



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 2018-19						
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.	Pupil progress meeting were held, for all classes, in October 2018 and March 2019. Class RAPs and Edukey provisions were produced and have been monitored throughout the term.
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.	Further Edukey training & review has been provided for all teaching staff. Dedicated Edukey time over 2 staff meetings per term. Edukey being used to set educational targets and track pupil progress. Avg point score combined for PP with SEN in both keystages is: <ul style="list-style-type: none"> • Writing 3.3 TT pts • Reading 3.6 TT pts • Maths 3.7 TT pts (standard progress for all pupils would be 3pts at this point of the year).
Whole School Whole School	Learning Mentor / Pastoral Lead	32140	24%	7714	Learning mentor deployment reduces barriers to learning.	As the NC is set on end of year expectations, mid-year data has to be based on teacher predictions which are

C, E, G, H					<p>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.</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>	<p>supported through the use of the Target Tracker database.</p> <p>The average TT pts progress of PP pupils across school is: Read: 4.0 Write: 4.1 Maths: 4.0</p> <p>Within this all PP cohorts are above TT 3pts standard progress.</p> <p>This demonstrates that focus pupils are being effectively targeted and making better than standard progress.</p> <p>This is our 4th year of CPOM use. As a result of staff training and their confidence to use the system, we saw a 238% increase in its use from year 1 to year 3. This has now stabilised to a 3% increase from last year (a difference of just 28 incidents for an increase of 22 pupils to the school roll). This confirms that CPOMs is now a fully embedded and consistent practice in school.</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.	See above section
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.	<p>Service level agreement with EWO in place.</p> <p>Average PP attendance figure from Sept to Feb half term is showing an improving 3 year upward trend:</p> <p>2016-17 was 92.3% 2017-18 was 94.6%</p>

						2018-19 is 95.7%
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 	<p>Edukey provision and/or Raising Attainment Plans created, implemented, reviewed & revised at progress meetings. Data shows that overall impact has been positive with all PP cohorts making more than standard progress (See data in 2nd and 3rd sections of this document).</p> <p>PP students are also doing well compared to the TT pts progress for the full cohort of pupils:</p> <p>Read: 4.0 Write: 4.1 Maths: 4.1</p> <p>All of which are up on last year's average of reading 3.8pts, writing 3.4pts and maths 3.8pts.</p> <p>In EYFS 81% (an increase of 10% on last year) of PP students have made 3 or more points progress in all areas both prime and specific, with 45% of them having made more than 3pts progress (an increase of 2% on last year).</p>
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 	<p>4 week trial period completed with Kiwis class.</p> <p>Parent workshop completed prior to starting trial. Rationale behind the concept shared.</p>

					<ul style="list-style-type: none"> • Preferred language options • Attendance • My child filters (secure) 	Australia work, car design work, messages and letters uploaded throughout the trial. Uptake from 16 parents with mostly positive feedback.
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.	Training happened after school. All EYFS trained in self-regulation and attachment disorder. During training theory was transferred to planning strategies to support specific pupils within the reception classes. Staff now more aware and use strategies regularly.
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.	Books purchased.
Y2-Y5 B - E	Project X code delivery of sessions	4474	33%	1476	Project X Code, catch-up programme with daily reading and comprehension.	Most pupils on the programme cannot be assessed using a standardised score due to their chronological age. Therefore a comparison of percentage score on paper A to percentage score on paper B has been used. All pupils have increased in this comparison. The average percentage increase has been 16%. Additionally, 68% of pupils scored 95%+ on paper B. Pupil and staff feedback has been positive with 100% of pupils believing their attitude to reading has improved.
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.	Purchased and have been used with pupils to track progress (see above section)

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.	Books purchased Prints of photocopy resources made (teacher/pupil packs created)
Y2-Y5 B, D	Lexia reading intervention	580	33%	191	Purchase of Lexia licences for targeted children to develop phonic recognition.	Purchase made (70 site licences). Progress data available Summer 1.
Y6 B-D,H	SATs revision club	660	45%	297	After school club – Feb til May to target support for identified children.	91% uptake from Y6 class (30 of 33 pupils, of which 47% are PP). Of just PP/FSM students 94% uptake (14 of 15 pupils).
Y6 B-D,H	Revision SAT packs 100 & 100+ for reading, GPS & Maths.	600	45%	270	Purchase additional revision resources for Year 6.	All pupils in Y6 have received targeted SATs pack. Pupils have been supported in the use of the pack both at SATs Club and targeted 1:1 sessions and for homework.
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.	Pupils in both KS1 and KS2 are regularly set activities both in school and for homework.
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.	From baseline assessments PP students have increased: 100% by 1+ lexile range (1yr of prog.) 73% by 2+ lexile range (2yrs of prog.) 20% by 3+ lexile range (3yrs of prog.) 6% by 4 lexile range (4yrs of prog.) From their baseline assessment 6% of PP pupils were working at or above the Y6 expectation. It is now 60%. Additionally 27% are working within the Y7 expectation.

