and improve their vocabulary. This will be monitored by the EYFS lead for impact.	Significant improvements in CLL and hence overall GLD
<b>I.</b>	Early identification of those pupils who need additional short term support to prepare them for learning via regular feedback from the mentoring programme, class teacher input and SENCO advice. Predominantly SEND issues will continue to be addressed by SENCO. For a small group of pupils an alternative curriculum delivered through a nurture based approach will be provided with the aim of re-entry into full time mainstream.	Reduced behaviour incidents, less time out of class and hence improved attainment outcomes. Mentoring programme provides early identification of issues which are then addressed positively All nurture group successfully transition back into mainstream provision.
<b>J.</b>	Increase attendance, reduce PAs and improve punctuality. This will be monitored by the Pastoral Lead, EWO and SLT	Attendance rate rise closer to national average, PAs reduce significantly and daily punctuality improves.
<b>K.</b>	Increase the number of educational visits and visitors to the school. Ensure all out of school visits are clearly linked to either a current topic or the current class novel.	Pupils incorporate these experiences into better writing outcomes, engagement with their learning and have raised aspirations
<b>L.</b>	Increase parental engagement in the children's learning and the school community	Increase in take up at parent information sessions. Increased attendance. Increased participation in school events. Increased engagement with Pastoral lead. Increased use of school provided resources to support their children's learning.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018-2019</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>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved outcomes in reading and writing	<p>Purchase of additional reading books and class sets of novels for all year groups</p> <p>Daily focused reading activities for 4 Yr1, 6 Yr2, 5 Yr3, 3 Yr4 and 2 Yr5 pupils who are not making at least expected progress. Teacher focused planning to work with and support small groups.</p> <p>English lead to support teachers with planning to ensure basic skills gaps are addressed. English lead to also coach or deliver demonstration lessons. Lead to support increasing progress of 10 Yr1, 6 Yr2, 2 Yr3, 8 Yr4 and 4 Yr5 pupils who are not making at least expected progress.</p> <p>Bought in 1:4 tutoring service. This year to also include maths tuition. This group will comprise of pupils identified from the school tracking and through Pupil Progress</p>	<p>Quality texts will improve pupils' reading experiences, increase their vocabulary and allow them to use this within their writing</p> <p>EEF toolkit indicates daily 1:1 reading activities focused on comprehension and discussion improve reading outcomes. Research is clear that focused small group precision teaching raises attainment</p> <p>This is an outstanding teacher brought into the school who is also working with the SIFF partner and is best placed to support and develop colleagues.</p> <p>This worked well last year and increased EXS and GDS in reading and writing.</p> <p>This is a key area and is holding back</p>	<p>Data and pupil progress meeting actions will demonstrate improvements in reading and writing outcomes.</p> <p>Entry and exit data from interventions will demonstrate improved pupil outcomes and hence progress is improving.</p> <p>Book scrutiny will demonstrate progress particularly with regard to non scaffolded extended writing. Scrutiny of foundation subject outcomes will clearly demonstrate the application of improved writing, spelling and the use of technical subject specific vocabulary</p> <p>Monitoring records from subject lead and impact of activities will demonstrate improved attainment and increases in rates of progress</p> <p>Positive reports to GB from PP GB Governor</p>		Every half term

	<p>Meetings and will be evidenced on individual PPG records.</p> <p>Additional teacher time to increase EGPS particularly spelling skills for PPG pupils in Y5.</p>	<p>writing outcomes. This needs teacher and English lead direct teaching input this year.</p>			
Increase Yr1 phonics pass rate	<p>Regularly monitor delivery of phonics and team teach when necessary</p>	<p>Additional CPD has been provided to all staff delivering. This needs regular monitoring to ensure delivery is precise and to the standard required by SLT</p>	<p>Lead will provide evidence to SLT of monitoring activities, impact and rapid secure movement through the phases.</p>		Half termly
