

Annex 1: Pupil premium strategy statement (primary)

1. Review of expenditure																
Previous Academic Year		2015/16														
i. Targeted support																
Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost												
Ensure that pupil premium pupils achieve expected standard in phonics.	Intervention groups to develop phonics	<p>School pupils eligible for PP outperformed national pupils eligible for PP and National all.</p> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>95%</td> <td>81%</td> </tr> <tr> <td>PP</td> <td>88%</td> <td>70%</td> </tr> <tr> <td>Non – PP</td> <td>98%</td> <td>83%</td> </tr> </tbody> </table> <p>All children within the phonics intervention made rapid progress, with 88% of them achieving national standard at the end of the year. <i>Whilst there is a 10% gap between PP and non PP, only 2 pupils did not meet expected standard in phonics.</i></p>		School	National	All	95%	81%	PP	88%	70%	Non – PP	98%	83%	We will continue with this approach as pupil eligible for pupil premium performed better than national consistently for the last 3 years.	
	School	National														
All	95%	81%														
PP	88%	70%														
Non – PP	98%	83%														

<p>Ensure that pupils eligible for pupil premium achieve expected standard in line or better with national outcomes for all pupils.</p>	<p>Smaller teaching groups in key year groups.</p> <p>Intervention groups to develop core skills.</p> <p>Targeted booster session in Y2 and Y6.</p>	<p>Interventions and booster contributed to end of key stage 1 and key stage 2 outcomes:</p> <p>KS2 outcomes for pupils eligible for pupil premium.</p> <table border="1" data-bbox="689 220 1292 467"> <thead> <tr> <th colspan="3">Achieving expected standard.</th> </tr> <tr> <th></th> <th>Conway (PP)</th> <th>National (Non PP)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>71%</td> </tr> <tr> <td>Writing</td> <td>96%</td> <td>79%</td> </tr> <tr> <td>Maths</td> <td>85%</td> <td>75%</td> </tr> </tbody> </table> <p>Conway Pupil Premium outcomes were better than national all pupils in writing and maths at expected standard.</p> <table border="1" data-bbox="689 592 1292 826"> <thead> <tr> <th colspan="3">Achieving higher standard.</th> </tr> <tr> <th></th> <th>Conway (PP)</th> <th>National (Non PP)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>18%</td> </tr> <tr> <td>Maths</td> <td>30%</td> <td>20%</td> </tr> </tbody> </table> <p>Conway Pupil Premium outcomes were better than national all pupils in writing and maths at a higher standard.</p>	Achieving expected standard.				Conway (PP)	National (Non PP)	Reading	41%	71%	Writing	96%	79%	Maths	85%	75%	Achieving higher standard.				Conway (PP)	National (Non PP)	Reading	11%	23%	Writing	22%	18%	Maths	30%	20%	<p>Quality of teaching of reading highlighted as an area of development</p> <ul style="list-style-type: none"> - Pitch - Development of reading strategies taught <p>Targeting of higher standard at end of KS1.</p>	
Achieving expected standard.																																		
	Conway (PP)	National (Non PP)																																
Reading	41%	71%																																
Writing	96%	79%																																
Maths	85%	75%																																
Achieving higher standard.																																		
	Conway (PP)	National (Non PP)																																
Reading	11%	23%																																
Writing	22%	18%																																
Maths	30%	20%																																

KS1 outcomes for pupils eligible for pupil premium.

Achieving expected standard.		
	Conway (PP)	National (all)
Reading	86%	74%
Writing	89%	65%
Maths	89%	73%

Conway Pupil Premium outcomes were better than national all pupils across all subjects.

