Clifford Road Primary School
Celebrating Achievement in All

Pupil Premium Strategy 2016-2017

Introduction

The government introduced a pupil premium payment in September 2011 which aims to increase attainment and aspiration for pupils from disadvantaged backgrounds, specifically: "The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most." (Department for Education 2012).

Vision

Clifford Road Primary School believes that every child is an important member of our community and should be encouraged and challenged to achieve their full potential. The school budget is set by governors on the basis that the key investment priority is always on initiatives that support all of our children to progress. There should be "no excuses" as to why a child has not achieved their full potential whilst at Clifford Road Primary School. The Pupil Premium Grant (PPG) is just one part of the overall funding we invest to achieve this and is therefore reviewed at the end of each academic year.

Overview of the School

Amount of PPG received per pupil - £1,321
Total amount of PPG received - £122,900 (93 children x £1,321)

Objectives in Spending

There is a very clear rationale, which is to provide the best educational opportunities for every child who is in receipt of the grant (PP). As much as possible we are trying to personalise spending, depending of the needs of each individual child. If there are groups of children who require similar support, we will endeavour to support them in the best possible way to ensure social and emotional and academic success each year.

Objectives:

Raising achievement of pupils to at least expected progress through:

No gaps/ improving picture in attainment and progress for children in receipt of the grant and children who do not receive the grant in reading, writing and maths

Provision to raise English levels, particularly phonics & reading across the school

Provision to raise Maths levels across the school

Providing social & emotional support/interventions to improve attendance and behaviour

Enhanced & improved cultural/social awareness –extra curriculum activities

Improving pupils' understanding of their own progress through effective feedback

Raising parental and child awareness to support learning needs at home and at school

How does the school monitor the impact of PPG?

All staff are aware of the PP children in their classes. These are highlighted on their pupil progress reviews termly. Staff have identified the PP children's barriers to learning and have implemented intervention strategies to overcome these. Phase leaders track attainment and progress for their phase. A member of the SLT closely monitors the progress and attainment of all PP children and assesses the impact the interventions are having. We also use Raise Online, Phonics screening, EYFS data and Local Authority data summary to compare our results against national and local expectations. This helps us to quickly identify any dips and develop strategies and interventions to promote improvement. We use a range of monitoring to help us evaluate the strategies which we put in place. These are data, pupils' work, planning, observations, case studies, staff and pupil interviews.

The Headteacher reports to governors, on a termly basis at the Performance and Attainment committee, the aims of the Pupil Premium Strategy, the impact it is having and the cost-benefit analyses of the strategies being used.

Data provides an important part of helping to steer the pupil premium strategy in the correct direction. Attainment and progress data of all children is used to distinguish gaps in ability groups between PP and non-PP children. These gaps form part of the school's improvement plan. Interventions are designed to specifically to combat gaps derived from data analysis.

A member of the SLT and Headteacher monitor the impact of these interventions. Networking with other schools, research and Marc Rowland's book on PP provide evidence of strategies trialed.

A member of the SLT has responsibility of monitoring all Pupil Premium children alongside the Headteacher. All teachers are responsible for the PP children in their class and monitor their progress, learning barriers and wellbeing. All teachers have responsibility for improving and reflecting on their own teaching practice, which improves the quality of teaching for all pupils. Discussions between governors, SLT and staff on PP happen regularly to discuss individual children, strategies and incentives to make further improvements.

This academic year there has been a huge focus on reading and vocabulary acquisition. Reading Together events with parents have specifically targeted year groups with a high proportion of PP children. Inset from Hywel Roberts has focused on wider experiences for all children, but will particularly provide schema for those children from disadvantaged backgrounds. Other experiences of the wider world involve: trips, author visits, sporting events, music events and clubs. School has adopted Marc Rowland's 'no excuse' policy for PP children. School's data shows a number of PP children who achieve highly. A work sample of PP children's books provides evidence for high standards across the board. There's a whole school approach to growth mindset, aspirations and developing positive learning behaviours.

