

# Disadvantaged Pupils Strategy Statement Holystone Primary School 2017-2018

1. Summary information					
School	Holystone Primary School				
Academic Year	2016-17	Total PP budget	£47360	Date of most recent PP Review	Oct 17
Total number of pupils	479	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Jan 18

Current attainment 2016-17				
Key Stage 1				
	Disadvantaged Pupils (2 chn)	Non Disadvantage Pupils (school)	Non Disadvantage Pupils (national)	
% achieving expected level or above in reading, writing & maths	100%	72%	67%	
% making at expected level in reading (or equivalent)	100%	79%	79%	
% making at expected level in writing (or equivalent)	100%	72%	72%	
% making at expected level maths (or equivalent)	100%	86%	78%	
Key Stage 2				
	Disadvantaged Pupils (8 chn)	Non Disadvantage Pupils (school)	Non Disadvantage Pupils (national)	
% achieving expected level or above in reading, writing & maths	63%	76%	67%	
% making at expected level in reading (or equivalent)	63% Average Scale Score 109.3	80% Average Scale Score 106.9	77% Average Scale Score 105.3	
% making at expected level in writing (or equivalent)	75% Average Scale Score 105.0	94% Average Scale Score 105.8	81% Average Scale Score 101 (All)	
% making at expected level maths (or equivalent)	75% Average Scale Score 104.7	96% Average Scale Score 107.2	80% Average Scale Score 105.2	

Key Stage 1 to 2 Progress			
Progress Score Reading		+1.67	+2.54 (All)
Progress Score Writing		+3.61	+3.69 (All)
Progress Score Reading		-1.34	+2.24 (All)
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b> ( <i>issues identified from audit completed by staff</i> )			
A.	Poor Literacy Skills – with specific focus on Reading skills		
B.	Social and Communication Barriers		
C.	Low levels of resilience, independence and critical thinking		
D.	Limited vocabulary		
E.	Other SEND needs		
<b>External barriers</b>			
A.	Lack of parental engagement and support		
B.	Low levels of parental literacy and maths skills		
C.	Lower levels of attendance for some disadvantaged pupils		
D.	Minimal life experiences		
<b>2. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )			
		<b>Success criteria</b>	
A.	Improved percentage of disadvantaged children achieving expected standard in RW&M at end of KS2	To be at least in line with national non disadvantaged pupils in RWM (Target Above 67%)	
B.	Improve Disadvantaged pupil progress rates in KS2	Target pupil progress rates to be positive figures (above 0), especially focus on maths progress for disadvantaged children across the school.	
C.	Narrow the gap of lower ability disadvantaged pupils in year 2 and 4	Make seven steps of progress on target tracker	

<b>D.</b>	To monitor and reduce gaps between disadvantaged and non-disadvantaged pupils in key stage 1 results (based on results at the end of year 1)	Target percent of disadvantaged pupils who reach expected standard in RWM to increase (end of year 1 86% of disadvantaged children were below expected standard in RWM)
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### 3. Planned expenditure

<b>Academic year</b>	<b>2017-18 £47,360</b>
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#### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To reduce the gap between disadvantaged pupils and non-disadvantaged pupils in KS1 by increasing the percentage of disadvantaged children achieving expected standard in RWM.	Target specific children (Zainab, Codie and Grace) to be at expected standard by the end of the year. Appropriate in class support and interventions for children's needs – Rapid Writers, Time to Talk, Group English/Maths Support	Evaluation of data and discussions suggest these are the most suitable next steps for this group of children.	Discussions with class teacher and RSA Pupil progress Meetings Data tracking	HM/SB  Year 2 Staff	Post KS1 Results - July 2018
Improved percentage of disadvantaged children achieving expected standard in RW&M at end of KS2	Three way setting in year 6 for English and Maths to ensure smaller teaching groups (Maximum of 19 children)	Smaller teaching group allows children of similar abilities to be targeted appropriately – enabling teachers to target children at expected level and greater depth.	Monitoring of teaching and interventions Regular review of data and pupil progress meeting Staff appraisal meetings	HM/SB  Year 6 staff	Ongoing reviews following each data entry point in pupil progress meetings.
Improve disadvantaged pupil progress rates in KS2 – especially in maths.	To try and improve progress rates of lower ability disadvantaged children have a very small, focused set of 13 children in maths.	Allows RSA support and intervention to be distributed as needed.			Post KS2 Results - July 2018

