



## Paganel Pupil Premium Strategy 2017-18



### **Summary of the barriers to learning:**

**Deprivation:** The school serves a community which reflects extreme social and economic challenges. 56% of children eligible for free school meals, this is significantly higher than the national average of 25.2%. The school's deprivation indicator is 0.37, which is significantly higher than the national average of 0.21.

**Social Care needs:** 22% of families supported historically or currently by Social Care, which is a nationally exceptional figure. Parents need support from school to help them to address their needs and to support their children's learning.

**Behavioural, Mental and Social health and wellbeing needs:** Many of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions.

**Start Points:** Assessment on entry to the foundation stage, show many children have poorly developed communication skills, poor English and Maths skills, poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for the majority of children. In 2016 baseline in to Reception showed 70% of children came in below or significantly below age related expectations in prime areas.

**Mobility:** The school has increasing mobility issues late into reception no schooling etc. Stability at Paganel in 2016-17 was 79% compared to national 85.7%. (50% of our current year 3 have been new to the school since the beginning of year 1.)

1. Summary information					
<b>School</b>	Paganel Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£286,440	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	387 Rec – Y6	<b>Number of pupils eligible for PP</b>	216 (56%)	<b>Date for next internal review of this strategy</b>	January 2018

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	The progress of Pupil Premium children in <b>maths, writing and reading</b> . This impacts on the percentage of children achieving the expected standard in Early years, KS1 and KS2.
<b>B.</b>	Pupil premium children achieving greater depth is lower than non-pupil premium
<b>C.</b>	Supporting children to access learning by supporting their emotional and behavioural needs

### External barriers (issues which also require action outside school, such as low attendance rates)

<b>D.</b>	Attendance for Pupil Premium children is 93.65%. This reduces their school hours and causes them to fall behind their peers.
<b>E.</b>	Chaotic family lives
<b>F.</b>	Mobility of children

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved attainment and progress for PP children compared to National	Pupils eligible for pupil premium make accelerated progress in maths and reading. Measured from reception – year 6 by teacher assessments and successful moderation practices established across school.
<b>B.</b>	For children with emotional and behavioural difficulties to receive targeted intervention to ensure they can access and ultimately make progress in their learning.	PP children to make progress in their learning and have strategies to deal with their emotional difficulties
<b>C.</b>	To close the gap between Paganel PP children and all children nationally	PP children identified in class and their barriers to learning recognised. Interventions in place. Regular discussions to monitor PP progress against ARE.
<b>D.</b>	Increase attendance rates for pupils who are eligible for Pupil Premium.	Reduce the number of persistent absentees among pupils eligible for PP by 10%. Overall PP attendance improves so that it is in line with other pupils. Increase the attendance figure for PP children

#### 4. Planned expenditure

Academic year

2017/18

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.

#### i. Quality of teaching for all: teachers delivering effective strategies to accelerate progress and using strategies to overcome barriers to learning.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A To improve progress and attainment in core areas.</p> <p>D Increase attendance rates for pupils who are eligible for Pupil Premium.</p>	<p><b>To use the International Primary Curriculum across school.</b></p>	<p>To enrich the children’s learning, excite children and for them to be fully engaged in learning. Extending their vocabulary, spoken English resulting in an impact on their written work.</p> <p>Effective collaborative learning requires much more than just sitting pupils together and asking them to work together; structured approaches with well-designed tasks lead to the greatest learning gains. EEF</p>	<p><b>Regular CPD for staff</b>  <b>Pupil voice</b>  <b>Learning walks</b>  <b>Pupil data</b></p>	<p>HK</p>	<p>Half termly</p> <p>Cost £3000</p>
	<p>music tuition to enable arts participation.</p>	<p>Access to the ‘Arts’, such as music, can enhance progress by +2 months (EEF Toolkit). Improved outcomes have been identified in English and mathematics, particularly in younger learners. Improvement to attitudes of learning and well-being have been documented.</p> <p>Provide curriculum enrichment activities, weekly ukulele lessons for Y4 class plus Y5 &amp; Y6 elective players:</p>	<p>The service will be monitored by class teachers and senior leaders to ensure that children receive a good standard of music provision. Half-termly reviews of the music service will be undertaken.</p>	<p>Head teacher</p> <p>Senior Leaders</p>	<p>Jan ‘18</p> <p>Cost:£5380</p>

