

Carville Primary School

Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	Carville Primary School				
Academic Year	2017-18	Total PP budget	£157340 (FSM plus Ever6)	Date of most recent PP Review	January 2017 census
Total number of pupils	184	Number of pupils eligible for PP	117 (112 FSM plus Ever6 plus 5 Post LAC)	Date for next internal review of this strategy	September 2018

2. Current attainment		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving <u>at least</u> expected standard in reading, writing and maths (RWM combined)	53%	67%
% achieving <u>at least</u> expected standard in reading	58%	71%
% achieving <u>at least</u> expected standard in writing	79%	81%
% achieving <u>at least</u> expected standard in grammar, punctuation and spelling	63%	81%
% achieving <u>at least</u> expected standard in mathematics	68%	80%
Average scaled score: reading	98.6	105.3
Average scaled score: mathematics	101.8	105.2
Progress measure: reading	-3.52	
Progress measure: writing	+3.189	
Progress measure: mathematics	-0.23	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	School Context of Deprivation: Our school deprivation means that there are large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.42 (decile 1) compared to national of 0.21. We have an IMD of 44 decile 9. 81% of pupils live in the 20% most deprived area nationally.
B.	Social Care Needs: Our school has a large number of families supported historically or currently as vulnerable families. Many of our families need support from school to help them to address their needs and support their children's learning this results in varying degrees of academic support at home.
C.	Attainment on-entry: <u>All</u> of the children entering nursery with knowledge and skills below those expected for their age. Around a quarter of our pupils are significantly below what is typical for their age. Each cohort has differing aspects of low on entry data within the prime areas. Our current nursery cohort is below in Speaking, managing feelings and behaviour, making relationships and people and communities. We currently have 1 child who is not yet toilet trained.
D.	SEND: School Data Pack 2017 identified 16% of pupils receiving SEN support against the national average of 12.1%. A further 1% of pupils have an EHCP. Currently the % of pupils across the school identified with SEND is 18%. We have 2 EHCPs in school and SEND cohorts vary across classes.
E.	Stability: In 2017 Carville Primary School had 75% stability compared to 85.7% nationally. This means a much higher rate of pupils entering/leaving school throughout the year than nationally.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Attendance: Overall attendance for half terms 1-4 2016/17 showed FSM6 pupils at 7% overall absence (93% attendance). 25.5% of FSM6 pupils were persistent absentees (PA). Poor attendance rates of PP pupils reduces their school hours therefore causing them to make less progress and therefore have lower levels of attainment.

4. Desired outcomes (Whole School Objectives 2017/2018)		Success criteria
A.	To raise achievement in reading for all pupils, particularly the most able and those in receipt of Pupil Premium through consistent challenge in all lessons (our current year 6 class has a 73% FSM entitlement)	Pupils eligible for PP in Year 6 make rapid progress so that most pupils eligible for PP meet KS1 targeted expectations by the end of KS2 and all have made at least good progress from their starting point.
B.	To improve the quality of teaching in mathematics in order to raise achievement in mathematics for all pupils including the most able and those in receipt of Pupil Premium, so that more pupils achieve highly from their varied starting points (our current year 6 class has a	Pupils eligible for PP in Year 6 make rapid progress so that most pupils eligible for PP meet KS1 targeted expectations by the end of KS2 and all have made at least good progress from their starting point.
C.	To reduce persistent absence rates for all pupils (including those in receipt of PP).	Overall persistent absences rates for pupils eligible for PP will improve to in line with national and in line with other groups. There will be a decrease in the numbers of persistent absentees among pupils eligible for PP to in line with national and comparable to other groups.