**Total budgeted cost** £28,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Narrow the gap of lower ability disadvantaged pupils in year 4	Appropriate use of RSA support in lessons and with intervention.  Use of counsellor to support one specific child around past and present issues out of school.	Targeted one to one and small group intervention for those specific disadvantaged children.  Struggling to focus in school and retain information until mental well-being of child has been addressed.	Monitoring and regular meetings with teaching staff and RSA's Data tracking Dialogue between counsellor and child's one to one support working in school.	HM/SB Year 4 staff	Termly in pupil progress meetings.
	Use of external reading provision 'Bean stalk' to work with two disadvantaged pupils in school.	Children need further one to one time (twice a week) to be heard read and develop a love of reading. Through consistent support, Beanstalk reading helpers give children the assistance they need to improve their reading ability and confidence.	Dialogue with children and Beanstalk volunteer about their enjoyment of books and the sessions.  Monitor reading data and progress children make.	HM/SB Year 4 staff	Termly in pupil progress meetings.
To reduce the social and communication barriers faced by pupils	Different groups and support interventions such as: - Lego Therapy - Friendship Club - Socially Speaking -Talk About... Club -Counselling sessions with Northern Guild	Children benefit from, and value, the opportunities to be listened to Gives children an opportunity to build friendships and share worries enabling them to focus on their learning more easily in lessons and be happier.	Discussion with staff involved in the delivery of these groups and chatting to the pupils who attend  Class teachers to monitor how settled children appear in school following clubs.	Termly in pupil progress meetings. All Staff	Regular meetings to discuss clubs and review children who attend.  Termly summary meetings to monitor impact

Improve progress rates of disadvantaged children across the school therefore increasing overall percentages meeting end of year expectations.	CPD opportunities for teachers, especially those in their NQT/first years of teaching.  Phase meeting opportunities to discuss techniques and strategies working with specific children.	Good quality CPD can bring excellent ideas and support back into the classroom which can be filtered to other members of staff to support disadvantaged, and other children.	Ensure CPD opportunities are attended as and when they arise.  Phase meetings at least half termly.	HM/SB  All Staff	Following CPD monitor strategies discussed and agreed upon in classrooms to ensure they are taking place and being effective.
<b>Total budgeted cost</b>					£13,860
<b>i. 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>
To improve parental involvement with school and homework	Parental workshops – specifically around early reading skills and the new maths curriculum.	Parent working group felt their knowledge of maths, specifically new calculation methods, hindered their ability to support children at home.	Ensure a wide variety of maths workshops are offered. Monitor the numbers of parents who attend Specifically invite parents of disadvantaged children	HM/SB  All staff to offer parent workshops	Twice a year at parental workshops and parents evenings.  End of the year summary.
Offer further life experiences to children	Support PP enrichment activities and wider experiences across school through full or match funding.	Wider life experiences not only support the development of children but are vital for their social and emotional wellbeing.	Ensure disadvantaged pupils are not missing out on opportunities for trips, clubs or residential if avoidable.	HM/SB  All staff	End of the year summary.
Support PP children in emergency pastoral care/external agency involvement/transport to and from school	Identify pupils who are in need of emergency support Liaise with parents and agencies to decide what support is needed e.g. funding for taxi/OOSC etc Discuss level of support.	Vital importance to ensure all children are in school receiving the education and pastoral support they need – especially if going through a crisis situation at home.	Families are able to access the support as a when needed.	HM/SM	End of the year summary.
<b>Total budgeted cost</b>					£5500

