

Pupil premium strategy statement:

1. Summary information					
School	Calow Primary School				
Academic Year	2016/17	Total PP budget	£47,080	Date of most recent PP Review	
Total number of pupils	204	Number of pupils eligible for PP	24	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
Attainment for: 2015-2016 Whole school	Pupils eligible for PP 4 (KS1)10 (KS2) (Nat)	Pupils not eligible for PP 21 (KS1) 19 (KS2) (Nat)
% achieving expected standard or above in reading, writing and maths KS1	75% (47%)	67% (65%)
% achieving expected standard or above in reading KS1	75% (62%)	76% (78%)
% achieving expected standard or above in writing KS1	75% (53%)	67% (70%)
% achieving expected standard or above in maths KS1	75% (61%)	71% (77%)
% achieving expected standard or above in reading, writing and maths KS2	40% (39%)	68% (59%)
% achieving expected standard or above in reading KS2	50% (53%)	68% (71%)
% achieving expected standard or above in writing KS2	70% (63%)	74% (77%)
% achieving expected standard or above in maths KS2	50% (58%)	74% (75%)

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.	Social and emotional intelligence
B.	Aspirations and the need to raise expectations and self-belief
C.	Poor reading skills (phonics)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Social deprivation	
E.	Behaviour at home and lack of routine (sleep, food, home learning,)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children use social language in solving problems Children are able to identify positive relationships Children have less fall-outs Children need less support in class time to resolve friendship issues Behaviour logs evidence reduced incidents
B.	Pupils make expected or better attainment and talk positively about their academic future.	Children talk about their future with enthusiasm Children are involved in academic target setting Children set/attempt challenging targets Children speak ambitiously about their future at Secondary school and beyond.
C.	PP children's reading improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about books PP children achieve at least in line with non-PP children.
D.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is at least in line with national at 96% Curriculum progress of pupils is improved
E.	Pupils present at School punctually, ready to learn, home learning is completed to a good standard.	Home learning is completed more frequently Extended services provision e.g. breakfast club is taken up by more PP pupils Pupil readiness to learn is observed in lessons Scrutiny of pupils' work demonstrates academic progress

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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	<p>PHSE lessons are planned with Circle time etc.</p> <p>Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings.</p> <p>School to follow RRSA programme.</p> <p>Support from Educational Psychologist and Behaviour Support –cost £2712.50</p>	<p>Attainment on entry in Foundation Stage evidence low outcomes in Social and Emotional development.</p> <p>Behaviour logs and incident proforma evidence pupils being unable to manage conflict appropriately.</p>	<p>Assessment of speaking and listening skills and PSHE will evidence progress.</p> <p>Number of lesson observations will evidence positive class ethos. CPD opportunities including designated staff meeting time to be planned.</p> <p>Behaviour logs and Physical Assault proforma will evidence reduced incidents.</p> <p>Baseline evidence monitored</p>	E. McDonald	January 2017
Pupils make expected or better attainment and talk positively about their academic future.	<p>Pupil progress meetings half termly will inform how children are achieving.</p> <p>Children will be inspired by visitors who talk about their jobs/careers.</p> <p>Curriculum opportunities to engage.</p>	<p>Data for Sutton Ward indicates areas of social deprivation and unemployment.</p> <p>Results over time have evidenced attainment issues. Although this has improved, School is working to address gender attainment gaps and accelerated learning for HA pupils. Across East Midlands there is a pattern of underachievement for White working class boys.</p> <p>Children need to be inspired to believe they can achieve.</p>	<p>TAs to carry out intervention programmes (Y3/4 Talk4Number; Y5/6 Success@arithmetic; Athletics; Lexia) – cost £9806.94</p> <p>Intervention strategies (monitored by teachers and Leadership Team) to evidence increased progress.</p> <p>Achievement Team meetings and Pupil Progress meetings will evidence increased ARE in line with national. NAHT Aspire – cost £16,300</p>	J.A. Oldale	October 2016