5. Planned expenditure					
Academic year		2017/2018			
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?

<p>To improve the progress and attainment of pupils in EYFS and KS1.</p> <p>To increase the percentage of PP pupils in KS1 and KS2 reaching and exceeding expected standard in reading, writing, maths and GPS.</p> <p>To ensure all PP pupils make at least expected progress including the more able.</p> <p>To narrow the gap between PP and NPP.</p> <p>To increase PP average scale score so that it is closer to the national other pupils.</p>	<p>Pupil progress meetings hold teachers accountable for the achievement of all disadvantaged.</p> <p>Disadvantaged pupils receive regular and high quality feedback on their progress and this is routinely followed up. Professional development for teachers/monitoring always has a focus on disadvantaged pupils and their needs.</p> <p>Partnership work e.g. Shine Alliance, NTLT, Wallsend Children's Community, Tyne Gateway etc. regularly monitored for impact.</p> <p>Additional UPS teacher (supply) to support inclusion and teaching and learning and to deliver Quality First PPA teaching.</p> <p>Focused Leadership and Management time for Narrowing the Gap and standards, teaching and learning led by Deputy Head and class release for Assessment Manager.</p> <p>Continuation of implementation of pure year group classes in Early Years.EYFS additional HLTA for morning sessions.</p>	<p>The school has closed the gap in EY. The % achieving good level of development above national non disadvantaged.</p> <p>The proportion of PP pupils meeting the expected standard in Year 1 Phonics was in line with national non disadvantaged.</p> <p>At KS1 PP pupils achieved slightly below national non disadvantaged pupils at expected standard in reading, writing, maths and all subjects combined. At greater depth they were in line with national non in writing, mathematics and combined and below in reading.</p> <p>In KS2 PP pupils achieved below national non disadvantaged pupils at expected standard and greater depth in Reading, writing, mathematics and GPS and all subjects combined.</p> <p>In KS2 PP progress was above floor standard in reading, writing and Maths (R= -1.29, W= +2.17, M= -2.99)</p>	<p>Termly assessment weeks. Data input and analysis.</p> <p>Half termly pupil progress meetings.</p> <p>Performance management targets linked to whole school objectives.</p> <p>Lesson observations and learning walks.</p> <p>Regular moderation of pupils work internally and externally.</p> <p>Book scrutinies</p>	<p>Mrs Richardson (Headteacher)</p> <p>Mr Harker (Deputy Headteacher)</p> <p>Miss McAdam (Assessment Manager)</p> <p>Mr Storey (TLR Maths)</p>	<p>Weekly senior leadership meetings.</p> <p>EY Team meetings</p> <p>Half termly Pupil progress meetings.</p> <p>Termly data input and analysis.</p> <p>Headteachers reports to full governing body – half termly.</p> <p>July 2018 final review and evaluation.</p>
Total budgeted cost					£81179

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>To maintain the progress and attainment of pupils in EYFS and KS1.</p> <p>To increase the percentage of PP pupils in KS2 reaching and exceeding expected standard in reading, writing, maths and GPS.</p> <p>To ensure all PP pupils make at least expected progress including the more able.</p> <p>To narrow the gap between PP and NPP.</p> <p>To increase PP average scale score so that it is closer to the national other pupils.</p>	<p>Additional teacher two afternoons per week.</p> <p>Implement targeted booster/intervention sessions in KS1 and KS2 aimed at closing the gap and maximising attainment. HLTA/TA</p> <p>Continue focussed support staff led interventions across the school in: Early Years Speech and Language (BLAST); SALT supported interventions KS1/2; Success @ Arithmetic; Reciprocal Reading.; Dyslexia support.</p> <p>Staff to attend identified CPD to improve basic skills provision.</p> <p>PP Lead and SENDCO to monitor and support evaluation of specific interventions.</p> <p>Attendance at North Tyneside PP network meetings and dissemination of learning.</p> <p>WITT Interventions for KS2 literacy and numeracy.</p>	<p>Data as above.</p> <p>Additional support for pupils at the end of key stage 1 and 2 will prepare them for the nature of assessment at these key points and enable them to develop effective strategies to evidence their learning and manage time.</p> <p>Focused interventions allow additional practise of key skills beyond the daily teaching of mathematics and literacy.</p>	<p>Termly assessment weeks. Data input and analysis.</p> <p>Half termly pupil progress meetings.</p> <p>Performance management targets linked to whole school objectives.</p> <p>Lesson observations and learning walks.</p> <p>Regular moderation of pupils work internally and externally.</p> <p>Book scrutinies</p>	<p>Mrs Richardson (Headteacher)</p> <p>Mr Harker (Deputy Headteacher)</p> <p>Miss McAdam (Assessment Manager)</p> <p>Mrs Harrison-Hoggarth (SENDCO)</p>	<p>Weekly senior leadership meetings.</p> <p>Half termly Pupil progress meetings.</p> <p>Termly data input and analysis.</p> <p>Headteachers reports to full governing body – half termly.</p> <p>July 2018 final review and evaluation.</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 reduce persistent absence (PA) rates for all pupils including those in receipt of PP.	<p>Maintain and fully fund the free breakfast club.</p> <p>Include 100% attendance in Head teachers Golden Tea party incentive.</p> <p>Termly certificates for pupils above 95% attendance.</p> <p>Administrative Attendance Lead to support raising attendance.</p> <p>Half termly letters sent out to for pupils with attendance below 96% and attendance improvement plans for those with under 93% attendance (PA).</p> <p>Maintain focussed leadership and management time to support attendance priority.</p>	<p>Free breakfast club operates from 8.10am every morning for pupils aged 5 years and above. An average of approximately 30% of PP pupils attend regularly.</p> <p>Overall attendance for half terms 1-4 2016/2017 showed FSM6 pupils at 7% overall absence (93% attendance). 25.5% of FSM6 pupils were persistent absentees (PA). Poor attendance rates of PP pupils reduces their school hours and causes them to make less progress and therefore attain less highly.</p>	<p>Monitor the number of children accessing breakfast club for impact on PP achievement and attendance.</p> <p>Daily/weekly review of attendance.</p> <p>Headteachers half termly report to Governors.</p>	<p>Mr Harker (Deputy Headteacher)</p> <p>Miss McAdam (Senior Leader)</p> <p>Mrs Graham (School Business Manager)</p> <p>Mrs Lock (Administrator)</p>	<p>Weekly meetings with breakfast club supervisors.</p> <p>Attendance is monitored weekly and half termly.</p> <p>Governors half termly meetings.</p>

