

Disadvantaged Pupils Strategy Statement Holystone Primary School

1. Summary information					
School	Holystone Primary School				
Academic Year	2015-16	Total PP budget	£41500	Date of most recent PP Review	Oct 16
Total number of pupils	487	Number of pupils eligible for PP	30	Date for next internal review of this strategy	Feb 17

2. Current attainment			
	Disadvantaged Pupils (5 chn)	Non Disadvantaged Pupils (school)	Non Disadvantaged Pupils (national)
% achieving expected level or above in reading, writing & maths	20%	57%	60%
% making at expected level in reading (or equivalent)	60%	73%	71%
% making at expected level in writing (or equivalent)	60%	80%	79%
% making at expected level maths (or equivalent)	20%	76%	75%
Pupil Premium Progress Score KS1 – KS2			
Progress Score Reading	+1.70	+0.47	
Progress Score Writing	+1.20	+2.89	
Progress Score Reading	-0.03	+0.4	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <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

External barriers		
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	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		
		Success criteria
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 60%)
B.	Improve Disadvantaged pupil progress rates in KS2	Target pupil progress rates to be positive figures (above 0.0)
C.	Narrow the gap of lower ability disadvantaged pupils in year 3	Make seven steps of progress on target tracker
D.	To reduce the gap between disadvantaged pupils and non-disadvantaged pupils in KS1	Target percent of disadvantaged pupils who reach expected standard or above to exceed non-disadvantaged pupils nationally in KS1.
E.		

4. Planned expenditure					
Academic year		2016-17 £45,079			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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	Knowledge of class teacher and evaluation of data 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 2017

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. Allows RSA support and intervention to be distributed as	Monitoring of teaching and interventions Regular review of data and pupil progress meeting Staff appraisal meetings	HM/SB Year 6 staff	Post KS2 Results - July 2017
Improve disadvantaged pupil progress rates in KS2					
Total budgeted cost					£26,878
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Narrow the gap of lower ability disadvantaged pupils in year 3	Re distribution of RSA's (MB and EC)	Targeted one to one and small group intervention for those specific disadvantaged children.	Monitoring and regular meetings with teaching staff and RSA's Data tracking	HM/SB Year 3 staff	Termly in pupil progress meetings.
To widen the vocabulary of children in school	Staff Training – Pie Corbett Increased focus on grammar and vocabulary teaching	Research into early language skills and widening vocabulary by Pie Corbett show high levels of success. Previous impact of Talk for Writing to be further embedded	Staff training to be attended by all and reviewed in staff meetings Monitoring of lessons and books	HM/SB English Leaders All staff	Regular staff meetings and monitoring Termly Pupil progress meetings End of term data
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	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.	HM/SB All Staff	Regular meetings to discuss clubs and review children who attend. Termly summary meetings to monitor impact

Increase reading support provision in school	Reciprocal Reading 1:1 / Small group Reading Peer reading (Y4 and Y6)	Previous success of these interventions and result of staff audit Children feedback on peer to peer reading has been very positive, especially with children's confidence	Staff training Meeting with all staff involved including SEND team	HM/SB All staff	Regular reviews Ensure all eligible children benefit from schemes.
Total budgeted cost					£12,630
i. 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 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 matched or full 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 because of financial reasons.	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 full or partial financial 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 academic year
Total budgeted cost					£5,570

5. Review of expenditure				
Previous Academic Year		For Review of last year refer to Pupil Premium Action Plan 2015-2016		
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
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
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