Improve maths outcomes and progress	<p>Maths lead to work with all teachers from EYFS upwards to ensure physical resources are being used to support learning. Lead to team teach and coach when necessary Lead to ensure 7 Yr1, 4 Yr2, 2 Yr4 and 4 Yr5 pupils are targeted to ensure their attainment improves in order that they make at least expected progress.</p>	<p>Maths outcomes are variable across the school, particularly in terms of GDS. The 2017-18 investment in the purchase of physical resources and a new scheme of work is not as yet impacting positively on PP outcomes.</p>	<p>Regular reports from lead with clear evidence to demonstrate improving outcomes/progress for identified pupils and impact of leadership</p>		Half termly
Improve CLL in EYFS	<p>EYFS lead to support practitioners to develop their skills in effective dialogue with young children</p>	<p>CLL is a key issue.</p>	<p>Baseline and regular assessment data will demonstrate improved outcomes. Children who require additional support will be targeted with clear entry and exit data indicating progress Monitoring records from Lead will clearly evidence the impact of her support and actions</p>		Half termly
<b>Total budgeted cost</b>					

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve pupils language and communication for pupils identified through pupil progress meetings and via SENCO.	SLA with specialist teacher	Progress reports are historically positive and clearly indicate progress and attainment.	Termly monitoring along with entry and exit data clearly linked to EYFS and SENDCO reports		Termly
Nurture group provision for 4 pupils increasing over the year.	Daily morning bespoke teaching to re-engage them with learning, teach them self regulation strategies and closing basic skills gaps.	This approach has worked well previously and allowed pupils to return to mainstream teaching	Reports from class teachers will indicate better engagement during afternoon sessions. Behaviour incidents will reduce. Parental feedback will be increasingly positive. Identified basic skills gaps will be addressed and evidenced through entry and exit data. Teacher assessment will indicate improved progress		Half termly
TA delivered interventions	Trained TAs to deliver Project X, teacher directed precision teaching and better reading interventions both in class and in small group withdrawal sessions for pupils identified and recorded on individual records.	These strategies have worked well this year and have demonstrated improved outcomes.	Clear strategic planning in pupils accessing these interventions and additional support. Entry and exit data from pupil progress meetings indicates improvement in attainment and progress		Half termly
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Improve attendance and reduce PAs</p>	<p>Improve and review the use of the current EWO SLA or engage with another provider to increase the number of face to face family contacts.  Establish clearly with families the reasons for poor attendance and offer long term practical solutions to address these  Use the mentor information to intervene quickly when family issues occur.  Instigate a weekly white envelope for good attendance.  Visit similar schools across Merseyside who have improved attendance rates.  Revisit the current Breakfast Club offer.</p>	<p>The current SLA is insufficient and focuses on case work rather than engaging actively with parents. There is a clear need for school to address barriers and intervene quickly.</p>	<p>Weekly attendance shared with SLT and actioned.  Increased clear impact evidence of EWO, pastoral lead and attendance panel activities shared half termly with GB</p>		<p>Half termly</p>
<p>Improve punctuality</p>	<p>Target PP families to attend Breakfast Club at no cost.  Instigate a walking bus and target the PA families to engage with this.  Create a weekly class punctuality award that would build towards an end of term treat.</p>	<p>Disadvantaged pupils do not attend the Breakfast club facility. As this group has the lowest school attendance and highest PA rates this is a priority  The current provision is well staffed and able to accommodate more pupils  The facility would be used to support pupils with homework, reading, social communication and ensure they are ready to engage in their learning</p> <p>It is well proven that practical solutions, peer pressure, rewards and a whole school focus on attendance leads to improved outcomes.</p>	<p>Increasing numbers of PP pupils attending Breakfast club.  Impact evidence of homework, reading and pastoral support.</p> <p>Attendance improves, PAs reduce and punctuality improves.</p> <p>Pupil voice feedback</p> <p>Parental feedback</p>		<p>Half termly</p>
<p><b>Total budgeted cost</b></p>					

6. Review of expenditure				
Previous Academic Year		2017-18		
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
