

# Herbert Strutt Primary School: Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2016-17	Total Pupil Premium (PP) budget	£104,700	Date of most recent PP Review: <b>Shows changes made</b>	March 17
Total number of pupils	208	Number of pupils eligible for PP	74 (36%)	Date for next internal review of this strategy	September 2017

2. Current attainment: 2016									
Year 6 cohort	All: Expected+ (National)	All: Expected+ (School)	All: Exceeding (National)	All: Exceeding (School)	Pupil Premium: Expected+ (National)	Pupil Premium: Expected+ (School)	Non-Pupil Premium (National)	Gap between school PP & non-PP nationally	
								2015	2016
Reading	66	71	19	38	71	50	71	-23	-21
Writing	74	71	15	17	79	50	79	-36	-29
Maths	70	63	17	17	75	40	75	-21	<b>-35</b>
EGaPS	72	67	22	4	78	50	78	-30	-28
RWMcomb	53	58	5	8	60	40	60	-30	-20

Progress Data: 2016			
Year 6	Reading	Writing	Maths
All pupils: school (23 pupils)	0.9	-0.9	-2.9
Pupil Premium pupils: school (9 pupils)	0.3	-2.7	-3.3

Year 2	All: Expected+ (National)	All: Expected+ (School)	All: Exceeding (National)	All: Exceeding (School)	Pupil Premium: Expected+ (National)	Pupil Premium: Expected+ (School)	Non-Pupil Premium (National)	Gap between school PP & None PP nationally
								2016
Reading	74	52	24	14	78	44	78	<b>-34</b>
Writing	65	38	13	3	70	22	70	<b>-48</b>
Maths	73	55	18	7	77	44	77	<b>-33</b>
RWM		28		0		22		

<b>3. Barriers to future attainment (for pupils eligible for PP: all abilities)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Communication & language skills are low for PP pupils when they enter Reception; slowing progress of writing & mathematical reasoning in subsequent years.	
<b>B.</b>	Social and emotional issues for groups of PP pupils, including those of high ability, impacts on their resilience as learners and slows their progress.	
<b>C.</b>	Low aspiration & intrinsic motivation of groups of different ability PP pupils (including high ability) impacts on them sustaining progress as writers and mathematicians particularly.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Poor home learning environment and low engagement of some families of PP pupils.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improve oral language skills of PP pupils in Reception, so that their attainment is in-line with their peers.	Reception, PP pupils make <u>at least</u> 4 steps progress, so that they are at ARE and Y1 ready in C&L, R, W, N.
<b>B.</b>	PP pupils are resilient & ready to learn, so that their progress for writing and maths improves, with gaps between them and national diminishing. The most able PP pupils achieve the higher standard in reading, writing and mathematics in Year 6.	The gap between school PP and national “others” decreases for reading, writing & maths. PP pupils make as much progress as others nationally in maths and writing. Boxhall profiles show improvement on target areas and there is a reduction in “cards”
<b>C.</b>	All PP pupils working below age related expectations, make accelerated progress with writing and mathematics across school, so that the gap between them and their peers narrows.	Pupils take pride in themselves as learners, as shown by the quality of their books and their engagement & attitude to learning in lessons. The gap continues to diminish between the progress of our PP pupils and those nationally.
<b>D.</b>	Parents feel they can use school to support them and their children, so that their children’s achievement is in-line with others nationally.	Target families & pupils are identified & supported through nurture groups; homework clubs & TAF meetings. These pupils make accelerated progress over the year.

5. 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	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A. Improve oral language skills in Reception.	Time set aside each day for the Teaching Assistant to model and engage pupils in conversations in child led areas.	None	Evidence in EEF Toolkit suggests oral language intervention (+5) will enable our pupils to make accelerated progress.	May: Observation of sessions during day 2 of Pupil Premium Review as well as during the term. Monitor changes in length of dialogue between pupils before and after this approach.	Reception TA	July 17
	Talk 4 writing strategies, i.e. oral rehearsal & story maps.	None	Pie Corbett's national training for Head & Deputy (evidence based) shows impact of explicit teaching of talk for writing to develop oral then written skills of children. Evidence in EEF Toolkit suggests early years intervention (+5) & oral language intervention (+5) will enable our pupils to make accelerated progress.	Observation of pupil engagement in lessons by English leader/Deputy.	Reception class teachers & TA	
	Staff INSET led by Early Excellence Centre: use of outdoor environment (specific focus on maths).	£106	The majority of our PP pupils have not attended nursery consistently & they are below ARE, so our provision needs to be outstanding.	Observation of pupil engagement & interaction in lessons- jointly by EYFS governor & Head (temp EYFS lead). Monitoring of provision in planning & learning environment.	Head (temporary EYFS lead)	January 2017

