

# Paganel Pupil Premium Strategy 2016-17



## **Our key principles for using pupil-premium 2016-17:**

1. The school thoroughly analyses which pupils are underachieving, particularly in English and mathematics and why. This then informs interventions which are set up across school these are monitored half termly through pupil progress meetings and adjusted as appropriate.
2. The school draws upon evidence from research based interventions and activities that have an impact on improving achievement.
3. The school, senior leaders, teachers and governors, uses achievement data to check whether interventions are working and make adjustments accordingly, rather than using data retrospectively to see if something has worked.
4. We provide teachers with high-quality CPD to ensure pupils' receive high-quality intervention. (key focus on Teaching and Learning, English and Maths)
5. The school ensures that there is a clear overview of how funding is being allocated and the difference it is making to the outcomes for pupils termly. This is reported to governors.
6. All senior leaders, teachers and teaching assistants know which pupils are eligible for the pupil premium so that they can take responsibility for accelerating their progress.
7. The action/approaches we have set up tackle a range of issues. For example: attendance, behaviour, factors outside school, effective teaching and learning, English and maths support, targeted support and further enrichment.

### ***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 was 69,6% compared to national 85.7%. (50% of our current year 2 have been new to the school since the beginning of year 1.)

1. Summary information					
School	Paganel Primary School				
Academic Year	2016-17	Total PP budget	£258,720	Date of most recent PP Review	
Total number of pupils	378	Number of pupils eligible for PP	221 (58.5%)	Date for next internal review of this strategy	June 2017

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	The progress of Pupil Premium children in maths and reading. This impacts on the percentage of children achieving the expected standard in KS1 and KS2.
B.	Pupil premium children achieving greater depth is lower than non-pupil premium
C.	Supporting children to access learning by supporting their emotional and behavioural needs
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance for Pupil Premium children is 93.65%. This reduces their school hours and causes them to fall behind their peers.
E.	Chaotic family lives
F.	High levels of obesity ***

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment and progress for PP children compared to National	Pupils eligible for pupil premium make as much progress and more as other pupils in maths and reading. Measured from Y1-6 by teacher assessments and successful moderation practices established across school.
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.
C.	To close the gap between Paganel PP children and all children nationally	PP children identified in class and their barriers to learning recognised. Regular discussions to monitor PP progress against ARE.
D.	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.
--	--	---------

#### Attainment as of October 2016 Year 6

Number of children 32	Number of PP children 24		National end of Y6
	All		
	School	School	
Reading, writing, maths combined	21.9%	16.7%	55%
Reading	34.4%	33.3%	66%
Writing	25%	20.8%	74%
Maths	56.3%	54.2%	70%

#### Attainment as of October 2016 Year 5

Number of children 31	Number of PP children 25	
	All	PP
	School	School
Reading	51.6%	44%
Writing	48.4%	40%
Maths	54.8%	48%

#### Attainment as of October 2016 Year 4

Number of children 60	Number of PP children 33	
	All	PP
	School	School
Reading	43.3%	39.4%
Writing	28.3%	30.3%
Maths	46.7%	45.5%

#### Attainment as of October 2016 Year 3

Number of children 60	Number of PP children 39	
	All	PP
	School	School
Reading	50%	43.6%
Writing	40%	33.3%
Maths	46.7%	38.5%

#### Attainment as of October 2016 Year 2

Number of children 57	Number of PP children 36	
	All	PP
	School	School
Reading	56.1%	44.4%
Writing	54.4%	41.7%
Maths	54.4%	41.7%

### Attainment as of October 2016 Year 1

Number of children 60	Number of PP children 31	
	All	PP
	School	School
Reading	76.7%	61.3%
Writing	83.3%	74.2%
Maths	85%	77.4%

### Attainment as of October 2016 Reception

Number of children 58		
	All	PP
	School	School
Reading	39.7%	50%
Writing	44.8%	53.8%
Maths	39.7%	48.2%

### Attainment as of October 2016 Nursery

Number of children 16		
	All	PP
	School	School
Reading	0	0
Writing	83%	0
Maths	67%	0

This data highlights the gap between PP and non PP children at Paganel Primary School as of October 2016.

