

Pupil premium strategy statement – Palace Wood Primary School

1. Summary information					
School	Palace Wood Primary School				
Academic Year	2016/17	Total PP budget	£60,777	Date of most recent PP Review	N/A
Total number of pupils	414	Number of pupils eligible for PP	59	Date for next internal review of this strategy	February 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in combined reading, writing and maths	91%	60%
% achieving the expected standard in reading	91%	71%
% achieving the expected standard in writing	91%	79%
% achieving the expected standard in maths	91%	75%
% achieving the expected standard in GPS	82%	78%
Progress measure in reading	2.05	0
Progress measure in writing	2.27	0
Progress measure in maths	1.12	0

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.	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.	Many children enter the school with significantly lower than average speech and language skills, and this is an area that is a barrier for the children throughout EYFS and KS1
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.

4. 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 Speech and Language skills, and will transfer this to their learning in other subject areas	The % of PP children achieving ELG in Communication will improve. The gap between PP and non PP children will close for the PSC
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, wither at home or in school

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?
C.	Review of the school's assessment policy to ensure that accurate, timely and relevant feedback can be given to children to enable them to make good progress.	The EEF ranked feedback as the most important factor for children's progress. We also studied some best practice examples of where schools' feedback was having a positive impact on the children's learning.	<ul style="list-style-type: none"> - Staff training on the new policy - Monitoring of teaching, learning and assessment, both through lessons and books - staff training on guided group work - Pupil progress meetings and appraisals 	Senior Leadership Team	January 2017
A.	The school have implemented the RWI phonics programme across the school, including the RWI spelling programme and Fresh Start in KS2	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 and French to teach these subjects across the school.	Music 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 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	January 2017
B and C	In EYFS, children in receipt of PP are in smaller Key person groups	To ensure that the children eligible for PP get the correct support, they are placed in smaller Key Person groups. This enables the Key Person to have a deeper understanding of the child's needs, and feed this back to ensure that the correct provision is then provided for the child.	<ul style="list-style-type: none"> - Pupil progress meetings with EYFS - Accurate provision for the PP children identified through liaison with SENCO 	EYFS Leader	January 2017
Total budgeted cost					£21,000

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	January 2017
B.	Focused intervention of 'Talk Boost' to identify and improve children's speech and language.	Talk Boost is a programme proven to have an impact on children's speech and language. Having a focus on this area for a group of children will have a positive impact on their learning across the curriculum	<ul style="list-style-type: none"> - Impact of provision through evaluation of provision maps - Progress of children in other curriculum areas 	SENCO	January 2017
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 	Deputy Head	January 2017
Total budgeted cost					18,000
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.	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	January 2017
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 guitar 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	January 2017

D	A morning 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.	- Register of attendance at the club - impact on attendance for the remaining days	FLO	January 2017
Total budgeted cost					£22,000

6. Review of expenditure				
Previous Academic Year		2015/16		
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
Improve outcomes for pupils	Use of additional adults, both teachers and TAs to support learning and provision in classes.	Pupil premium and non-pupil premium children achieved well at KS2. Groups in KS1 were smaller and so statistically inaccurate to compare with non-pupil premium children.	Some positive impact on specific individuals where additional support was targeted. However, the impact was short term and not spread across the whole school. Additional staff will continue to be used where appropriate.	
Improve outcomes for pupils	Staff training to improve overall provision	Quality first teaching improved in many areas resulting on improved outcomes for pupils.	Work on meta cognition and feedback remain integral to the school's development and this approach will continue to be developed.	
Improve outcomes for pupils	RWI programme	Phonics results dramatically improved from 50% to 77%. Phonics retakes were also 96%. Spelling continues to improve across the school.	The programme has proved successful and will continue	
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
Improve outcomes for pupils	Intervention support on specific subject areas	Many children accessing the range of interventions available made progress as a result. PP children were targeted for interventions to ensure that the gap between PP and non-PP children does not grow.	Evaluation of interventions shows success. Interventions will need reviewing to ensure that they are fit for purpose but the large majority of interventions will 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
Increased additional opportunities for pupils	Additional clubs	More children attended clubs	Focused clubs were successful in encouraging children to try new things. This will continue	
Increased additional opportunities for pupils	Subsidies for school trips	PP children were able to attend all school trips, including the school residential.	Enabling PP children to attend all school trips, especially the residential was very successful, and was very welcomed by parents. This will continue.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk