Pupil premium strategy statement (primary) 2017-18

1. Summary information					
School	Royds Hall Community School Primary				
Academic Year	2017-18	**Total PP budget**	£129, 360	**Date of most recent PP Review**	8th March 2017
Total number of pupils	319	**Number of pupils eligible for PP**	B/LL 63/14	**Date for next internal review of this strategy**	July 2018

	% of all children working at ARE nationally 2016	% of all children at RHCS Primary working at ARE currently	% PP children working at RHCS Primary working at ARE currently B/LL	% of children working at greater depth nationally	% PP children at RHCS Primary working at greater depth currently B/LL
Combined	53%	36%	29%	5%	-
Reading	66%	54%	51%	19%	-
Writing	74%	36%	29%	15%	-
Maths	70%	40&	36%	17%	-
GPS	72%	-	-	22%	-
Year 1 Phonics	81%	57%	63%	-	-
EYFS GLD	66%	60%	50%	-	-

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	A high % of children have poor oracy skills on arrival at school. At Beech this is due to mainly to high deprivation rates and at Luck lane this is due to English as an additional language.
B.	Self esteem, confidence and willingness to persevere is often a barrier to learning.
C.	Fewer pupil premium are achieving ARE across the whole primary phase particularly boys.
D.	High levels of social and emotional issues linked to high levels of deprivation is an issue across both sites but more so on Beech site.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	Engage with families on working together with school to overcome barriers to learning such as lates and attendance.
F.	The breadth of experiences of pupil premium is often less than that of their non PP peers.

3. Desired outcomes		
	Desired outcomes	*Success criteria and how they will be measured*
A.	To improve oracy skills across the primary phase.	● Improve reading resources and ensure each site has an environment that is literacy rich and measure this through learning walks. ● Build opportunities for speaking and listening into each term's REAL project and measure ● Introduce P4C into Community pupil led assemblies.
B.	To improve self esteem, confidence and the willingness to participate for those children who are PP.	● Increased numbers of those receiving the ALWAYS award each half term. ●
C.	To improve the attainment rates of PP children across both sites and throughout all phases, EYFS, KS1 and KS2.	● High profile intervention for one to one reading with every PP child. ● PP children will be targeted through evidence based interventions and booster groups. ● All interventions will be measureable using assessment tools.
D.	To improve the well being of those presenting with social, emotional issues to ensure they are ready for learning and those in year 6 are secondary ready.	● Reduction in exclusion rates for those PP measured through SIMS. ● Monitoring of those receiving interventions through the Well-Being Team. ● Improved participation of PP children on both sites in extra curricular clubs measured through the school tracker.
E.	To improve the punctuality figures for the PP at Beech.	● Number of lates to improve for the 23 PP (figures for 2016-17 year) children at Beech.

4. Planned expenditure

Academic year	**2017-18**

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?**
A. To improve oracy skills across the primary phase for PP children.	Build oracy opportunities into REAL Projects. Allocate a Lead Teacher for Oracy. (KT)	● As a school it is felt that the art of oracy has been overshadowed by other curriculum areas over the past few years. It is understood that marginalising oracy has had a detrimental impact on the standards throughout the curriculum. Furthermore the children entering EYFS have a lower level of Speech and Language when compared to cohorts a few years ago. These conditions coupled with children changing their play habits because of technology mean that oracy must become a focus for our children. ● The EEF project has researched oracy in a year 7 class in 2013. There was some measureable success and several recommendations. It is these recommendations accompanied with the the core activities that will give us a measurable outcome.	● KT lead on this is delivering training on how to use a scale to measure good levels of oracy. ● Scales to be used when the children are speaking publicly during each REAL Project.	KT/EBS	Termly Minimal costing
C. To improve the attainment rates of PP children across both sites and throughout all phases, EYFS, KS1 and KS2.	Whole school interventions for maths, reading and writing.	● The school has very low combined RWM scores and the and the PP children on the whole are underachieving when compared with their Non-PP peers. This is across all areas but with a larger gap between PP girls and their Non PP peers. These children will be targeted with specific interventions according to their individual needs to close gap that is already evident.	● Regular observations, feedback and support. ● Modelling growth mindset and best practice. ● Training on effective questioning techniques.	EBS	Termly
		Total budgeted cost=			Calculations in process

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?
C. To improve the attainment rates of PP children across both sites and throughout all phases, EYFS, KS1 and KS2.	Lead Practitioner appointed. Upskilling ETAs in RWM interventions.	As above	• Training to upskill identified ETAs in either reading, writing or maths interventions. • Creating an intervention timetable to target identified key PP children.	EBS	Termly
D. To improve the wellbeing of those presenting with social, emotional and mental health issues to ensure they are ready for learning and those in year 6 are secondary ready. B. To improve self esteem, confidence and the willingness to participate for those children who are PP.	Nurture groups running on both sites. Thrive one to one sessions. 1-1 Therapeutic Play Group Therapeutic Play Group Thrive sessions 1-1 Think good feel good Group Think good feel good Anger Management Staff supervision	As a school we are acutely aware that the emotional health and well being is of paramount importance so that our children are happy and ready to learn. Many of our most vulnerable children do require extra help with regards to understanding their own emotions and those of others. The Boxhall profiling of every PP child will ensure that they are given targeted and specific support. This tool will also help to triangulate the data with regards to the identification of PP children for targeted interventions for the core subjects.	• Every PP child is being Boxall profiled. • Every PP child to have SDQ scoring. • Each class teacher to be provided with analysis of Boxall Profiling and action plan to support with bridging the gaps for emotional development. • Supervision model to be implemented to support staff wellbeing and advise on strategies for PP children	EBS /KT	Termly
			Total budgeted cost		Calculations in process

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?
E. To improve the punctuality of PP children at Beech. .	Use of the focus 30 to identify those PP children that need to improve their attendance.	The school's data shows that the punctuality of PP children is lower than when compared with their non PP peers.	Targeted children will be interviewed to find out interests and they will be profiled accordingly.	EBS	

		The PP children that are at risk of low punctuality will be targeted on an individual basis by ETA's and teachers to offer additional activities before that start of the school day.	The children will then be assigned an adult depending on their interest and small focused activities will take place. The assigned adult will aim to build up a relationship with the child's family.		
				Total budgeted cost	Calculations in process