

Pupil premium strategy statement (primary)

1. Summary information					
School	Didsbury CE Primary School				
Academic Year	2017-18	Total PP budget	£32360	Date of most recent PP Review	May 2018
Total number of pupils	233	Number of pupils eligible for PP	21	Date for next internal review of this strategy	July 2018

2. Current attainment		
KS 2 Attainment at end of 2016-17	Pupils eligible for PP (5 pupils)	Pupils not eligible for PP (national average)
% achieving expected standard in reading	80%	71%
% achieving expected standard in writing	60%	76%
% achieving expected standard in maths	80%	75%
% achieving expected standard in GPS	100%	77%
% achieving expected standard in reading, writing and maths	60%	61%
% making progress in reading	+1.1	
% making progress in writing	- 0.69	
% making progress in maths	+2.59	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Fine motor control with children in Lower KS2
B.	Low attainment in maths with children in KS1 and Lower KS2
C.	SEMH issues with some PP children in Key Stage 2
D.	Low attainment in maths with children in KS1 and KS2
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	10% Persistent absence with some children

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved fine motor skills for some children in KS1 and lower KS2	Children can write for more sustained periods. This leads to improved writing scores. Children achieve at least 50% of their writing key assessment criteria by the end of the school year.
B.	Improved rates of progress for children with previously low attainment in maths.	Children are far more confident with their maths and achieve at least 50% of their maths key assessment criteria by the end of the school year.
C.	SEMH issues of some KS2 children addressed.	Children will have coping strategies to help with SEMH issues in class. Children will complete work and have reduced amount of
D.	Improved rates of progress for children with previously low attainment in writing.	Children are far more confident with their writing and achieve at least 50% of their writing key assessment criteria by the end of the school year.
E	Increase attendance rates for those targeted children who are below 90% attendance.	Children making good progress due to being in school promptly with 90% plus attendance rate and so accessing the full days curriculum. Overall PP attendance rate to be 96% plus.
F	All PP children have access to the wider enriched curriculum	PP children able to enjoy a full enriched curriculum leading to greater holistic learning.

5. Planned expenditure

Academic year **2017 – 18 approx. £36700**

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 Improved fine motor skills for some children in KS1 and lower KS2	Regular handwriting practice using Letter join handwriting system.	Neat flowing handwriting benefits all pupils. It gives confidence to pupils, instils greater pride in their work, has a positive link to spelling and increasing writing speed.	Regular book scrutiny of a range of books.	English/ EYFS lead	March 2018 1 hour of TA time per day £13.75 x 190 =£2612.50
B Improved rates of progress for children with previously low attainment in maths.	Staff Sense of Number training on understanding how children understand maths concepts. The concrete, visual, abstract approach to ensuring that maths ideas are embedded.	This is a highly recommended training programme that blends understanding concepts around key maths understanding and learning for practioners with song and rhyme based repetition of key concepts by the children.	Use performance management observations, a book scrutiny and pupil voice to ensure that children's learning reflects the recommended practice. Highly experienced TAs will support children in the understanding of key maths concepts.	Head of School	March 2018 1 hour of TA time per day £13.75 x 190 =£2612.50

Total budgeted cost					£5225
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?
A Improved fine motor skills for some children in KS1 and lower KS2	Targeted children to have regular small group handwriting practice supplemented by other fine motor activities to promote improved pencil grip and a greater sense of manipulation.	Some of the PP children need targeted support to catch up. An holistic approach to fine motor control has shown to be more beneficial than handwriting practice alone.	Ensure that the support groups are on NTG timetables. We will observe the targeted support and measure the improvement via targeted book scrutiny.	English/ EYFS lead	March 2018 1 hour of TA time per day $£13.75 \times 190 = £2612.50$
B Improved rates of progress for children with previously low attainment in maths.	Twice weekly small group sessions with targeted PP children to raise maths attainment. Use of Motivational maths intervention to raise standards	We feel that intensive twice-weekly sessions led by a well-trained and highly experience teaching assistant using an evidenced based resource such as Motivational maths is the best way to raise attainment for targeted PP children and close gaps with peers.	Ensure that the small targeted groups are on intervention timetables. We will observe the targeted support and measure the improvement via comparing the baseline assessment and end of intervention assessment.	SENCO	March 2018 5 hours per week class teacher $£29.50 \times 5 \times 38 = £5605$ 2 hours per day TA $£13.75 \times 2 \times 190 = £5225$
C SEMH issues of some KS2 children addressed.	Identify a targeted behaviour intervention for identified children Work with our Reflect and Respond behavioural system to focus on positive behaviours and how relationships can be restored.	Targeted interventions matched to specific children can help them to develop behavioural coping strategies and develop friendships and relate to others better.	Monitor behaviour and also monitor improvement in behaviour	Head of School/ SENCO	March 2018 2 hours per week CT $£29.50 \times 2 \times 38 = £2242$
D Improved rates of progress for children with previously low attainment in writing.	Twice weekly small group sessions with targeted PP children to raise writing attainment. Use of EY2P training to NTG to raise standards	We feel that intensive twice-weekly sessions led by a well-trained and highly experience teaching assistants who have been on EY2P training is the best way to raise attainment for targeted PP children and close gaps with peers.	Ensure that the small targeted groups are on intervention timetables. We will observe the targeted support and measure the improvement via comparing writing assessments pre NTG sessions and after the end of NTG sessions.		March 2018 2 hours per week CT $£29.50 \times 2 \times 38 = £2242$ 3 hours per day TA $£13.75 \times 3 \times 190 = £7837.50$
Total budgeted cost					£25764