B. PP pupils are resilient & ready to learn	Staff INSET: strategies to develop pupils' resilience, growth mind-set & well-being.	£300	Evidence from UfA (University of the First Age) on strategies to develop a growth mind-set & effectiveness of feedback (from EEF Toolkit). EEF toolkit shows social & emotional learning (+4) has high impact on engagement.	Monitor strategies in place across school & their impact on target pupils in lessons.	Head/Dep	February 2017
	Day a ½ term used to teach explicit L2L skills-targeting specific needs of each class. This should stem from the analysis of the assessments at the end of each previous ½ term.	None	Paul Garner & Chris Quigley's work on L2L, along with: knowledge of our pupils' lack of resilience as learners & subsequent task avoidance.	Monitor staff use of the L2L day; collect feedback from pupils at the end of each of these days.	Head	July 17

C. All prior low attaining PP pupils make accelerated progress with writing and mathematics across school.	Milestones set for pupils for each ½ term, with 4 steps progress built in for pupils below ARE. ½ termly intervention plans to address the progress of these pupils.	None	Evaluation of SIP in June 16, showed that termly progress checks left issues unchecked for too long & staff needed steps to be broken down earlier. Evidence shows that rapid identification of gaps in pupils learning enables teachers to quickly intervene to keep learning on track.	Analysis of impact of interventions each ½ term: % of pupils meeting their milestones. Staff to then maintain or change the intervention.	Head-SC	July 2017
	A Pupil Premium Review (over 4 days) to be carried with an external partner so that gaps continue to diminish for our disadvantaged pupils.	£1000	Attendance at the L.A.'s Pupil Premium Conference highlighted the successful use of a review as a school improvement strategy, to ensure systems in place are impacting with the urgency that is required.	Process involves on-going analysis, gap tasks and review of impact. Day 1: February Day 2: May	Head-SC	July 17
B. PP pupils are resilient & ready to learn (and Point C above).	Lexia Core5 used across school, three times a week-spelling & reading programme.	£3,333	English lead chose this after researching other programmes & visiting another DCC school; it was trialed for 30 days with her class first. EEF toolkit suggests high quality feedback is an effective way to improve attainment & is suitable as an approach that can be embedded across the school.	English lead to monitor its use in classes & take feedback from pupils; Head to calculate % of pupils meeting milestones.	Deputy-CH	July 2017
	Maths No Problem scheme implemented across school to provide structure to enable pupils of all abilities to achieve ARE.	£3,486	Maths lead chose this after researching other schemes, visiting another school out of county-it is one of 2 schemes recommended by the National Maths Hub.	Class council to provide feedback to SLT termly; learning walk with maths leader & SIP will enable evaluation & adjustments to be made throughout the year.	Maths lead-JT	July 17
	Outcomes from a range of monitoring activities and from seeking pupil & staff views has led to changes in how TAs are used during daily lessons to support or challenge target pupils (INSET-March 17).	£32,181	Additional adult reduces adult: pupil ratio, provides differentiated support for low attaining PP pupils, so they can access learning & targets "developing" PP pupils in class as they work, giving immediate feedback so they make progress in the lesson.	Lesson observations/drop-ins to: monitor "target" pupils' engagement; provide feedback to teacher on use of TA to improve impact they have on progress of their pupils.	Head/Deputy	
<b>Total budgeted cost</b>						<b>£40,406</b>

## ii. Targeted support

Desired outcome	Chosen action / approach	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A. Improve oral language skills in Reception.	1-1 weekly programme for Speech & language by TA. Following advice from S&L therapist.	£1,200	Builds confidence of pupils, ensures targets set are addressed.	SENCO to: monitor S&L sessions; planned programmes. As part of Day 2 of Pupil Premium Review.	TA (LH)	July 2017
B. PP pupils are resilient & ready to learn.	Access to iPads for Lexia in school at lunch for PP pupils below ARE in writing.  Lego-based Therapy-one lunchtime a week for target PP pupils.	None  £100	Feedback from pupils-shorter lunchbreak helps them to be settled & ready to learn for the pm session.  SSSEN team: studies show that facilitated Lego group projects develop & reinforce play & social skills. EEF toolkit shows social & emotional learning (+4) has high impact on engagement.	Feedback at progress meetings-progress made by target pupils.  Feedback from pupils & engagement in class following it.	Teacher/Business manager  SENCo	July 2017  February 2017