Ensure equal access to an enriched curriculum	Funding covers costs for: Educational residential visits, including High Borrans, Gifted and Talented Programme with Burnside Business and Enterprise College and other primary schools, Outdoor Education provision and additional swimming lessons, Forest School, Art Curriculum Enrichment and after-school provision including homework club.	Enriched curriculum increases engagement. This impacts on attendance, attainment and progress. We are determined that disadvantage will not be a barrier to accessing broad and deep range of experiences.	Opportunities for curriculum enrichment is offered to all children as a matter of routine.	Mrs Graham (SBM)	Ongoing. Reviewed regularly in line with budget.
Support the emotional development of most vulnerable pupils.	Bright-eyed and Bushy-tailed Counselling service 2 days per week – 1:1 and group counselling Thrive Approach across school.	Five PP children have significant emotional and social needs that would be supported by extended services. Early intervention, in a familiar environment, with professionals working closely together will improve the effectiveness of this support.	Vulnerable pupils identified by professionals in school and appropriate support planned and provided.	Mental Health Champion (Mr Harker- DHT) monitoring provision	Ongoing, monthly feedback from BEBT counsellor
Total budgeted cost					£40455

6. Review of expenditure	
Previous Academic Year	
Desired outcome (<i>Whole School Objectives</i>)	Success criteria
To raise achievement in mathematics for all pupils including the most able and those in receipt of PP (our 2016/17 year 6 class had a 44% FSM6 entitlement)	Pupils eligible for PP in Year 6 make rapid progress so that most pupils eligible for PP meet age related expectations by the end of KS2 and all have made at least good progress from their starting point.
<p>End of key stage 2</p> <p>Mathematics PP – 68% at expected standard. Increased by 43% and diminishing the difference between national non-disadvantaged. 11 % at greater depth. A greater proportion of PP children achieved EXS and GDS in mathematics than in the previous year</p> <p>RWM combined – 53%. Increased by 28% and diminishing the difference.</p> <p>Average scale score has increased by 5.1 to 101.8.</p> <p>Mathematics progress measure has increased by 2.76 to -0.23. Mathematics progress is above floor standard.</p>	
Desired outcome (<i>Whole School Objectives 2016/2017</i>)	Success criteria
To raise achievement in reading for all pupils including the most able and those in receipt of PP (our 2016/17 year 6 class has a 44% FSM entitlement)	Pupils eligible for PP in Year 6 make rapid progress so that most pupils eligible for PP meet age related expectations by the end of KS2 and all have made at least good progress from their starting point.

End of key stage 2

Reading PP – 53% at expected standard. Increased by 28% and diminishing the difference with national non-disadvantaged. 6% at greater depth. A greater proportion of PP children achieved EXS in reading. A smaller proportion, but the same number of children achieved GDS.

RWM combined – 53%. Increased by 28% and diminishing the difference.

Average scale score has increased by 1.2 to 98.6.

Reading progress score has decreased by -2.23 to -3.52. Reading progress is above floor standard.

Desired outcome (<i>Whole School Objectives</i>)	Success criteria
To reduce persistent absence rates for all pupils including those in receipt of PP.	Overall persistent absences rates for pupils eligible for PP will improve to in line with national and in line with other groups. There will be a decrease in the numbers of persistent absentees among pupils eligible for PP to in line with national and comparable to other groups.

Overall absence PP terms 1-4 = 79%

Terms 1-4 PP persistent absence = 25.5%

Terms 5-6 PP persistent absence = 17.5% (reduced by 8%)

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Additional senior teaching supply staff member to support teaching and learning and deliver quality first PPA.
£45,864

Wallsend Intervention Team (Silver level SLA). Interventions for KS2 literacy and numeracy.
£9,500.00

Free Breakfast Club provision from 8:10 to 8:55am, staffing and resources.
£12,324

Curriculum Enrichment including: Educational residential visits (High Borrans, Hawkhurst), Gifted and Talented Programme with Burnside Business and Enterprise College and other primary schools, Outdoor Education provision and additional swimming lessons, Forest School, Art Curriculum Enrichment, after-school provision and Carville University.
£24,884.00