The school improvement plan aims to provide a quality and varied curriculum for all pupils at Clifford Road. There is a strong emphasis on ensuring all pupils receive a good education through high quality teaching. Teachers receive inset regularly on how to improve their practice further. The school aims to provide children with essential life skills, the use of the FLO's, P4C and growth mindset help to achieve this aim

Expected Outcomes:

- The % of PP pupils meeting school expectations for progress in English and Maths is at least in line with progress for non PP pupils or improving over time.
- Accelerated progress for all PP students in maths, reading and writing.
- Improved motivation and application from a small number of pupils eligible for PP who are underachieving due to poor behaviour/concentration/ attendance via FLO intervention
- Increased % of PP pupils participate in extra- curricular activities, strengthening feelings of belonging to school community, and widening circle of friends.

Overview of Eligibility 2016-2017

Total number of pupils on roll 415

Total number of pupils eligible for PPG 78 pupils (19% of school population)

Year R x 8

Year 1 x 8, Year 2 x 8

Year 3 x 17, Year 4 x 11

Year 5 x 11, Year 6 x 15

Barriers

1. Children lacking engagement and participation.
2. Some Pupil Premium families do not enjoy a positive relationship with school.
3. Lack of parental engagement and support from home.
4. Lack of self-esteem and confidence.
5. Gaps in pupils' understanding.
6. Poor behaviour and attitudes towards learning.
7. Lack of income to support extra-curricular learning.
8. Low oral language skills and vocabulary acquisition.
9. Poor thinking and communicational skills.
10. Low expectations of Pupil Premium children from a range of sources.
11. Lack of aspirations.
12. Lower than average attendance rates of Pupil Premium children.
13. Vulnerable children have trouble over the lunch period whilst at school.
14. Poor attitudes amongst children towards reading.

Planned Expenditure 2016-2017:   Total Pupil Premium budget - £122,900   Number of pupils eligible – 93 children

The table below shows the interventions and strategies we use across the school to boost children's attainment, the relative cost and the intended impact. Both the cost and impact have been RAG rated to highlight the cost-benefit ratio.

Cost – relative to total amount of grant	high	medium	low
Impact on the children's development and academic progress	low	medium	high

Barriers	Objectives	Behaviour/ Attitudes towards learning	Attendance	Attainment	Progress	Enrichment	Cost	Monitoring questions	Impact *
1. Children lacking engagement and participation.	Performance management targets, whereby all staff lead an area of expertise and skill level of staff improved through collaborative expertise through inset. Active reading strategies and drama strategies employed following regular inset. P4C introduced into curriculum to engage	X	X	X	X	X	P4C training **Cost of Hywell Roberts to visit and 8 members of staff to see him in another school**	Are pupils making progress? Are pupils participating in lessons? What do pupils say about their lessons? Is there evidence of CPD training in classroom	

	children. (Costs linked to PP as studies show directly benefits this group.) Parents to attend events.						**Licences** (yellow)	practice? Do learning walks and lesson observations reflect a high standard?	(green)
2. Some children do not have a positive relationship with school.	Parents attend cafes and 'Reading Together' events. Parents attend sporting and music events, such as 'Sing Together'		X	X	X	X	**Licences**	Are parents attending more school events? Do parents have a positive attitude about the school?	High levels of parental attendance and participation recorded.
3. Lack of parental engagement and support from home.	Parents enjoy positive relationships with school. Parents involved in child's schooling – attending parents evening and open events.	X	X	X	X		(red)	Are more parents attending school events? Are parents showing an interest in their child's education by attending parents evening?	(green)

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								Is homework being completed? Are parents attending meetings with PWOs or class teachers to discuss any issues?	
3 continued. Lack of parental engagement and support from home.	Adult lending library. Parents attend 'Reading Together' events.	X	X	X	X	X	Cost of book trolley and covers for parent Library	Is there evidence of parents using the lending library? Are attendance rates at reading events high?	
4. Lack of self-esteem and confidence.	Self awareness and esteem improved through participation in nurture for identified pupils or those with a specific need.	X	X	X	X		(breakfast TA)	Has their self-esteem and confidence improved? Is the child happy and feels	