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?
E Increase attendance rates for those targeted children who are below 90% attendance.	School administrator prints off weekly attendance figures and highlights PP children who have a less than 90% attendance rate.	We can only improve attainment if children are actually in school. High attendance rates are key to good progress	Parents of PP children whose attendance falls to 90% will be contacted and the need to have their children each day each week will be stressed verbally and in writing.	Head of School	Termly £Admin TA 1 hour per day £13.75 x 190 =£2612.50 Head of School 4 x 3 £45 = £540
F All PP children have access to the wider enriched curriculum	Subsidise trips, visits, music tuition and EGKC	All of our PP children are able to enjoy and benefit from experiences leading to a more rewarding experience at school	Pupil and parent voice.	Head of School	March 2018 School trips £2000 Uniform £100 Music £600
Total budgeted cost					£5852.50

6. Review of expenditure					
Previous Academic Year		Total spend £57,501			
i. Quality of teaching for all					
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 £10,830	
Development of whole school sense of number calculation policy and school aims including pupil self-assessment, use of visuals and resources in maths and creating effective learning environments.	Key Stage Learning Teams	Maths results were very high across both KS1 and KS2 Pupil 80% of PP children in KS2 reached expected standard.	This was a substantial investment into training in maths. However, the results were very pleasing and we are looking to embed the training further this year and monitor via PM to make sure that the high quality training received last year continues to reap benefits.	CT x 1 hour a day = £29.50 x 190 = £5605	
Better oral language skills for children in KS2 on PP	Talk 4 writing, vocabulary pre-learning, drama work and word banks to support a wider range of vocabulary	This investment has impacted quite well but we have still to see the full impact via SATs at the end of KS2. One of the targeted group moved schools and so has been impossible to assess.	Children have improved their oral skills using Talk 4 Writing strategies but it needs to allied to improved writing strategies to be truly effective.	1 hour of TA time per day £13.75 x 190 =£2612.50	

Improve the grammar skills of our children	Better resources, training for staff and a higher focus on grammar work in all subject areas rather than just as a discreet lesson within literacy.	This has been very successful and our GPS scores in Year 6 where exceptional. 93% reaching expected standard including 100% PP children and 46% reaching higher standard including 40% PP children	Yes this strategy definitely worked and we would be keen to maintain it next year for all pupils.	1 hour of TA time per day £13.75 x 190 =£2612.50
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ii. Targeted support

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 £43,519
<p>Improved reading, writing and maths for PP children and others.</p> <p>Improved self-esteem and better social and emotional devpt. For key children</p> <p>All PP children have access to the wider curriculum</p>	<p>Focused 1:1 or small group sessions with both TA and CT throughout the year for all key areas of academic learning.</p> <p>Friendship groups and social stories for specific key groups</p> <p>Subsidise trips, visits, music tuition and EGKC</p>	<p>The differentiated and personalised approach cements the learning and leads to better outcomes</p> <p>Children feel happier and more at ease in school after taking part in these group and on occasions 1:1 sessions</p> <p>All our disadvantaged children are able to enjoy and benefit from such experiences – this then leads to a greater enjoyment and enthusiasm for all aspects of school life, although this is harder to measure.</p>	<p>We believe that this approach worked well and we would continue to use targeted interventions for all vulnerable children including PP</p> <p>Children to feel better but it is important to realise that this is part of a long term strategy and some of the child in these groups including those entitled to PP have complex needs. This will continue next year.</p> <p>This has been very positive and we have had good feedback from parents. However, we are going to limit music lessons to one type per child as it is important to balance an enriched curriculum with the need for PP children to be in class and not miss too much learning.</p>	<p>15 hours TAQ focussed support per day = 15 x £13.75 x 190 = £39,187.50 SEN Training £2500 TA x 4 hours per week £13.75 x 38 x 4 =£2090 2 hours SENCO per week = £29.50 x 2 x 38 = £2242</p> <p>School trips £2000 Uniform £100 Music £600 Kids Club £1500</p>

Other approaches

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 £3152

E Increase attendance rates for those targeted children who are below 90% attendance.	School administrator prints off weekly attendance figures and highlights PP children who have a less than 90% attendance rate.	The children at risk of not achieving (05 attendance just managed to achieve the 90% mark and so where not 10%PA.	We need to be encouraging 95% attendance for all PP children including targeted children for whom attendance is an issue. We need to use written feedback to parents as well as verbal feedback regarding attendance rates.	£Admin TA 1 hour per day £13.75 x 190 =£2612.50 Head of School 4 x 3 £45 = £540
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7. Additional detail

All our PP children are tracked and monitored in all key academic areas very closely with regard to their performance against National averages. We test using standardised spelling and reading tests every 6 months and Abacus maths testing and a variety of other material is used to monitor performance in maths. We also use monitoring through pupil voice very regularly.