4. Review of expenditure				
Previous Academic Year				
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
To reduce the gap between disadvantaged pupils and non disadvantaged pupils in KS1	Appropriate in class support and interventions for children's needs – Rapid Writers Socially Speaking Group Maths Support	100% of disadvantaged children achieved expected standard in reading writing and maths (compared to 79%, 72% and 78% national non) – only two children  However neither child achieved greater depth	Current interventions and class support is working in key stage 1 (next year group have a very different mix of children so need to monitor this continuously)  Staff have raised concerns over children's mental health and social skills – invest in talk about materials and training for staff to try to address this.	£26878
Improved percentage of disadvantaged children achieving expected standard in RW&M at end of KS2	Three way setting in year 6 for English and Maths to ensure smaller teaching groups (Maximum of 19 children)	Results for expected standard: R: 63% (notional non 77%), W 75% (national non 81%) and M 75% (national non 80%) – improvement on last year's data however there is still a gap between disadvantaged children and national non disadvantaged children).	Impact of three way setting is very positive, on academic performance and support for disadvantaged children. Some of those children identified as behind expectations in Spring Term met the expected standard due to small set teacher and targeted intervention – Che, Abbie, Jordan. Also allowed for targeted focus for children to achieve greater depth- Alexa, Evie and Charlotte.	
Improve disadvantaged pupil progress rates in KS2		Progress of disadvantaged children strong in reading and writing, +1.67and +3.61, however-1.34 in maths. Significantly affected by Abbie (-6.1) Charlotte (-2.1) and Andrew (-4.1)	Investigate maths data further – analysis needed of question technique and what children tackle but get wrong and what they are struggling to even try.	

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Narrow the gap of lower ability disadvantaged pupils in year 3	Re distribution of RSA's (MB and EC)	Percentage of disadvantaged children below expectation in RWM remained at 57%. There was an increase of children achieving greater depth to 29% in reading.	Approach wasn't working as well as hoped or benefiting other children in class therefore system altered post-Christmas 2016.	£12,630
To widen the vocabulary of children in school	Staff Training – Pie Corbett Increased focus on grammar and vocabulary teaching	Very effective training – evidence of techniques benefiting all children in school. Children widening vocabulary orally and in written work.  Clear use of strategies in book looks and learning walks.	Continue with work throughout school to strengthen vocabulary.  Discussions with staff and book looks have identified need for additional grammar training – target for start of Autumn term in phase meetings.	
To reduce the social and communication barriers faced by pupils	Different groups and support interventions such as: - Lego Therapy - Friendship Club - Socially Speaking -Talk About... Club	Mental wellbeing of children in school continues to be a focus. Pastoral support is helping the communication barriers and interventions such as Lego Therapy and Talk About are proving very effective to support children's wellbeing.	Staff feel impact of this approach is hugely beneficial to children with communication barriers etc and this work will always need to be ongoing.	
Increase reading support provision in school	Reciprocal Reading 1:1 / Small group Reading Peer reading (Y4 and Y6)	Very positive outcomes – children making significant progress with reading ability. Staff training to whole school was very positive and effective to support all children. (CB analysis available)	Continue with strategies next year – make further links between reciprocal reading techniques and guided reading sessions.	

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To improve parental involvement with school and homework	Parental workshops – specifically around early reading skills and the new maths curriculum.	Feedback from parents was positive – they felt it helped them with techniques teachers use in school and how they can support learning at home. Some workshops were more popular than others which suggest parents feel less confident in these areas.	Repeat workshops on a regular basis – discuss with staff (and possibly parental working party) whether they are most effective on an annual basis or biannual.	£5570
Offer further life experiences to children	Support PP enrichment activities and wider experiences across school through matched or full funding	These facilities were used as and when parents/children needed to access them. For example:  Matched funding for child attending sports club to allow mother some time due to mental health concerns.	This approach is very beneficial, especially to support vulnerable families who may not be able to cope without it. It limits mobility of children and we hope it ensure children arrive at school on time and enables them to learn.	
Support PP children in emergency pastoral care/external agency involvement/transport to and from school	Identify pupils who are in need of emergency support Liaise with parents and agencies to decide what support is needed e.g. funding for taxi/OOSC etc Discuss full or partial financial support.	-Match funding for OOSC to allow child to attend twice a week – needed due to family dynamic.  -Purchased a pair of glasses to allow child to always keep one pair in school therefore access curriculum.	Continue with provision considering the individual needs of children as and when they need to access it.	