#### 4. Planned expenditure

Academic year

2016/17

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

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 maths and reading to national average.	Maths Advisor	<p>*** evidence</p> <p>Maths advisor (N Scott, Education Central) employed on one year contract to visit on at least half-termly basis to support maths subject leader and provide staff guidance and support</p> <p>The quality of maths teaching and learning is improved throughout the school for all pupils with a significant improvement in achievement, resulting in a closing of the attainment gap between national standards.</p>	The service will be monitored by Headteacher and through pupil progress meetings. Are our PP children closing the gap? Governors to be kept updated on at least a termly basis.	Head teacher  Senior Leaders	Jan '17  Cost: £3,150
	We will buy in music tuition to enable arts participation.	<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: Life Education Centre to deliver drugs awareness day to KS2, Loudmouth Theatre – sex education day (Y6), the Night Zoo keeper, Animal Man...</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.	Head teacher  Senior Leaders	Jan '17  Cost: £9,500

<p>A To improve progress and attainment in maths and reading to national average.</p>	<p>Continuing professional development</p>	<p>The aim of this is to skill the teachers to ensure their subject knowledge is at a greater depth and they understand how to scaffold learning for different learners.</p> <p>The main focus is maths development with support and guidance provided by N Scott (Ed Central); external support and guidance for NQTs and post-NQT (through Education Central); staff to attend external CPD opportunities/moderation meetings...external advisers and specialists provide in-house professional development; all senior and middle leaders provided support in school.  <b>Read write inc</b> through TSA challenge adviser (A Saunders).</p>	<p>To increase and develop the professional competence and effectiveness of leaders and teachers which should impact on raising the quality of learning and overall effectiveness.</p>		<p>Cost:£18,268</p>
<p>A To improve progress and attainment in maths and reading to national average.</p>	<p>Paganel is one of 6 local schools working collaboratively with Education Central (Wolverhampton Uni) and providing school-to-school support. This includes headteachers, deputies and subject leaders' networks.</p>	<p>Sharing of good practice enables schools to improve their own practise .</p> <p>All schools in SSLA share the same vision of striving to improve overall effectiveness and be outstanding.</p>	<p>The headteacher and SLT are to monitor the impact this has on the school's overall effectiveness. The SSLA continues to go from strength-to-strength. It has provided opportunities for staff development at all levels, including senior leaders, subject leaders (moderation), and opportunities for inter-school events e.g. sporting competitions. In the summer term 2016 headteachers carried out reviews of all six schools, making a valuable contribution to the school improvement process. (this will be repeated in summer term 2017).</p>		<p>Cost £3,000</p>
<b>Total budgeted cost</b>					<p>£33,918</p>

## ii. Targeted support

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 maths and reading to national average.</p> <p>C To close the gap between Paganel PP children and all children nationally</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	DHT	<p>April 2017</p> <p>Cost: £56,104</p>
<p>B 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>Lead person for PE and sport provision throughout the school; to also provide some additional support and assistance in various classes throughout the school.</p> <p>Swimming</p>	<p>** High quality PE/sport provision is delivered to all pupils. Classes receive some additional assistance.</p>	<p>Class teachers and phase leaders monitor effectiveness of role, e.g. lesson observation and planning scrutiny...; impact is measured through the performance management process.</p>		<p>Cost:£30,052</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 D. Increase attendance rates for pupils who are eligible for Pupil Premium..</p>	<p>To fund a Learning Mentor 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</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 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>Learning Mentor Head teacher</p>	<p>Jan '17</p> <p>Cost: £66,666</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 want 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  Pupil Premium Leader</p>	<p>Jan '17  Cost: £10,500</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</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>DHT to work with peacemakers. Pupil voice. Reflective journal</p>	<p>DHT</p>	<p>£2,930</p>
<p>C To close the gap between Paganel PP children and all children nationally</p>	<p>Resources to support learning and attendance  Chrome books, iPads, EYFS outdoor learning resources, playtime equipment, rewards/awards (e.g. for attendance and behaviour (Golden Tickets)...</p>	<p>**  To ensure that children have appropriate resources to support their learning and encourage them to come to school. High quality resource provision adds to quality of teaching and children's learning experiences and positively impacts on standards.</p>	<p>Class teachers, subject leaders, phase team and senior leaders monitor effectiveness of provision and value for money</p>	<p>SLT</p>	<p>£70,239</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p>£236,491</p>

### iii. Other approaches

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?
To close the gap between Paganel PP children and all children nationally To address our external barriers	Subsidise visits, trips, events	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.	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.	HT and DHT	Cost : £9,000
To address our external barriers	Daily fruit across school	Every child will be provided with a morning snack to provide some sustenance and impacting on levels of concentration/application		LC NG	Cost £5,000
<b>Total budgeted cost</b>					£14,000
OVERALL SPEND:£284,409					

