

Pupil premium strategy statement – Palace Wood Primary School

1. Summary information					
School	Palace Wood Primary School				
Academic Year	2018/9	Total PP budget	£92,660	Date of most recent PP Review	N/A
Total number of pupils	414 411	Number of pupils eligible for PP	59 65 (not all in census so funding not received until April)	Date for next internal review of this strategy	February 2019

2.	3. Current attainment		
	<i>School non PP</i>	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average)</i>
% achieving the expected standard in combined reading, writing and maths	75%	50%	64%
% achieving the expected standard in reading	84%	50%	75%
% achieving the expected standard in writing	86%	64.2%	78%
% achieving the expected standard in maths	93%	71.4%	76%
% achieving the expected standard in GPS	81%	50%	78%
Progress measure in reading	0.4	-0.7	0
Progress measure in writing	1.9	0.7	0
Progress measure in maths	1.8	1.0	0

4. 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.	Spelling across the school remains an issue, specifically for lower attaining pupils, and this has an impact on their writing, especially at the end of KS1 and KS2
B.	Children eligible for PP, including high attainers achieve well and make good progress in English especially at the end of KS1 and KS2
C.	Pupils eligible for PP, including the higher attaining pupils, attain well and make good progress, but need further challenges both inside and outside of the curriculum
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality of children eligible for PP are lower than all pupils which has an obvious detrimental effect on their learning
E.	Children eligible for PP are less likely to complete any home learning, either specific school homework or reading for pleasure.

5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children eligible for PP will have improved spellings, both independently and in pieces of writing	The % of PP children achieving the expected standard in all statutorily reported areas will rise, with the gap between non-disadvantaged pupils narrowed
B.	Children eligible for PP will have improved attainment in Reading, particularly at the end of Key stages 1 and 2. They have an improved attitude to reading for pleasure.	The % of PP children achieving the expected standard in reading, with the gap between non-disadvantaged pupils narrowed..
C.	Children eligible for PP will make good progress in all areas. They will also have the opportunity to access additional experiences that will inspire them.	Progress of PP children will be in line with non PP children
D.	Children eligible for PP have improved attendance and punctuality with less persistent absentees	Number of persistent absentees decreases % attendance for PP children increases to 94%
E.	Children eligible for PP are able to be supported in additional learning	PP children engage in homework, either at home or in school

6. 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?
C.	Teachers are being given opportunities to develop their teaching styles with a focus placed on 'taking risks' and 'trying something new'.	The school is on a journey towards outstanding and is focusing on developing teachers to think about not only the mechanics of teaching but exploring different pedagogies within their classroom.	<ul style="list-style-type: none"> - Staff training - Teaching and learning conferences - Monitoring of teaching, learning and assessment, both through lessons and books - Pupil conferencing about engagement levels 	Senior Leadership Team	ongoing
A.	The school have implemented the RWI phonics programme across the school, including the RWI spelling programme from Year 2.	Reading is a core learning skill, and phonics are a key part of this. The school needed a strategy that could run throughout all three Key Stages, and one that the children and staff could become familiar with	<ul style="list-style-type: none"> - Review of phonics and spelling data across the school - Learning walks to observe the quality of teaching of phonics and spelling across the school. - Year on year evaluation of SPAG and writing results at both KS1 and KS2 - Consistent and regular training on RWI and RWI spelling 	Assistant Heads	Ongoing
C.	The school have appointed specialists in music, computing and French to teach these subjects across the school.	Music, computing and French are subjects that benefit from having a teacher with the specific skill set. A staff analysis identified gaps in these subject areas. The benefit that both of these subjects have on children were great, and the school wanted to provide valuable opportunities for children to extend their learning beyond the core subjects.	<ul style="list-style-type: none"> - Review of the teaching and learning of French, computing and music - Pupil voice regarding their thoughts and attitudes towards these subjects - Pupils attainment in these areas compared to previous years - Pupils taking up other musical or language opportunities 	Subject Leads and Senior Leadership Team	
B.	The school is developing alternative approaches to guided reading. Discrete skills lessons have become a focus	Recent data shows that attainment in reading has fallen. Class teachers have also expressed a reduction in reading for pleasure at home.	<ul style="list-style-type: none"> - Review strategies for involving children in reading for pleasure across the school. Relaunch - Explore alternative approaches to guided reading such as whole class strategies 	English Lead and Senior Leadership Team	
Total budgeted cost					