Raise standards of attainment across all subjects	<ul style="list-style-type: none"> <li>Resources to support Maths mastery</li> <li>SENCO lead groups</li> <li>TA led intervention strategies</li> <li>Write together whole school approach</li> <li>Additional TA support for maths and writing</li> <li>Additional teacher support for improving EGPS</li> <li>1:4 tutor sessions</li> </ul>	<ul style="list-style-type: none"> <li>Resources were purchased but impact has been negligible</li> <li>The majority of lower ability SEND PP pupils are on track in terms of expected progress from their individual starting points</li> <li>Overall this was effective with the majority of pupils improving their attainment and progress from starting points</li> <li>This was not successful</li> <li>This was successful in terms of grammar but less successful in spelling</li> <li>These were highly effective and raised attainment in Yr6</li> </ul>	<ul style="list-style-type: none"> <li>Maths Lead to ensure all teachers and TAs are using resources and supported in developing the mastery approach. Clearer monitoring of impact will be introduced</li> <li>This will continue for specific targeted pupils</li> <li>This will continue but be more clearly targeted and monitored for impact</li> <li>This will cease</li> <li>The teaching of grammar is now embedded and the focus will shift to the direct teaching of spelling across all year groups</li> <li>This benefited a small number of pupils and will be expanded to specifically target more able pupils in all year groups and those middle ability pupils not making at least expected progress</li> </ul>	
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

<ul style="list-style-type: none"> <li>• Identification of specific needs and specialist support</li> <li>• Engagement and participation in learning</li> <li>• Improved social and communication skills</li> <li>• Alternative provision</li> </ul>	<ul style="list-style-type: none"> <li>• SLA purchased for additional S&amp;L support. SLA for increased Educational Psychologist time</li> <li>• Social group time led by trained TAs</li> <li>• Residential project</li> <li>• Funding off site provision for a child at risk of PE</li> </ul>	<ul style="list-style-type: none"> <li>• Clear evidence indicates this has been positive in terms of increased attainment and progress for the targeted pupils. This has supported SENCO in clearly establishing the barriers to learning for specific pupils and ensuring appropriate support is in place.</li> <li>• There is no monitoring evidence of the impact</li> <li>• Whilst video evidence indicates pupils enjoyed this residential there is no impact in terms of educational outcomes or prolonged engagement in learning or improved attendance</li> <li>• Whilst this has had no impact on the child's educational outcomes it has ensured full time education is available.</li> </ul>	<ul style="list-style-type: none"> <li>• This strategy will continue for clearly identified pupils</li> <li>• The new mentoring programme will supersede this</li> <li>• This will continue but with a clearer focus and evidence base for impact on the children's subsequent learning, attendance and school engagement</li> <li>• This is no longer financially sustainable and will be discussed with KMBC inclusion team</li> </ul>	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Increased attendance rates</p>	<ul style="list-style-type: none"> <li>• Attendance initiatives</li> <li>• PCM panels</li> <li>• Late gates</li> <li>• Casework by EWO</li> <li>• SLA with school attendance</li> <li>• Breakfast club places</li> </ul>	<ul style="list-style-type: none"> <li>• A range of initiatives have been piloted but on the whole have been unsuccessful as attendance has further declined</li> <li>• Initially there was poor engagement but this is now improving and whilst for some pupils overall attendance remains poor there is significant improvement.</li> <li>• This did initially prove successful but has not been sustained</li> <li>• Casework has led to FPNs and court action for a small minority of parents</li> <li>• Has been effective in terms of case work towards FPNs but not addressed the key issue</li> <li>• Was not successful as came at a cost and was not effectively targeted</li> </ul>	<ul style="list-style-type: none"> <li>• A clearer whole school attendance focus from SLT. Weekly reporting via pastoral lead. Introducing new rewards systems which also includes parental Rewards.</li> <li>• This will continue with a raised Governor presence and focus also on pupils in danger of slipping into PA</li> <li>• SLT will be increasingly visible at start and end of school day to challenge parents. Office staff will be more pro-active in challenging late starters</li> <li>• SLA with attendance service will be revisited</li> <li>• Breakfast club will be free of charge to all disadvantaged pupils with pastoral lead working more closely with leaders and teachers to target pupils who are not making expected progress or with low attainment.</li> </ul>	
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)