		<p>Impact of interventions</p> <table border="1"> <thead> <tr> <th>Y6 boosters & interventions</th> <th>% of pupils who made the required progress to attain EOY target.</th> </tr> </thead> <tbody> <tr> <td>Reading (45)</td> <td>88%</td> </tr> <tr> <td>Maths (34)</td> <td>94%</td> </tr> <tr> <td>SPAG (45)</td> <td>88%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Y2 boosters & interventions</th> <th>% of pupils who made the required progress to attain EOY target.</th> </tr> </thead> <tbody> <tr> <td>Reading (18)</td> <td>83%</td> </tr> <tr> <td>Maths (30)</td> <td>87%</td> </tr> <tr> <td>SPAG (13)</td> <td>85%</td> </tr> <tr> <td>RWI/Writing (13)</td> <td>85%</td> </tr> </tbody> </table> <p>Interventions across the rest of the school, a minimum of 80% of children involved within the intervention or booster mad at least expected progress across KS.</p>	Y6 boosters & interventions	% of pupils who made the required progress to attain EOY target.	Reading (45)	88%	Maths (34)	94%	SPAG (45)	88%	Y2 boosters & interventions	% of pupils who made the required progress to attain EOY target.	Reading (18)	83%	Maths (30)	87%	SPAG (13)	85%	RWI/Writing (13)	85%		
Y6 boosters & interventions	% of pupils who made the required progress to attain EOY target.																					
Reading (45)	88%																					
Maths (34)	94%																					
SPAG (45)	88%																					
Y2 boosters & interventions	% of pupils who made the required progress to attain EOY target.																					
Reading (18)	83%																					
Maths (30)	87%																					
SPAG (13)	85%																					
RWI/Writing (13)	85%																					
Ensure the emotional well-being of pupil premium pupils.	Counsellor support	Support with severe behaviour issues and emotional well-being. Impact of Interventions and boosters across the year:	Staff team are having a greater ownership of behaviour issues within class and around the school.																			
Total cost budgeted				£23100 0																		

2. Summary information					
School	Conway Primary School				
Academic Year	2016/17	Total PP budget	£216480	Date of most recent PP Review	Sept 2017
Total number of pupils	471	Number of pupils eligible for PP	225	Date for next internal review of this strategy	May 2017

3. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standards in R,W and M combined at KS2	41%	60%
% achieving high standards in R,W and M combined at KS2	7%	7%
% of middle prior attainment achieving expected standard in reading	28%	67%
% of middle prior attainment achieving expected standard in writing	100%	78%
% of middle prior attainment achieving expected standard in maths	83%	71%
% of higher prior attainment achieving high standards in R,W and M at KS2	7%	7%

4. Barriers to future achievement (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Less middle attaining children eligible for pupil premium achieve expected standard in reading that other children nationally.
B.	Less pupil premium children achieve expected standard in phonics compared to in school non-pupil premium children.
C.	Less high prior attaining children eligible for premium children achieve greater depth than all children nationally in reading, writing and maths.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Limited home support in development of reading.
E.	

5. Desired outcomes	Success criteria
---------------------	------------------

A.	Improve outcome of middle prior attainment children eligible for PP achieving expected standard or better in in reading.	Increased % of pupils eligible for PP will achieve national standard in reading.
B.	Maintain current good outcomes at for children eligible for PP across phonics, writing and maths.	Pupil eligible of PP across the school make as good progress as other pupils and the gap between attainments measures such as number achieving the expected standard is narrowed. Higher attaining pupils eligible for PP will continue to achieve the higher standard in line with national expectation at the end of KS2.
C.	Maintain higher numbers of children eligible for pupil premium achieving higher standard in line with other children across KS1&2 in maths and writing.	
D.	Ensure children who exceeded at end of EYFS achieve potential at the end of KS1.	All pupils eligible for PP will make expected progress from starting point in EYFS.

6. 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. Improving Academic Outcomes					
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. Improve outcome of middle prior attainment children eligible for PP achieving expected standard or better in in reading.	<p>Development of a structured approach of the development of reading.</p> <p>Use of English consultant to develop reading with reading lead.</p> <p>Reading lead to support across school.</p>	<p>Monitoring showed inconsistency in practise across the school in Summer 2.</p> <p>Reading end of 2016 was below national standard.</p> <p>Use of consultant to gain expertise in subject knowledge as proven successful in maths.</p>	<p>Regular review of lessons and progress led by leadership team.</p> <p>Book scrutiny to monitor progress and implementation.</p> <p>New reading assessments to be introduced.</p> <p>Implement good quality resources.</p> <p>Reading lead to provide focused support across staff.</p> <p>Use of consultant to provide outside feedback of progress and next steps.</p>	Reading lead alongside SLT	Weekly in monitoring and SLT standards meetings.