C. All prior low attaining PP pupils make accelerated progress with writing and mathematics across school.	Weekly, 45 minute, 1-1, on-line tutor for maths: 3 <sup>rd</sup> Space Learning maths programme for 10 places-5 free this year-targeting PP pupils in Y6.	£1,194	Use of this last year, showed that 83% of the PP pupils that took part, made expected or better progress over the year. Pupils get immediate feedback & effort points: they recommend this as a strategy to help others. EEF toolkit suggests high quality feedback is an effective way to improve attainment & is suitable as an approach that can be embedded across the school.	Immediate feedback is given to pupils and to the class teacher, who selects the lessons.	Head	July 2017
	Teachers & TAs have time in staff meetings and INSET day to work together to produce a pre and post intervention plan for one of the interventions.	None	Outcome from Day 1 of Pupil Premium Review: bullet point list produced for target group of pupils will result in TA having clear success criteria/skills to teach the group and therefore the impact will be measurable & ensure effective strategies are used & weak ones are dropped.	Post intervention section will list which pupils have acquired the set skills and met their milestones.	Teachers	July 17
	½ termly intervention plans made for each class by teachers, targeting PP pupils.	None	Evaluation of SIP in June 16, showed that termly progress checks left issues unchecked for too long & staff needed steps to be broken down earlier.	Analysis of impact of interventions each ½ term: % of pupils meeting their milestones. Staff to then maintain or change the intervention.	Head/Deputy	July 2017
	ECAR: reading, writing & phonic programme. 1-1 daily lesson for 20 mins, for up to 20 weeks, targeting PP pupils.	£15,000	ECAR- this has been successful in narrowing gaps for target pupils historically.	Analysis of % of pupils meeting milestones each ½ term & “health checks” for target pupils.	SLT	July 17
	TAs delivering interventions for 5 classes- pms: Precision teaching, Switched on Writing, Toe by Toe, Wave 3	£21,066	Moving interventions to pms, so pupils do not miss core learning. Interventions planned by class teachers to take place at least 3 times a week for a specific area. Evidence shows that rapid identification of gaps in pupils learning enables teachers to quickly intervene to keep learning on track.	(as above)	Head	June 2017
Y6 interventions-targeting “developing” pupils for writing & maths-delivered by Y6 teachers, once a week.	None	Analysis of data show that this is successful at closing gaps.	½ termly reviews of progress made & pupils targeted by SLT.	Head	July 17	
<b>Total budgeted cost</b>						<b>£38,560</b>

### iii. Other approaches

Desired outcome	Chosen action / approach	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review

C. PP pupils are resilient & ready to learn.	Lunchtime nurture group for target pupils: Group of pupils- Cherry Tree. Work on targets from Boxhall profile.	£5094	EEF toolkit shows social & emotional learning (+4) has high impact on engagement.	Monitor changes on Boxhall by repeating it each term. The TAs check up on their pupils in the playground to see if they are carrying actions out from sessions.	SENCo	July 2017
	Lunchtime positive play- 1-1 basis- Positive Play. TA works on targets from Boxhall Profiles.	£1778	Analysis shows that identified targets from Boxhall show improvement & pupils return to class in the afternoons ready to learn.			
	Peer Tutor programme for Y5 pupils (largest % of PP pupils in a class in the school)-twice a week pairs meet & work together-pms.	None	UfA strategy-proven track record of impacting on growth mind-set. EEF toolkit shows social & emotional learning (+4) has high impact on engagement.	Deputy (trained in strategy) to monitor impact via pupil feedback and % meeting milestones.	Deputy	February 2017
	“Yoga” relaxation sessions with instructor for Y5 pupils & Y6 pupils leading up to their SATs (largest % of PP pupils in a class in the school).	£420	Previously used-pupils feedback very positive about the impact it has on them and how they use the strategies at home too.	Teachers in the sessions to monitor engagement of pupils & to use strategies during term time.	Classteacher	June 2017
Forest School programme: groups of pupils access this for 10 weeks in Y2 and Y5 with “WildThings” group at Shining Cliff woods (minibus & 3 trained	£10,800	Positive experience that develops team work, problem solving, resilience and engagement of pupils. EEF toolkit shows social & emotional learning (+4) has high impact on engagement.	Written reports provided by WildThings at the end of each term for the group, identify individuals strengths.	J.Riley and C.Rodgers (T.A.s)	February 2017	

