



Pupil Premium Strategy Statement

Context: Pupil premium allocation for the **2017/18** financial year: **£96040**

The financial year allocation is based on 71 children who have been allocated pupil premium based on 'Ever 6' (any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding). This equates to 24% pupils on roll in receipt of pupil premium.

We have therefore taken the percentage of children eligible for pupil premium and we have apportioned the pro-rata cost of each aspect of provision to pupil premium funding. Where we have judged the provision to be beneficial to other children in school (who are very often just as, or more, disadvantaged but where family finances sit just below the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through the school budget.

Barriers to learning (for pupils eligible for PP)	
In School Barriers	
A	Low levels of spoken English and the associated understanding of the language on entry
B	Language deficit – both a gap in vocabulary and the ability to manipulate language for effect
C	Difficulty with metacognitive strategies
D	Special educational needs in relation to maths, reading comprehension, writing, and personal and social development
E	Low self-esteem and resilience
External to school barriers	
F	Some eligible pupils have limited wider life experiences
G	Some eligible pupils have poor attendance
H	Some eligible pupils have a difficult home environment

Almost all of our vulnerable pupils are experiencing more than one of these barriers to learning, with some of them experiencing all of them.

Savile Park Primary Pupil Premium 2017-18						
Year Group	Item/Project	Cost £	% from PP	Cost from PP £	Expected Outcome	Evidence/Impact Evaluation Spring Term 2017-18 Summer Term 2017-18
Staffing – supporting vulnerability in learning and social / emotional aspects						
Whole School A - E	Tracking of Progress & Provision	16090	100%	16090	Analysis of progress and attainment data for individuals and groups of children. SLT analysis of progress and attainment of individual and groups of children (x3 annually). Meetings with class teachers. Provision evaluated to ensure all needs are met.	
Whole School D	SENDco Inclusion provision organised, monitored and tracked for all PP students	13501	100%	13501	Analysis of progress and attainment data for individuals and groups of children. SEND analysis of progress and attainment of individual and groups of children. Meetings with class teachers, parents & external agencies. Provision evaluated to ensure all needs are met.	

Whole School Whole School C, E, G, H	Learning Mentor / Pastoral Lead	27539	24%	6609	<p>Learning mentor deployment reduces barriers to learning.</p> <p>There is a particular focus on those underachieving pupils who are in danger of not achieving age related expectations.</p> <p>The social and emotional wellbeing of children is supported effectively. Reduction of behaviour incidents on CPOMs.</p> <ul style="list-style-type: none"> - Working alongside SLT to support and monitor targeted, vulnerable families. <p>To improve communication between home and school. Help reduce language barriers within this communication. To improve liaison between 'hard to reach' parents and school. To support families of pupil premium children with a range of issues including attendance, punctuality, housing and behaviour.</p>	
Whole School E, G, H	CPOMS	895	24%	215	Annual subscription to CPOMS website to ensure robust safeguarding procedures relating to recording and monitoring information.	
Whole School G	Educational Welfare Officer	400	24%	96	To monitor and support attendance of the children, including staff CPD and working with specific families.	
Whole School A - D	Making good progress in core subjects through school 3 staff members in EYFS 4 staff members KS1 5 staff members KS2 ICT technician across school	192771	24%	46265	<p>Accelerate progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths through:</p> <ul style="list-style-type: none"> • Same day/rapid interventions • Bespoke feedback and guidance • ICT support <p><i>Focused on:</i></p> <ul style="list-style-type: none"> • Reading, writing and maths <p><i>By:</i></p> <ul style="list-style-type: none"> • Small group work 	

					<ul style="list-style-type: none"> Application and practice across all areas of the curriculum <p><i>Staff training</i></p> <ul style="list-style-type: none"> Phonics Developing independence in pupils (cascaded to all support staff) 	
Curriculum Provision						
Early Years Outcomes						
FS A - C	Improving Early Years Outcomes course	350 Plus supply costs	24%	84	<ul style="list-style-type: none"> Audit current practice in setting Overview of Early Years Tool Kit findings Targeted support (4 from 6 targeted workshops) SLE support visit Evaluation of impact 	
Reading & Writing						
Y1-Y2 B - E	ECAR	1963	15%	294	Every Child A Reader, catch-up programme with daily reading and comprehension.	
Y2-Y5 B, D	Lexia reading intervention	583	31%	180	Purchase of Lexia licences for targeted children to develop phonic recognition.	
Y1 and Y3 C, D, E	Inclusion support deployment for small group work in literacy and maths	7359	22%	1619	5 mornings per week extra inclusion support assistant in Year 1 and 3 to accelerate progress for targeted children in English and Maths and reduce class size.	
Y6 B, C, D	Additional Reading & writing session with specialist English teacher. Focus areas from gap analysis data.	8873	29%	2573	Reduce class size and target specific underperforming children to increase the % achieving ARE.	
Y6 B	More Able reading club				To increase the % of children achieving higher scaled scores.	
Y6 B-D,H	SATs revision club	660	25%	165	After school club – Feb to May to target support for identified children.	