	Support from PWOs, PHOEBE club and Breakfast club.						■	supported?	■
5. Gaps in pupils' understanding.	Close monitoring from phase leaders and Pupil Premium leader highlights gaps. Use of cover supervisors and TAs shows clear coverage of gaps. Small group interventions lead by both teachers or TAs, which work to fill in gaps. Year 6 children in danger of underachieving highlighted and back on track through 1:1 tutoring and extra boaster sessions.	X	X	X	X		■	Are gaps identified quickly? Have the gaps closed? What is the percentage of difference? What is the impact of interventions?	■
6. Poor behaviour and attitudes	Achievement awards: prizes for star writer; BLP; phase behaviour	X	X	X	X	X	■	Have incidents of bad behaviour	■

towards learning.	schemes encourage and motivate pupils.						<td style="background:orange"></td>	reduced? Are more children being 'spotted'? Are phase leaders and FLOs responding to any regular behavioural issues?	<td style="background:orange"></td>
7. Lack of income to support extra-curricular learning , activities and other subsidies.	Financial support to pupils whose circumstances are challenging ensures they can participate in all school activities, including after school sports clubs (years 1-6). After school provision (CRASH) allows children to participate in after school, breakfast and holiday clubs.	X	X			X	<td style="background:red">Speech and Language support Music CRASH funding Milk</td>	Are Pupil Premium children attending extra-curricular activities?	<td style="background:#77cc44"></td>

							 		
8. Low oral language skills and vocabulary acquisition.	Improve understanding and use of vocabulary across the curriculum. Teaching and intervention of phonics and language skills. P4C strategies to enhance vocabulary. Active reading strategies. Word banks and visual stimulus provided in classrooms.	X		X	X		Resources for P4C and drama Chatterbooks	How are children achieving in the KS1 phonics tests? Are improvements in writing and creative being made?	
9. Poor thinking and communication	Ability to express opinions and debate ideas through P4C strategies.			X	X	X	 	Are children able to communicate	

al skills.	Drama activities in reading and topic that are demonstrated on inset days are used within classes, developing thinking and communicational skills.						🟥	more effectively? Has the school achieved the Bronze award in P4C? Are drama strategies helping to enhance oral skills?	🟩
10. Low expectations for Pupil Premium children.	A 'Think Pupil Premium First' policy when marking and carrying out pupil progress reviews ensures that expectations are high. Work sample of PP children's work.			X	X		🟩	Is there evidence that staff have high expectations of PP children through work scrutinies, learning walks and data?	🟩
11. Lack of aspirations.	Inspirational assemblies and various school visits help to raise aspirations.	X	X	X	X	X	🟩	Do children have a positive attitude?	🟩

								What does listening to the 'pupil voice' reveal about their aspirations?	
12 Lower than average attendance rates of Pupil Premium children.	Close monitoring of attendance rates and quick action taken for children 'at risk' of falling below attendance requirements, ensures that attendance improves and all have an awareness of the importance of attendance and punctuality. Sports and extracurricular events are used to promote good attendance.		X	X	X	X	See FLO costs	Have attendance rates improved? Has the gap narrowed between PP and non PP children?	
13. Vulnerable children have trouble over	Indoor lunch club provides a safe environment inside for	X						How many pupils on average attend	

the lunch period whilst at school.	children to come to. Various playground and sport activities run by Premier Sports ensure that those children choosing to play outside are engaged in structured, active pastimes.							lunch club? How many pupils on average join in with Premier Sport activities? Do children reveal through pupil perceptions that they feel safe and happy?	
14. Poor attitudes amongst children towards reading.	Class sets of books enure that children can access aspirational texts and develop an understanding allowing them to develop fluency to hook children into reading. Teachers attend Raising Attainment in Reading course.							Have attitudes towards reading changed? Does the data show improvements in reading ability?	

							How many children completed their reading challenges? Are children attending the library, reading events or chatter books?	
	Independent review of reading audit will highlight best practice to ensure this is available to all children across the school. Developing an e-library will encourage e-generation readers to become motivated to read texts, as well as SEN children who will access dyslexic friendly features. Share a story events budget will motivate children to read and encourage children to get involved in storytelling.								