	To increase the number of children at ARE in reading. After success of RWI phonics this year now to introduce RWI Reading in Early years and KS1.	Evidence 16-17 has shown that phonics data has increased by 16%, To build upon this and use the same approach in reading.	Monitored every two weeks by HK and SLT, Half termly data should show accelerated progress for children in reading.	HK	Half termly  Cost £2613 RWI CPD £3000  English Consultant £7800
	To increase the number of children achieving ARE and greater depth in maths. By: CPD for staff Closely monitored and reviewed intervention groups External consultant working alongside maths lead to ensure pitch and progression are appropriate.	Internal data: Summer 2017 data highlights that in maths 67% of year 1 to year 6 children are currently working at ARE. 81% of year 1 to year 6 made expected progress Our target is for 78% of year 1 to year 6 to be working at ARE and at least 90% of children to have made at least six steps progress.	Monitored through book looks, learning walks, data, pupil voice each of these will be at least every half term. CPD for staff including staff meetings, coaching and mentoring, moderation	SK and BG	Half termly pupil progress meetings to monitor progress and children on track for ARE.  CPD £3000 Maths Resources £1850
c. To close the gap between Paganel PP children and all children nationally	To raise our children's awareness of national and global issues and how this affects us at Paganel.	By using a visual stimulus linked to global issues, children will discuss and answer key questions. They will be linked to our school values and personal goals. An increase in vocabulary will be evident and children will be able to articulate using geography and history knowledge.	Learning walks during assemblies Pupil voice Cross reference use of vocab in book looks	HK	£300

<p>A.Improved attainment and progress for PP children compared to National</p> <p>B. For children with emotional and behavioural difficulties to receive targeted intervention to reduce behavioural incidents and to ensure they make progress in their learning.</p>	<p>Peacemakers to be implemented across school</p>	<p>Restorative approach to solve conflict in a peaceful way. Developing strategies for independence and how to solve problems. To develop characteristics of learning.</p> <p>Peer mentors will be trained to support social and emotional behaviours, particularly during lunchtime.</p> <p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning EEF</p>	<p>Reflective journal</p> <p>Evidence of strategies being used in lessons and on playground.</p> <p>Evaluation working with Peacemaker consultant</p>	<p>SW and HK</p>	<p>Half termly</p> <p>£3000</p>
<p>A.Improved attainment and progress for PP children compared to National</p>	<p>To improve reading across school; development of school library and class libraries.</p>	<p>Our evidence indicates that many of our PP children are not reading for pleasure or accessing books in their home environment. Aim is to upgrade reading areas and promote the love of reading.</p> <p>Reward children for reading at home (reading tuck shop)</p> <p>Implement a whole school approach to understanding reading, through a comprehension scheme.</p> <p>68% of the year 1 -6 cohort are working at ARE (July 17) national 71%</p>	<p>Pupil progress meetings and internal data</p> <p>Monitoring of reading across school</p> <p>Evidence of reading for pleasure across school,</p> <p>Pupil voice</p>	<p>HK and BG</p>	<p>Half termly</p> <p>£4000 towards library costs</p> <p>£16,445 reading resources</p>

A.Improved attainment and progress for PP children compared to National	To further develop gross and fine motor skills, to develop a love of learning across early years and KS1 and social opportunities in KS2  Development of outdoor area in early years and KS1, picnic tables and games in KS2	A significant number of our Early years and KS1 children do not have the opportunity play safely outdoors at home.	Pupil voice Data Learning walks	CB	Half termly  Cost: £24,445
<b>Total budgeted cost</b>					£81,833
<b>ii. Targeted support</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To improve progress and attainment in core areas to national average.	To identify children who need intervention to make accelerated progress and close the gap, so in line with ARE Use of Freshstart material	A number of children in KS2 are not yet at ARE and need further intervention.  EEF	Learning walks Training Pupil voice Book looks	SLT	Half termly  Cost £1525
A. To improve progress and attainment in core areas to national average. C To close the gap between Paganel PP children and all children nationally	To fund 15 % of Teaching Assistants in the Early Years , KS1 and KS2 to carry out specialised interventions for reading, maths and communication and language.	The EEF toolkit suggests early intervention for children at a young age can add +5 months to progress. This will allow children to enter KS1 with the ability to cope with the demands of the curriculum in reading and maths.	Targeted children will be in small groups with a teaching assistant/teacher working on their next steps through a rolling programme. This provision will be systematically timetabled and rigorous monitoring that it is being carried out.	DHT	April 2018  Cost: £66,409

