



Pupil Premium Strategy Statement

Context: Pupil premium allocation for the **2018/19** financial year: **£105900**

The financial year allocation is based on 78 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
Staffing – supporting vulnerability in learning and social / emotional aspects						
Whole School A - E	Tracking of Progress & Provision	16412	100%	16412	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	32140	24%	7714	Learning mentor deployment reduces barriers to learning. There is a particular focus on those underachieving pupils who are in danger of not achieving age related expectations. The social and emotional wellbeing of children is supported effectively. Reduction of behaviour incidents on CPOMs. - Working alongside SLT to support and monitor targeted, vulnerable families.	

					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.	
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	196626	24%	47190	Accelerate progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths through: <ul style="list-style-type: none"> • Same day/rapid interventions • Bespoke feedback and guidance • ICT support <i>Focused on:</i> <ul style="list-style-type: none"> • Reading, writing and maths <i>By:</i> <ul style="list-style-type: none"> • Small group work • Application and practice across all areas of the curriculum <i>Staff training</i> <ul style="list-style-type: none"> • Metacognition 	

Whole school E, G , H	Purchase and subscription costs of 'mySchoolApp'	646	24%	155	Strengthened communication links with parents detailing: <ul style="list-style-type: none"> • School information • Key dates • Latest news • Unread message flags • Preferred language options • Attendance • My child filters (secure) 	
Curriculum Provision						
Early Years						
FS A - C	Kath Hunter self-regulation training to whole EYFS staff.	300	5%	15	Staff have the confidence to teach self-regulation and understand the concept behind teaching self-regulation. Pupils will in turn be able to self-regulate more easily and access their learning at a higher level.	
Reading & Writing						
Whole School B – E, H	Library resourcing at Heath	2000	24%	480	Pupils have access to books which will enrich curriculum studies and provide quality reading materials for pupils to enjoy.	
Y2-Y5 B - E	Project X code delivery of sessions	4474	33%	1476	Project X Code, catch-up programme with daily reading and comprehension.	
Y2-Y5 B - E	Pera test materials for baseline and exit data – Project x code	48	33%	16	Pupil reading progress in project x code can be tracked.	
Y2-Y5 B - E	Additional top up resources – project x code.	£500	33%	165	Additional reading resources to supplement the core project x code reading scheme.	
Y2-Y5 B, D	Lexia reading intervention	580	33%	191	Purchase of Lexia licences for targeted children to develop phonic recognition.	

Y6 B-D,H	SATs revision club	660	45%	297	After school club – Feb til May to target support for identified children.	
Y6 B-D,H	Revision SAT packs 100 & 100+ for reading, GPS & Maths.	600	45%	270	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.	
Y6 B, C, D, E	Reading Plus	1500	45%	675	Develop fluency and stamina in reading. Build vocabulary and comprehension. Increase interest, confidence and motivation.	
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)	381	24%	91	Children are able to access from home and in School.	
Y1 and Y2 B-E	1stclass@number resource materials	500	15%	75	<ul style="list-style-type: none"> Pupils have quality resources to complete the course 	
Y1 and Y2 B-E	1 st Class@number sessions	746	15%	112	<ul style="list-style-type: none"> Intervention for children who need to catch up with maths – increase the % of children achieving ARE in maths. 	
Y3-5 A-E	Talk 4 number resource materials	500	29%	145	<ul style="list-style-type: none"> Pupils have quality resources to complete the course 	

Y3-5 A-E	Talk 4 number delivery of sessions	4474	29%	1297	<ul style="list-style-type: none"> Intervention for children who need to catch up with maths – increase the % of children achieving ARE in maths. 	
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	ESCAYP child support and counselling sessions	400	100% (1 child)	400	To improve self-esteem, lessen anxiety and anger leading to an increase in their general well-being and engagement of their learning for an individual pupil who has demonstrated challenging behaviour both at home and school.	
E,H	Noah's Arc	150 (plus cost for driver & escort)	100% (1 child)	150	To improve self-esteem, lessen anxiety and anger leading to an increase in their general well-being and engagement of their learning for an individual pupil who has demonstrated challenging behaviour both at home and school.	
Whole School D, E	Sports coaching	27192	24%	6526	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.	
Whole School E, H	Lunchtime (club) nurture group	366	100%	366	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.	