## 6. Review of expenditure

### Previous Academic Year: 2016-17

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																																																																																				
<p>A Improved attainment and progress for PP children compared to National</p> <p>C To close the gap between Paganel PP and children nationally.</p>	<p>Identification of PP children. Interventions CPD for staff</p>	<p><i>Pupils eligible for pupil premium make as much progress and more as other pupils in maths and reading. Measured from Y1-6 by teacher assessments and successful moderation practices established across school.</i></p> <p>2016-2017 under new leadership the main focus was on all children making progress. This has happened but for both PP and non PP</p> <table border="1" data-bbox="584 539 1397 1173"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Maths</th> </tr> <tr> <th>PP</th> <th>NON PP</th> <th>PP</th> <th>NON PP</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td>16-17</td> <td>95.2</td> <td>100</td> <td>100</td> <td>87.5</td> </tr> <tr> <td></td> <td>15-16</td> <td>76.2</td> <td>75</td> <td>51.1</td> <td>75</td> </tr> <tr> <td>Y5</td> <td>16-17</td> <td>95.8</td> <td>100</td> <td>87.5</td> <td>100</td> </tr> <tr> <td></td> <td>15-16</td> <td>70.8</td> <td>100</td> <td>83.3</td> <td>100</td> </tr> <tr> <td>Y4</td> <td>16-17</td> <td>71</td> <td>84.6</td> <td>71</td> <td>80.8</td> </tr> <tr> <td></td> <td>15-16</td> <td>67.7</td> <td>50</td> <td>48.4</td> <td>50</td> </tr> <tr> <td>Y3</td> <td>16-17</td> <td>77.5</td> <td>95</td> <td>80</td> <td>90</td> </tr> <tr> <td></td> <td>15-16</td> <td>40</td> <td>45</td> <td>57.5</td> <td>55</td> </tr> <tr> <td>Y2</td> <td>16-17</td> <td>72.2</td> <td>91.3</td> <td>63.9</td> <td>91.3</td> </tr> <tr> <td></td> <td>15-16</td> <td>33.3</td> <td>30.4</td> <td>33.3</td> <td>26.1</td> </tr> <tr> <td>Y1</td> <td>16-17</td> <td>68.8</td> <td>75</td> <td>65.6</td> <td>71.4</td> </tr> <tr> <td colspan="2">Mean 16-17</td> <td>80%</td> <td>91%</td> <td>78%</td> <td>87%</td> </tr> <tr> <td colspan="2">Difference between PP and non PP 16-17</td> <td colspan="2">11% ↑</td> <td colspan="2">9% ↑</td> </tr> <tr> <td colspan="2">Mean 15-16</td> <td>48%</td> <td>63%</td> <td>44%</td> <td>63%</td> </tr> <tr> <td colspan="2">Difference between PP and non PP 15-16</td> <td colspan="2">15%</td> <td colspan="2">19%</td> </tr> </tbody> </table>			Reading		Maths		PP	NON PP	PP	NON PP	Y6	16-17	95.2	100	100	87.5		15-16	76.2	75	51.1	75	Y5	16-17	95.8	100	87.5	100		15-16	70.8	100	83.3	100	Y4	16-17	71	84.6	71	80.8		15-16	67.7	50	48.4	50	Y3	16-17	77.5	95	80	90		15-16	40	45	57.5	55	Y2	16-17	72.2	91.3	63.9	91.3		15-16	33.3	30.4	33.3	26.1	Y1	16-17	68.8	75	65.6	71.4	Mean 16-17		80%	91%	78%	87%	Difference between PP and non PP 16-17		11% ↑		9% ↑		Mean 15-16		48%	63%	44%	63%	Difference between PP and non PP 15-16		15%		19%		<p>As can be seen from the progress data there was a strong improvement in progress across school. 17-18 targeted intervention on identified children will take place both inside and outside the classroom. Targeted PP children to be tracked throughout the year to continue to reduce the gap between PP and non PP.</p> <p>2017-18 we need to further analyse what the PP barriers to learning are. Children who are not making expected progress need to be looked at closely. What is it that is stopping that individual from learning</p>	<p>£150,761</p>
		Reading			Maths																																																																																																			
		PP	NON PP	PP	NON PP																																																																																																			
Y6	16-17	95.2	100	100	87.5																																																																																																			
	15-16	76.2	75	51.1	75																																																																																																			
Y5	16-17	95.8	100	87.5	100																																																																																																			
	15-16	70.8	100	83.3	100																																																																																																			
Y4	16-17	71	84.6	71	80.8																																																																																																			
	15-16	67.7	50	48.4	50																																																																																																			
Y3	16-17	77.5	95	80	90																																																																																																			
	15-16	40	45	57.5	55																																																																																																			
Y2	16-17	72.2	91.3	63.9	91.3																																																																																																			
	15-16	33.3	30.4	33.3	26.1																																																																																																			
Y1	16-17	68.8	75	65.6	71.4																																																																																																			
Mean 16-17		80%	91%	78%	87%																																																																																																			
Difference between PP and non PP 16-17		11% ↑		9% ↑																																																																																																				
Mean 15-16		48%	63%	44%	63%																																																																																																			
Difference between PP and non PP 15-16		15%		19%																																																																																																				