Total spent £123,716

- **Impact will need to incorporate the outcomes of the 2017 SATs results**

Current Impact of PP Strategy up to January 2017

Term	Number in Cohort	% of all pupils on track to achieve the expected standard in reading	% of all pupils on track to achieve the expected standard in writing	% of all pupils on track to achieve the expected standard in maths	% of all pupils on track to achieve the expected standard in RWM combined
January 2017	Y6 60	78 (National 2016 66%)	80 (National 2016 74%)	78 (National 2016 70%)	71 (National 2016 53%)
		% of all pupils on track to achieve the expected standard in reading	% of all pupils on track to achieve the expected standard in writing	% of all pupils on track to achieve the expected standard in maths	% of all pupils on track to achieve the expected standard in RWM combined
	Y6 Disadvantaged 15	66	86	73	66

Reading	Number in cohort	% below expected attainment	% at expected attainment(expected and above)	% above expected attainment	% making expected or better progress
Y5	54	22	26 (78%)	52	78
Y5 Disadvantaged	11	46	27 (54%)	27	55
Writing	Number in cohort	% below expected attainment	% at expected attainment	% above expected attainment	% making expected or better progress
Y5	54	20	36 (80%)	44	89
Y5 Disadvantaged	11	18	73 (82%)	9	82
Maths	Number in cohort	% below expected attainment	% at expected attainment	% above expected attainment	% making expected or better progress
Y5	54	23	13 (77%)	64	92
Y5 Disadvantaged	11	9	64 (91%)	27	91

Reading	Number in cohort	% below expected attainment	% at expected attainment (expected and above)	% above expected attainment	% making expected or better progress
Y4	59	15	34 (85%)	51	90
Y4 Disadvantaged	11	17	50 (83%)	33	100
Writing	Number in cohort	% below expected attainment	% at expected attainment	% above expected attainment	% making expected or better progress
Y4	57	24	35 (76%)	41	93
Y4 Disadvantaged	11	33	33 (66%)	33	100
Maths	Number in cohort	% below expected attainment	% at expected attainment	% above expected attainment	% making expected or better progress
Y4	59	25	22 (75%)	53	85
Y4 Disadvantaged	11	45	27 (54%)	27	82

Reading	Number in cohort	% below expected attainment	% at expected attainment(expected and above)	% above expected attainment	% making expected or better progress
Year 3	59	34	39 (66%)	27	80
Year 3 Disadvantaged	17	53	29 (47%)	18	71
Writing	Number in cohort	% below expected attainment	% at expected attainment	% above expected attainment	% making expected or better progress
Year 3	59	37	46 (63%)	17	90
Year 3 Disadvantaged	17	47	47 (53%)	6	82
Maths	Number in cohort	% below expected attainment	% at expected attainment	% above expected attainment	% making expected or better progress
Year 3	57	29	54 (71%)	17	86
Year 3 Disadvantaged	17	29	65 (71%)	6	88

January 2017	Number in Cohort	% of all pupils on track to achieve the expected standard in reading	% of all pupils on track to achieve the expected standard in writing	% of all pupils on track to achieve the expected standard in maths	% of all pupils on track to achieve the expected standard in RWM combined
	Year 2 59	78 (National 2016 74%)	76 (National 2016 65%)	75 (National 2016 73%)	76
	Number in Cohort	% of all pupils on track to achieve the expected standard in reading	% of all pupils on track to achieve the expected standard in writing	% of all pupils on track to achieve the expected standard in maths	% of all pupils on track to achieve the expected standard in RWM combined
	Year 2 Disadvantaged 8	63	63	63	63

Reading	Number in cohort	% below expected attainment	% at expected attainment (expected and above)	% above expected attainment	% making expected or better progress from the start of the year
Y1	58	28	52 (72)	20	95
Y1 Disadvantaged	7	14	86	0	100
Writing	Number in cohort	% below expected attainment	% at expected attainment	% above expected attainment	% making expected or better progress
Y1	58	33	47 (67)	20	93
Y1 Disadvantaged	7	29	71	0	100
Maths	Number in cohort	% below expected attainment	% at expected attainment	% above expected attainment	% making expected or better progress
Y1 (# 1 chid to be added)	57	28	48 (72)	24	96
Y1 Disadvantaged	6 #	16	84	0	83

Attendance of PP children compared to Non PP children End of Spring term 2017 (78 children)

95% -100%			90% - 94.9%			Below 90%		
PP children	51/78	65%	PP children	20/78	26%	PP children	7/78	9%
Non PP children	231/ 337	70%	Non PP children	70/337	21%	Non PP children	37/387	11%

PWOs involvement if attendance drops below 93% EWO involvement if attendance drops below 90%

Participation of Sports clubs

Number of PP children who attend extra curriculum activities:

48 attend after school sports clubs
14 attend the choir
8 have music tuition