Whole School C, G, H	Computer club	373	24%	90	Pupils will enjoy participating in a computing club in which they will learn and practice IT skills such as coding.	
Y3 & 4 C, F	Artist	200	28%	56	Pupils will enjoy working with a professional artist to produce a collective art piece, whilst learning skills and practices necessary of the art media.	
Y2-6 A-F	Author visit	350	29%	102	Pupils will enjoy listening to stories read by an author and participate in writing workshops led by the author.	
Y5 C - F	Ukulele sessions	990	31%	307	Provide the opportunity for pupils to learn, a musical instrument whilst developing a love for music and arts also.	
KS2 C - F	Guitar sessions and after school music club	330	33%	110	Provide the opportunity for pupils to learn, in a small group environment, a musical instrument not only developing cognitive and physical skills but a love for music and arts also.	
Staff Training and Consultancy						
Whole School B - E	School Improvement Partner to work with Literacy coordinator to raise level of writing across school.	350 Plus supply costs	24%	84	<ul style="list-style-type: none"> • Systematic audit of current practice in setting together with writing work scrutiny on each visit • Overview of EEF guidance report findings • Focus points from national findings made by Ofsted • Further development of writing action plan • Evaluation of impact 	
Whole school A - E	North Halifax Cluster – Writing Greater Depth Project	350 supply costs	24%	84	<ul style="list-style-type: none"> • Establishing what greater depth is and what it looks like • Links to EFF literacy report and CLPE reading and writing scales • Action planning for long term change • Promoting creative and skilful writing 	

					<ul style="list-style-type: none"> • Cluster moderation of GDS pupil work • Evaluation of impact 	
Y1-2 B - E	Edgehill University course 1stclass@Number 1 & 2 intervention programme	990 Plus supply costs	15%	149	<ul style="list-style-type: none"> • Develop teaching number skills • Develop teaching assistant subject knowledge and wider effectiveness • Tracking progress and impact • Strengthen reflection and metacognition 	
Y3-5 A-E	Edgehill University course Talk 4 number intervention	600 Plus supply costs	29%	174	<ul style="list-style-type: none"> • Develop teaching number skills • Develop teaching assistant subject knowledge and wider effectiveness • Tracking progress and impact Build mathematical language, understanding and enjoyment • Develop a wide range of mathematical talk – explaining, instructing, presenting... • Develop speaking and listening skills in number contexts • Strengthen reflection and metacognition 	
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 C	Metacognition Overview Staff Briefing	650	24%	156	<ul style="list-style-type: none"> • Gain an overview of metacognition and self-regulated learning. 	
Whole School C	Metacognition and self-regulated learning 3 day course.	295	24%	71	<ul style="list-style-type: none"> • Develop an understanding of metacognition and self-regulated learning • Guidance in effective implementation • Develop practical resources and tools to use in school 	

Whole School C	Making Learning Stick	295	24%	71	<ul style="list-style-type: none"> • Develop understanding of research findings from neuroscience and practical implications for the classroom • Guidance in effective implementation • Developing practical resources and tools to use in school 	
Whole School A-E	Developing curriculum and assessment in geography and history	175	24%	42	<ul style="list-style-type: none"> • Developing curriculum progression • Exploring strategies and resources to support effective planning, teaching and assessment • Identifying approaches to develop children's oracy, reading, writing and numeracy through historical and geographical learning. 	
Y3 B - E	Pie Corbett writing	295	18%	53	<ul style="list-style-type: none"> • Effective use of stimulus from which to based creative writing outcomes. 	
Enrichment Activities						
Y6 F - H	Year 6 visit to Robinwood 24/5/17 – 26/5/17	4095 15@ 273	100%	4095	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	1950 £25pp	100%	1950	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.	
Y3 C, E, G, H	1:1 Guitar sessions	605	100%	605	Provide the opportunity for two pupils to learn a musical instrument not only developing cognitive and physical skills but also resilience and self-esteem.	
Total		324009		108693		