The data below shows that the PP children with the 3 resource base children not included (year 6 external data 2016-17) when compared to all pupils at Paganel had increased attainment in *reading*. From year 1 to year 6 the gap between PP and non PP progress has decreased by 4%.

Filters applied: Disadvantaged yes. Special educational needs (SEN) no sen, sen support.

Key stage 2 reading by pupil group						
Breakdown	Reading progress			Reading attainment		
	Cohort	Score ?	Cohort	Achieving the expected standard ?		Ac
				School %	National benchmark	
<b>All pupils</b>	16	-1.93	20	75		-

Key stage 2 reading by pupil group						
Breakdown	Reading progress			Reading attainment		
	Cohort	Score ?	Cohort	Achieving the expected standard ?		Ac
				School %	National benchmark	
<b>All pupils</b>	27	-2.21	32	72		71

To highlight PP children with HSP data to ensure they are challenged to make accelerated progress. Use of intervention teacher planned for 2017-18.

The data below shows that the PP children with the 3 resource base children not included (year 6 external data 2016-17) when compared to all pupils at Paganel had the same attainment in *maths*. From year 1 to year 6 the gap between PP and non PP progress has decreased by 10%.  
 Filters applied: Disadvantaged yes. Special educational needs (SEN) no sen, sen support.

Key stage 2 maths by pupil group					
Breakdown	Maths progress		Cohort	Achieving the expected standard ?	
	Cohort	Score ?		School %	National benchmark
	<b>All pupils</b>	16			

Key stage 2 maths by pupil group					
Breakdown	Maths progress		Cohort	Achieving the expected standard ?	
	Cohort	Score ?		School %	National benchmark
	<b>All pupils</b>	27			

2017-18 to highlight the children not making the expected / accelerated progress and drill down to find out why.

The data below shows that the PP children with the 3 resource base children not included (year 6 external data 2016-17) when compared to all pupils at Paganel had a similar combined ARE:

Filters applied: Disadvantaged yes. Special educational needs (SEN) no sen, sen support.

Key stage 2 reading, writing and maths by pupil group				
Breakdown	Cohort	Achieving the expected standard ?		Act
		School %	National benchmark	
<b>All pupils</b>	20	45		-

Key stage 2 reading, writing and maths by pupil group				
Breakdown	Cohort	Achieving the expected standard ?		S
		School %	National benchmark	
<b>All pupils</b>	32	47	61	

<p>B. 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>D. Increase attendance rates for pupils who are eligible for Pupil Premium.</p>	<p>Pastoral team support Family support worker Counsellor</p>	<p>The success criteria was for: PP children to make progress in their learning. As can be seen in the data above progress has been made. Identified children have received counselling, daily support and mentoring sessions from the Pastoral team and FSW has worked alongside families in helping parents with home issues and identifying ways to best support children at home. Peacemakers was used in year 4 as a result there was reduced incidents of behaviour recorded. The impact is more evident this academic year as the children have gone into year 5, they use their strategies to resolve issues. Through learning walks children have improved attitudes to learning and “are ready to learn”. This has been supported by Teaching School reviews: “clear evidence of some exemplary learning behaviour in lessons” (March 2017).</p> <p>Attendance was monitored and tracked, sent letters and met with families to offer support and advice where attendance was becoming an issue. PA for PP in 16-17 was 9.75% which had decreased from the previous year when it was 10.53% Attendance for PP children has remained stubborn when compared to 2015-16.</p>	<p>To continue to use this initiative, discuss how best to record impact. We know that some of our children have deep-rooted barriers to learning hence we must continue to work on these next year.</p> <p>We have 14 PP families, who have Persistent absence. Family support worker in 2017-18 to work with families, early risers club to be established.</p> <p>COST £110,148</p>	
--	---	--	--	--