						93% of PP students reading speed (which factors in fluency and accuracy) is at Y6 expectation.
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.	Review of the product was undertaken at the point of subscription renewal. It was found to have most use and impact within KS1 and so just this element was renewed. KS1 pupils are regularly set activities both in school and for homework.
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.	Pupils in both KS1 and KS2 are regularly set activities both in school and for homework.
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 	<p>As advised by the course leader , 4 resource boxes at £340 (£1360 total) purchased. 2 for each site.</p> <p>Sandwell Early Number assessment materials to be purchased to support data tracking/impact of the programme. Estimated cost £180.</p>
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. 	Intervention has started with year 2 pupils. Other year groups to start following final training day (Friday 3 rd May).
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 	<p>Advice from Edgehill course tutor to roll out training over 3 academic years</p> <ul style="list-style-type: none"> establish 1st class number 1 this academic year 1st class@number 2 in the next academic year. Talk 4 number 2020-21 <p>Reallocation of PP money has been made to purchasing of 1st</p>

						class@number 1 resources – see above.
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. 	See above section plus staff will be re-deployed to lead 1 st class@number 1 in years 2, 3, 4 and possibly 5.
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.	<p>Of the 107 pupils who have attended breakfast club 12% have been PP students.</p> <p>The average combined Target Tracker (TT) point progress for breakfast club PP students is 3.7 which is up 0.2pts for the same pupils and timeframe as last year. Additionally it is 0.7 pts (almost half a term progress) above the expected standard of 3pts.</p> <p>The attendance for the PP students attending breakfast club has risen from last year at 94.2% to 95.4% this year for the same timescale (Sept to Feb).</p>
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.	There has been an increase in attendance, school work productivity and a reduction of CPOM entries.
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.	There has been an increase in attendance, school work productivity and a reduction of CPOM entries.

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.	Pupils have participated in a range of sports led by Mr Piper and Mr Richardson which have led to improvements in cooperative and collaborative working as a team and greater acceptance and resilience in defeat.
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.	There has been an increase in attendance, school work productivity and a reduction of CPOM behaviour entries for all pupils in attendance..
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.	23 pupils attended of which 61% were PP students (14 pupils).
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.	Peter Chappell attended school on 15 th February and worked with all children in years 3 and 4 from both sites. Together they completed work for a display at both sites depicting British values.
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.	Stephen Pass visited school on 27 th February. He read from his illustrated fantasy children's book 'Madge the Mermaid'. He also gave a talk and answered the children's questions about the creative writing process and what it is like being an 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.	All y5 pupils have participated weekly in these sessions and the tutor has indicated that good progress is being made.
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.	Pupils have participated weekly in these sessions and the tutor has indicated that good progress is being made.

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 	Michelle Joyce (SIP) has visited the school in both the Autumn and Spring Term. Audit made and has met with SLT / English coordinator to discuss follow up action points to be developed. Third visit planned for summer term to evaluate outcomes and 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 EEF literacy report and CLPE reading and writing scales • Action planning for long term change • Promoting creative and skilful writing • Cluster moderation of GDS pupil work • Evaluation of impact 	Session 3 took place in Autumn term during which a group action plan for achieving greater depth in writing was formulated based on discussions and outcomes of the previous 2 sessions. Those sessions focused on how to teach for greater depth and assessing greater depth in writing.
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 	<p>3 days 1st class@number 1 training booked with Narinder Kaur –trainer for Calderdale and Kirklees schools. 3 training days confirmed as 7th Feb, 13th March and 27th March.</p> <p><u>Re-altered PP costing:</u></p> <p>£1650 course + £275 set up fee for the 3 days (£1925 total) for 12 delegates</p> <p>12 members of staff have attended the course.</p> <ul style="list-style-type: none"> • Advice from Edgehill course tutor to establish 1st class number 2 this academic year and then 1st class@number 2 in the next academic year.

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 	<p>Due to:</p> <ul style="list-style-type: none"> • Advice from Edgehill course tutor to establish 1st class number 1 and then 2 before developing this course • lack of course leader availability • anticipated website price and actual cost difference <p>This will be pursued in the academic year 2020-21.</p> <p>PP money redirected into 1st Class@Number increased coating and resources.</p>
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.	Alison will be working with Y2 and Y6 pupils before the start of the LA moderation process. Date 03/04/19
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. 	Dr Jo Pearson delivered rationale and overview of metacognition principles to all teaching staff during INSET training on 5.11.18
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 	<p>2 members of staff have attended the first 2 days of the course and have cascaded elements of the training to teachers both in staff meetings and part of the 25.2.19 INSET day.</p> <p>An action and implementation plan has been created and shared with SLT.</p> <p>KS2 lead to update governors 28th March on progress of actions.</p> <p>Cascade of training for TAs 28.3.19</p>
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 	Course cancelled due to lack of uptake from other schools.

					<ul style="list-style-type: none"> 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. 	The history and geography lead for the course has attended 2 of the 3 sessions. They have begun to assess the implications from the sessions with the curriculum lead and SLT, as well as undertaken a pupil survey to assess what has been learnt.
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. 	L Komarynskyj attended the course on 15 th Nov. Impact has been a change to the approach to planning and teaching English with a focus on making every word count, using quality texts to engage pupils and structure a variety of texts for different audiences and purposes.
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.	91% uptake from Y6 class (of which 50% are PP). Of just PP/FSM students 100% uptake
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.	Pupils continue to have a wide range of educational visits and since September 2018 pupils have attended 22 visits including; places of worship, sporting events, historical sites and working museums with practical hands on experiences. They have also benefitted from visits made to the school including the Space Dome, Stone Age workshops, Phunky Foods and NSPCC to name a few.

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.	Both pupils have participated weekly in these sessions and the tutor has indicated that good progress is being made.
Total		324009		108693		