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?
A.	Focused phonics and spelling interventions to improve rates of progress	For some children, the RWI programme for both phonics and spelling is not appropriate. In order to keep up or catch up, some pupils need additional support. This more focused approach in smaller groups, and often 1:1, have been proven on EEF to have a positive impact on children's progress.	<ul style="list-style-type: none"> - Impact of provision through evaluation of provision maps - Progress through Lexia programme - Spelling of children in writing 	Assistant Heads	
B.	Focused intervention for reading to improve rates of progress	For some children finding the time to read for pleasure can be difficult in home environments. This more focused intervention should have a positive impact on children's progress	<ul style="list-style-type: none"> - Impact through provision map - Progress in assessment weeks and class activities - 	Phase Leaders/AHT	
C.	1:1 maths interventions	1:1, has been proven on EEF to have a positive impact on children's progress. A maths specialist can unpick misconceptions and consolidate learning, meaning that children can keep up with the fast pace of learning in class	<ul style="list-style-type: none"> - Impact of provision through evaluation of provision maps - Progress of children in maths 	EH	
Total budgeted cost					
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?
D and E.	Family Liaison Officer appointed to work with vulnerable children and families. Meeting with Attendance officer and FLO to be scheduled earlier.	Children's attainment cannot be improved unless they are in school. Having a person who can work with children and families to encourage them to come to school more often, or change their mindset about school can have a positive impact on attendance and therefore attainment	<ul style="list-style-type: none"> - Monitor attendance rates of PP children. - Monitor punctuality of PP children - Monitor the number of persistent absentees that are PP children - Engagement of families in additional services 	SENCO KS2 AHT/AO	
C	Funding additional opportunities for children	Additional opportunities provide children with experiences that they may not have otherwise been able to do. This can open doors to avenues which may not have been explored had the children not been offered these opportunities. It is also an opportunity for children to excel in an area that they may not have previously explored	<ul style="list-style-type: none"> - Uptake and success of music lessons - Uptake and impact of children attending out of school events for more able pupils. - Impact of attendance on school trips 	Subject Leaders and Senior Leadership Team	

D	A breakfast club to focus on improving attendance and punctuality	If we can encourage children in to school, then we can start them up for the week in a positive way so that they can be successful.	<ul style="list-style-type: none"> - Register of attendance at the club - impact on attendance for the remaining days 	FLO	
Total budgeted cost					

7. Review of expenditure				
Previous Academic Year		2017/18		
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
A.	Teachers are being given opportunities to develop their teaching styles with a focus placed on 'taking risks' and 'trying something new'.	Some members of staff have tried new approaches such as changing the timetable, new ways of classroom delivery but not fully embedded so difficult to measure impact so far on PP	Approach will continue to try and embed this mindset amongst all staff.	
A.	The school have implemented the RWI phonics programme across the school, including the RWI spelling programme from Year 2.	RWI is improving across the school. Results in the Year 1 phonics check has improved to 93% from 82% with children in Year 2 retakes passing with a 93% success rate. Spelling at the end of KS2 still remains an issue but an improvement can be seen since the implementation of the programme.	Continue using the RWI programmes. Look at further ways to support the children who are not meeting the expected level.	
C.	The school have appointed specialists in music and French to teach these subjects across the school.	The engagement in lessons and behaviour for learning has improved from staff feedback. evidence in books/ folders show an improvement in understanding and attainment.	Pupil voice to be gathered regarding French and Music New music teacher means this focus needs to continue Investment in Computer specialist to be considered for PPA time as staff lack expertise to teach this effectively and this could be subject like French and Music that could appeal and engage PP children.	
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
A	Focused phonics and spelling interventions to improve rates of progress	Year 1 phonics checked passed with 93% and year 2 with 96.6% Spelling still remains a focus on KS2	Are spelling interventions and groupings having the desired impact in KS2 Continue with RWI phonics in KS1	
B	A number of interventions are being set up to meet the various needs of our PP children including,	For many this has had a positive impact on their attitude and readiness for learning. Not always a measureable outcome.	Continue with breakfast club for vulnerable children Many of these sessions are opened to PP first but not necessarily taken up by them Consider the use of pupil voice to capture this outcome potentially using a scale.	

	Breakfast club Sensory circuits Counselling Dandelion Play therapy Anneke Lego club			
C	1:1 maths interventions	Having a positive impact and raising attainment in Year 5 & 6	Continue	
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
D and E.	Family Liaison Officer appointed to work with vulnerable children and families.	Some families more engaged with school and improvements seen in attendance.	Continue with this strategy as some needs constant support	
C	Funding additional opportunities for children	Children with PP had the opportunity to work with the music specialist on music lessons.	Continue this opportunity with new music specialise	
D	A breakfast club to focus on improving attendance and punctuality	Attended by a group with FLO Having a positive impact on start of the day	Continue to provide	

8. Additional detail

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