D. Parents feel they can use school to support them.	Homework clubs in school	None	Parent feedback-need help to ensure their homework is completed.	Monitor homework books of target pupils	SENCo	June 2017
	Buying in sessions from Behaviour Support teacher, to work with target pupils on 1-1 basis, attend TAF meetings & work with parents on “scripts” to use.	£1,400	Previous success with pupils has led to their inclusion in school, parents working in partnership with school and pupils making progress.	Monitor number of “cards” given for challenging behaviour; quality of work in their books, engagement in lessons and feedback from their parents in TAF meetings.	Head	July 17
	Contributions to costs of trips & enrichment activities and access to Breakfast Club.	£4,000	Enable access for PP pupils to create shared experience, build self-esteem & positive attitudes to life.	Business Manager to monitor take up by families; Head to target families with MAT support.	JL	July 17
<b>Total budgeted cost</b>						<b>£23,492</b>
<b>Total</b>						<b>£102,458</b>

6. Review of expenditure				
Previous Academic Year		2015-16		
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
Improve attainment of Y4 and Y5 pupils	Staff had INSET on Growth Mindset (UfA) and Y5 pupils had 2 days training by UfA on being a Peer Tutor; they peer tutored Y4 pupils.	71% of PP pupils in Y4 & 5 made expected or better progress in reading. 78% of PP pupils in Y4 & 5 made expected or better progress in writing. 81% of PP pupils in Y4 & 5 made expected or better progress in maths. The pupils were engaged in sessions and developed positive relationships with each other; they looked forward to the sessions. The Y5 tutees' mind-set improved significantly, from fixed and self-negating to positive. They transformed from a class who exhibited low level disruption, lack of engagement & a lack of self believe in themselves as learners, to a class with good learning behaviours, a sense of pride in their roles and of self-worth and role models within the school.	The INSET inspired staff, who used the strategies to build on the ethos and approaches already in school. They used the growth mind-set language with pupils to develop their sense of self.  Peer Tutors: the sessions did not always take place, when they did, they were valued by both tutor and tutee; they were successful. <b>The strategy will continue but must be in place at least once a week.</b>	£4,654
To develop physical development of pupils to improve pencil grip, writing skills of Reception pupils	Weekly YogaBugs-Impact & Change programme for all pupils in the Reception class.	100% improvement in physical development of PP pupils; 48% for non-PP pupils  33% improvement in writing of PP pupils; 56% for non-PP pupils.	Continue this approach.	£2,000
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

Improve Year 6 writing and mathematics results	1 teacher delivering small group interventions for maths once a week- from Sept	67% of PP pupils & 33% of non-PP pupils in the group made expected progress over the year for maths.	Having a weekly group for a long period of time built up confidence & resilience to tackle problems and master basic skills. Having an additional teacher however was no longer sustainable. Next year, as the cohort will need to be split in the mornings and together in the afternoons, the two teachers will deliver the sessions from September. They will be able to use their knowledge of the class and build on the gaps and misconceptions identified through daily teaching and ½ termly diagnostic assessments. <b>Continue.</b>	£7,950
	Y6 teacher ran weekly booster sessions for small groups for writing and maths- from Jan 16	50% of PP pupils in the group made expected progress over the year for maths. 60% of PP pupils in the group made expected progress over the year for writing.	Pupils were extremely positive about how this approach affected their confidence and ability to tackle mathematics; they recommended its continued use for pupils next year. This approach will continue but on a Wednesday instead of a Friday afternoon. Sessions will also start during the last 15 minutes of lunch. Whilst there may be a few non-PP pupils, it will predominately focus on PP pupils, starting with Y6 but including some Y5 pupils.	None
	3 <sup>rd</sup> Space Learning-maths online tuition-webex (1-2-1) for 14 pupils	67% of PP pupils & 80% of non-PP pupils in the group made expected progress over the year for maths.	The TAs will be targeted at the pupils in the “low” PAG during direct teaching and then move to the “developing” pupils to improve their resilience and mindset, rather than remaining with the lower ability pupils for the duration of the lesson.	£2,189
	Targeted support from TA in class for small group for maths-daily Wave 3 maths intervention Precision teaching for spelling	25% of PP pupils in the group made expected progress over the year for maths. 67% of PP pupils in the group made expected progress over the year for maths. 50% of PP pupils in the group made expected progress over the year for writing.	These did not always happen regularly- <b>must be in place daily to have impact by the same TA.</b>	£4948
Improve reading outcomes for Y6	1-2-1 daily reading to an adult from January	57% of PP pupils in the group made expected progress over the year with reading.	This did not impact enough to justify the time it demanded of the adults across school- <b>don't continue.</b>	None