Y6	Reading revision SAT pack 100 & 100+	600	25%	150	Purchase additional revision resources for Year 6.	
Whole School B, D, H	Online subscription to Bug Club	1280	24%	307	Children are able to access from home and in School and develop their reading comprehension skills.	
Maths						
Whole School B, D, H	Online subscription to primary active learn – Abacus (online maths activities)	1795	24%	431	Children are able to access from home and in School.	
Whole School B, D, H	Online subscription to My Maths (online maths teaching programme)	350	24%	84	Children are able to access from home and in School.	
Y1 and Y2 B, C	ECC (Every Child Counts)	1963	15%	294	Intervention for children who need to catch up with maths – increase the % of children achieving ARE in maths.	
Y6 B - E	Inclusion support deployment for small group work in maths for 2 sessions per week	981	25%	245	Reduce class size and target specific underperforming children to increase the % achieving ARE.	
Provision to support Pupil Wellbeing						
Whole School G, H	Breakfast Club	1500	100%	1500	Children arrive on time and have a good start to the school day with a healthy breakfast, increased readiness to learn.	
Whole School D, E, H	Play Therapy sessions for targeted children e.g. to help with self-esteem issues or bereavement.	800 @ 10 children	50% (5 children)	400	Children identified through strengths and difficulties questionnaire to have weekly 1-1 play therapy sessions. To improve self-esteem for individual pupils. Less anxiety and anger to increase engagement in learning.	

Whole School D, E	Sports coaching	24369	24%	5849	Improve behaviour for learning, self-esteem and resilience of vulnerable pupils within a social context so that lessons flow smoothly and that behaviour outside lessons is of an equally high standard.	
Staff Training and Consultancy						
Whole School B - E	Teamworks course Developing Literacy in KS 1 and KS2	350 Plus supply costs	24%	84	<ul style="list-style-type: none"> • Systematic audit of current practice in setting • Overview of EEF guidance report findings • Targeted support (4 from 7 targeted workshops) • SLE support visit • Evaluation of impact 	
Whole school A - E	Teamworks course Developing Foundation subjects; exemplifying through Geography and History	150 Plus supply costs	24%	36	<ul style="list-style-type: none"> • Understanding and planning for progression • Developing content and subject knowledge • Resourcing • Historical and geographical learning that develops children's oracy, reading, writing and numeracy. 	
Whole School B - E	Edgehill University course Project X Code Reading intervention programme	900 Plus supply costs	24%	216	<ul style="list-style-type: none"> • Develop teaching reading skills • Develop teaching assistant subject knowledge and wider effectiveness • Tracking progress and impact 	
Whole School A - D	To audit the teaching of writing in all phases	550	24%	132	Alison Stewart to monitor the teaching of writing and lead whole staff training.	
Y2 and Y6 B	To support teacher judgements in writing moderation in years 2 and 6	550	41%	226	Alison Stewart to work alongside SLT and Y2/6 staff to support writing judgements and provide focus areas for staff to work on with pupils to ensure more pupils meet ARE.	

Whole School A - E	Teamworks TA course 'Developing Teaching Assistants'	300	24%	72	Teaching Assistants will focus on developing and supporting their knowledge and understanding of: Scaffolding pupils' ability to learn Talk for Learning Assessment & Effective feedback Working with larger groups; Phonic subject knowledge GPS subject knowledge	
Enrichment Activities						
Y6 F - H	Year 6 visit to Robinwood 24/5/17 – 26/5/17	2080 8@ 260	100%	2080	Full participation in the residential visit, results in increased confidence, social skills and problem solving.	
Whole School F - H	Subsidising school visits, visitors, after school clubs, including transport	1775 £25pp	100%	1775	Provide opportunities for first-hand experience for everyone, full participation in all visits and remove the cost barrier. All children attend the trips and their writing skills improve as trips and visits used as writing stimulus.	
Total		308377		101572		