<p>B. For children with emotional and behavioural difficulties to receive targeted intervention to reduce behavioural incidents and to ensure they make progress in their learning D. Increase attendance rates for pupils who are eligible for Pupil Premium..</p>	<p>To fund the pastoral team a Learning Mentor, TA and Pastoral Manager to develop and support children's social, emotional and behavioural needs. The Learning Mentor develops targeted behavioural interventions for specifically identified, pupil premium children. The Learning Mentor will also organise parental workshops.</p>	<p>Behaviour interventions seek to reduce challenging behaviour in the classroom. Our experience has shown parents value the work that the Learning Mentor carries out with their children. The EEF toolkit and the Ofsted Report, 2013 on Pupil Premium spending suggests that targeted interventions matched to specific needs of behaviour can be effective. This will allow academic attainment to rise. We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Weekly pastoral meetings with DHT will be held to analyse and put into place actions for key individuals. Observations of behaviour for identified pupils will be carried out through learning walks. The Learning Mentor and TA will compile case studies of pupils that they work with. Interventions will be driven through liaison with external agencies to ensure interventions best meet the needs of the child.</p>	<p>Head teacher</p>	<p>Jan '18 Cost: £91,695</p>
<p>B. For children with emotional and behavioural difficulties to receive targeted intervention to reduce behavioural incidents and to ensure they make progress in their learning.</p>	<p>Family Support and Pupil Mentoring</p>	<p>We need to continue to tackle the underlying social and emotional needs of identified pupil premium children. The interventions we employ seek to improve attainment by improving the social and emotional dimensions of learning instead of tackling with the academic element of learning. When these issues have been tackled, the EEF Toolkit suggests a gain +4 months on attainment. To do this, we will use external agencies to tackle the root causes of the social, emotional and behavioural needs of Pupil Premium children.</p>	<p>We will identify children and families with social and emotional issues. We will hold regular meetings to analyse and put into place actions for key individuals through liaison with the external agencies. Observations of behaviour of identified pupils will take place through learning walks. Case studies of pupils put onto this programme will be carried out.</p>	<p>Head teacher Pastoral team</p>	<p>Jan '18 Cost: £13,000 Ed Psych (50%) £2500 Pupil and school support (50%) £2500</p>

<p>THE POD:</p> <p>For children with emotional and behavioural difficulties to receive targeted intervention to ensure they can access and ultimately make progress in their learning.</p>	<p>To enrich children's opportunities: horse riding, rhythm time, sensory opportunities</p>	<p>Our ASD children in the POD (currently all PP) need additional sensory opportunities and social skill development.</p>	<p>Observation Pupil comments / photos Data continuums</p>	<p>HK and SH</p>	<p>£5000</p>
<b>Total budgeted cost</b>					£181,129
<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>To close the gap between Paganel PP children and all children nationally To address our external barriers</p>	<p>Subsidise visits, trips, events</p>	<p>Our PP children do not all have the opportunities for enrichment outside school. To provide curriculum enrichment opportunities that children may not otherwise be able to experience.</p>	<p>To enrich the curriculum and make learning more engaging for all pupils thus developing their love of learning and school serving to positively impact on standards of achievement. Ensure that PP children are attending curriculum enrichment activities.</p>	<p>HT and DHT</p>	<p>Cost : £9,000</p>
<p>To address our external barriers</p>	<p>Daily fruit across school</p>	<p>Every child will be provided with a morning snack to provide some sustenance and impacting on levels of concentration/application</p>		<p>LC NG</p>	<p>Cost £5,000</p>
<b>Total budgeted cost</b>					£14,000
OVERALL SPEND:£281,962					