To improve the progress of target pupils and increase the % working at ARE In each class.	20hours release time for class teachers to "boost" target pupils in their class.	The greatest impact was made where teachers focused on fewer aspects, at a higher order level.	This will be reduced to 10hrs, as funding is to be used for other strategies, such as LexiaCore 5 across the school. Plans need to be quality assured to ensure low level tasks are not used but sessions focus on filling explicit gaps.	£7,000
	½ termly intervention plans made for each class by teachers	See evaluation of SIP: Priority 1 for further detail (2015-16). Impact varied for each class depending on the number of subject areas focused on and the number of times the intervention took place in the week.	These will continue but each intervention will be evaluated at the end of each ½ term by the % of pupils meeting their milestones. Time will be given in a staff meeting for teachers to analyse the impact made & to adjust their intervention plans for the following ½ term.	None
	ECAR: reading, writing & phonic programme. 1-1 daily lesson for 20 mins, for up to 20 weeks.	Pupils who received this made progress with English. Of the 8 Y1 pupils who received ECAR, 100% made expected & 38% made more than expected progress. Only 13% of the Y2 pupils made expected progress & 13% more than expected progress.	This will continue but will be moved to the afternoon session, so that pupils do not come out of core learning in the morning to attend it, but receive it, in addition. TAs to observe strategies used so that they can use them in KS2, in order for target pupils progress to be sustained throughout KS2.	£15,000
	TAs delivering interventions for 4 classes- pms: Precision teaching, Switched on Writing, Toe by Toe, Wave 3	TAs targeting pupils in classes that they worked in, in the mornings made the greatest impact, as they knew the pupils, the misconceptions that had arisen in lessons and were working in close partnership with the class teacher. Pupils responded to them because of this.	These will continue but will not be in place for Friday afternoons, as pupils did not focus as well, TAs reported less impact for these sessions.	£8,996
				£2,189

### iii. 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
To develop resilience and raise self-esteem & engagement in education & shared experiences.	Forest school for all pupils in Y2/5: each group attended for 10 weeks.	All of the pupils thoroughly enjoyed the sessions, engaging fully and returning to school with energy and a bounce in their step. The experience impacted positively on their speech and language; their social and emotional development and their outlook on education and school. Children grew in confidence & enjoyed the success of different experiences.	We will continue this approach.	£12,000
To ensure pupils with challenging behaviour were included in school and made progress as learners, inspite of the social & emotional challenges they faced.	Buying in sessions from Behaviour Support teacher, to work with target pupils on 1-1 basis.	The partnership work with this teacher had a significant impact on the behaviour and inclusion of the target pupils; it linked in to the work of the TAs providing nurture at lunchtime & in the classrooms, as they used strategies, programmes and approaches that were devised with the teacher. A pupil was successfully reintegrated into school from a previous school, another made progress for the 1 <sup>st</sup> time in 3yrs; others, who had received fixed-term exclusions at our school, successfully learnt to manage their emotions with the support of staff through systematic approaches.	We will continue to use this approach. The development of scripts to use with pupils at home and school were particularly successful as a tool for multi-agency workers to use.	£800

<p>To ensure all PP pupils had access to the experience; impacting on their social &amp; emotional development.</p>	<p>Subsidising the cost of the residential outdoor pursuit at Lea Green</p>	<p>All PP pupils who wished to go attended and enjoyed the shared experience. They experienced success at physical challenges and excelled in areas they did not think possible.</p>	<p>We will continue to support families using this approach; payments to be made in instalments earlier on in the year, next year. The cost for PP families will not be reduced as much next time, as non-PP families on low income felt discriminated against.</p>	<p>£1,000</p>
<p>To ensure our vulnerable pupils were calm and focused for their SATs &amp; those pupils who struggled emotionally acquired a strategy to use to help them deal with difficult or challenging experiences.</p>	<p>“Yoga” relaxation sessions with instructor for Y5 pupils &amp; Y6 pupils leading up to their SATs.</p>	<p>The Y4 pupils requested the sessions continue as they found them to be beneficial to managing their emotions and recognised the benefits of a calm and relaxed class.</p>	<p>We will use this approach again.</p>	<p>£420</p>
<p>To ensure target pupils were ready to learn for the afternoon sessions; developed a range of skills to manage their own emotions, became less self-negating &amp; developed successful relationships with their peers.</p>	<p>Lunchtime nurture group for target pupils: Group of pupils- Cherry Tree. Work on targets from Boxhall profile. Lunchtime positive play- 1-1 basis- Positive Play. TA works on targets from Boxhall Profiles.</p>	<p>Pupils looked forward to their sessions, took pride in the pieces they created in the sessions and had a sense of belonging to the group. Their Boxhall profiles showed a reduction and improvement in their target areas.</p>	<p>We will continue with this strategy.</p>	<p>£4, 430</p>