PP children's reading improves in line with non-pp children	Children will receive extra daily reading with adults. Phonics will be addressed in pupil progress meetings. Books will be celebrated and enjoyed in school School to engage in cluster programme to enhance reading.	KS1 and KS2 data for 2016. Phonics data for Year One cohort in 2016. Frog Assessment data for Calow Primary School and identified needs in specific cohorts. Hasland Cluster of schools report lower reading attainment.	Pupil progress meetings will review intervention given (daily readers) and progress made. The children will engage with reading initiatives such as 'Extreme Readers' competition and reading passport. Reading records will evidence improved attainment (ARE to be at least in line with national). There will be diminished difference	B. Franklin	October 2016
The attendance of PP children improves	Provide opportunities to engage pupil interest. Work with EWO, MAT and Social Care to provide support for vulnerable families.	Attendance data for School has improved and been 96% for the last two years (above national). Data for PP pupils evidences a difference with non PP pupils. Number of persistent absentees who are PP has increased.	School Council to evaluate engagement opportunities. Attendance data monitored by School Attendance Committee (whole school target 96%). Monthly attendance data to be shared with whole school (each class to be at least 95%)	M.E. Thacker	October 2016
Pupils present at School punctually, ready to learn, home learning is completed to a good standard.	Rigorous monitoring to ensure punctuality for all. Planning and implementation of quality home learning to engage all pupils. Extended services to support home learning.	Pupils who arrive late have a negative impact on the learning of others. Lack of punctuality is also detrimental to their own learning. Number of 'lates' increased in 2015/16. Percentage of pupils completing home learning is not consistent in all cohorts.	Punctuality data will be improved. Lesson observations to demonstrate pupil readiness in 95% of lessons. Teachers to improve percentage of pupils completing home learning tasks.	M.E. Thacker	December 2016

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?
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<p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.</p>	<p>Identified PP children will attend nurture time to talk about their feelings. – a TA will work one to one or small groups.</p> <p>Education Psychologist to work with identified children and one cohort. Behaviour Support to be deployed.</p>	<p>Number of pupils identified on SEND register for social and emotional concerns.</p> <p>Number of pupils who have required targeted support (including percentage who are PP pupils)</p> <p>Data for PSED in Foundation Stage</p>	<p>Intervention logs to show reduced issues.</p> <p>Behaviour logs and physical assault proforma maintained and monitored.</p> <p>Improved PSED outcomes at end of FS</p>	<p>E. McDonald/ K.Baumforth</p>	<p>September 2016</p>
<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p>	<p>Pupil progress meetings will focus on attainment of PP pupils and diminishing the difference.</p> <p>Assemblies will encourage children to be ambitious and consider their strengths and where they might use them.</p> <p>TA employed to support where appropriate.</p>	<p>Data for disadvantaged children for 2015/16.</p> <p>Cohort tracking (see Frog Assessment) and pupil progress meetings has evidenced difference between PP and non PP pupils.</p> <p>Number of pupils known to go on to Higher Education has decreased.</p>	<p>Feedback from staff/progress and TAs will inform LT about progress.</p> <p>Assemblies' evaluations will inform if the children are beginning to have visions of a productive happy future.</p> <p>Attainment will be at least in line or better than national at ARE.</p> <p>NAHT Aspire programme (cost £16,300) to evidence improved outcomes as part of audit.</p>	<p>J.A. Oldale</p>	<p>September 2016</p>
<p>PP children's reading improves in line with non-pp children</p>	<p>Class teachers to ensure PP children receive daily reading and quality 1:1 comprehension about the book in a positive way.</p> <p>The curriculum will allow for more boy friendly books to be incorporated at whole school/class level.</p> <p>Regular assessment of reading to evidence improved skills.</p>	<p>National and local data evidences reduced attainment in reading.</p> <p>School data for 2015/16 in reading for Key Stages One and Two (gender gap)</p> <p>There is a gap between PP pupils and non- PP children.</p> <p>Reading records are kept for each child and show varying levels of support from home.</p>	<p>The books used in class will be of more interest to boys – super heroes, action etc.</p> <p>Children who have daily reading – progress will be seen at pupil progress meetings.</p> <p>Reading progress to meet class targets for each cohort.</p>	<p>B. Franklin</p>	<p>December 2016</p>

The attendance of PP children improves	EWO will be involved with families whose attendance falls below 90%. MAT will be asked to work with children who are consistently falling below 85%. Awards are given to children who have 'good' attendance.	Attendance data evidences improvement over time. Calow has not been below 95%. Monitoring has shown issues with PP attendance, particularly number of persistent absentees for 2015/16. Awards for attendance have been predominantly non PP children.	Attendance will be monitored regularly and data shared with Governors. Number of EWO cases will be reduced. School Attendance Plan will be monitored and reviewed. Increase in PP children receiving attendance certificates.	M.E. Thacker	September 2016
Pupils present at School punctually, ready to learn, home learning is completed to a good standard.	Governors' Attendance Committee to monitor punctuality. Teachers to monitor amount of home learning completed by pupils. Marking and feedback to lead to improved standards of home learning.	Targeted support that is planned, implemented well and monitored leads to improvements. Booster sessions have been provided but attendance has been variable. Scrutiny of pupils' books has evidence inconsistency of PP outcomes in the past.	Number of recorded lates will be reduced by 50%. The majority of pupils in each cohort will complete home learning tasks. Attendance at Y6 booster sessions will be improved. Scrutina of PP pupils' books	M.E. Thacker	December 2016

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	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

7. Additional detail

Refer to Pupil Premium Statement for 2016/2017.