<p>B. Maintain current good outcomes at for children eligible for PP across phonics, writing and maths.</p> <p>C. Maintain higher numbers of children eligible for pupil premium achieving higher standard in line with other children across KS1&2 in maths and writing.</p> <p>D. Ensure children who exceeded at end of EYFS achieve potential at the end of KS1.</p>	<p>Smaller teaching groups in Y6, Y5, Y2 and Y1.</p>	<p>Targeted teaching groups with clear focus on specific groups and needs have provided an effective strategy for the school in raising attainment.</p> <p>End of Y6 outcomes in reading and writing were better than national outcomes.</p> <p>End of year 2 standards in reading, writing and maths were better than national outcomes.</p>	<p>Termly pupil progress meeting meetings with class teachers to review practices and measure impact.</p> <p>Support for teachers and HLTAs from within school experts.</p> <p>Appropriate CPD identified for teachers and HLTAs implemented in timely manner. Regular follow-up to ensure impact of CPD.</p>	<p>Middle leadership team and senior leadership team.</p>	<p>Weekly in monitoring and SLT standards meetings.</p>
<p>Total budgeted cost £112,500</p>					

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>Improve outcome of middle prior attainment children eligible for PP achieving expected standard or better in in reading.</p> <p>Ensure children who exceeded at end of EYFS achieve potential at the end of KS1.</p> <p>Maintain current good outcomes at for children eligible for PP across phonics, writing and maths.</p>	<p>Weekly Interventions in phonics and core subject.</p>	<p>Interventions run in previous years supported children achieving national expectations. With a minimum of 85% of children achieving there end of year target in maths and writing.</p> <p>End of Y6 outcomes in reading and writing were better than national outcomes were contributed to by interventions in place.</p> <p>End of year 2 standards in reading, writing and maths were better than national outcomes were contributed to by interventions in place.</p> <p>End of</p>	<p>Robust systemic of targets and monitoring to monitor impact of intervention.</p> <p>Termly pupil progress meeting meetings with class teachers to review practices and measure impact.</p> <p>Support for teachers and HLTAs from within school experts.</p>	<p>ML team and SLT</p>	<p>Weekly in key year group team meetings.</p> <p>6 weekly reviews of interventions and impact.</p>

<p>Improve outcome of middle prior attainment children eligible for PP achieving expected standard or better in in reading.</p> <p>Ensure children who exceeded at end of EYFS achieve potential at the end of KS1.</p>	<p>Provide weekly boosters run by teachers in reading for key year groups.</p>	<p>Booster led my teachers in previous years has supported pupils overall progress. They have been successfully used to target specific gaps in learning to enable rapid progress.</p>	<p>Regular review progress through monitoring of lessons and books led by leadership team.</p> <p>Termly pupil progress meeting meetings with class teachers to review practices and measure impact.</p>	<p>Y6 led and SLT team</p>	<p>Weekly in key year group team meetings.</p> <p>6 weekly reviews of interventions and impact.</p>
<p>Improve outcome of middle prior attainment children eligible for PP achieving expected standard or better in in reading.</p>	<p>Parent workshops.</p>	<p>An external barrier our children face is limited home support in development of reading. Whilst we largely have a support parent group we want to give our parents the tools based on our new strategies for the teaching of reading to enable them to target their children at home.</p>	<p>Monitor parent and pupil voice.</p> <p>Monitoring of children's reading habits before and after workshops.</p> <p>Termly pupil progress meeting meetings with class teachers to monitor progress an attainment.</p>	<p>Reading lead</p> <p>SLT team</p>	
<p>Total budgeted cost</p>					<p>£103,500</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?
Total budgeted cost					

E. Additional detail
<p>In this section you can annex or refer to additional information which you have used to support the sections above.</p>