



The Blake School Pupil Premium Strategy Statement



Summary information

Academic Year	2017/18	Total PP budget (not including SPP)	£89,570.00	Date of most recent PP Review	October 2018
Total number of pupils	408	Number of pupils eligible for PP	68	Date for next internal review of this strategy	October 2019

EYFS Progress in 2018		Communication and Literacy	PSED	Mathematics
Expected progress				
Reception	Children in receipt of Free School Meals (4)	100%	100%	100%
	Children not in receipt of FSM	98%	96%	93%
	Difference	+2	+4	+7

KS 1 Progress in 2018		Reading Progress from entry to exit Year 2	Writing Progress from entry to exit Year 2	Mathematics Progress from entry to exit Year 2
Year 2	Pupil Premium (3)	100%	100%	66.7%
	Non Pupil Premium	85.5%	75%	88.5%
	Difference	+ 14.5	+25	-21.8

KS 2 Progress in 2018		Reading Progress from Year 2 to exit Year 6	Writing Progress from Year 2 to exit Year 6	Mathematics Progress from Year 2 to exit Year 6
Year 2	Pupil Premium (10)	-1.6	-1.4	-4.1
	Non Pupil Premium	0.98	-0.99	-1.4
	Difference	-2.58	-0.41	-2.7

EYFS Attainment 2018		Good Levels of Development (achieved expected levels (2) in all Prime areas of learning, Literacy and Mathematics (school))	Good Levels of Development (achieved expected levels (2) in all Prime areas of learning, Literacy and Mathematics (National))
Reception	Children in Receipt of Free School Meals (4)	50%	Not yet available
	Children not in receipt of FSM	80%	Not yet available
	Difference	-30%	Not yet available

KS1 Attainment 2018		Reading (school)	Reading (National)	Writing (school)	Writing (National)	Mathematics (school)	Mathematics (National)
Achieved expected standard against the Interim Framework							
Year 2	Pupil Premium (3)	100	Not yet available	66.7	Not yet available	66.7	Not yet available

	Non Pupil Premium	82.7	Not yet available	76.9	Not yet available	90.4	Not yet available
	Difference	+17.3	Not yet available	-10.2	Not yet available	-23.7	Not yet available

KS2 Attainment 2018 Achieved expected standard against the Interim Framework		Reading (school)	Reading (National)	Writing (school)	Writing (National)	Mathematics (school)	Mathematics (National)
Year 6	Pupil Premium (10)	70	Not yet available	70	Not yet available	50	Not yet available
	Non Pupil Premium	75	Not yet available	77	Not yet available	65.4	Not yet available
	Difference	-5	Not yet available	-7	Not yet available	-15.4	Not yet available

Review of expenditure. Academic year 2017/18

i. Quality of teaching for all

Desired outcome	Chosen actions	Impact:	Lessons learned	Cost
Increased levels of teacher knowledge and skill increases quality of teaching overall	INSET and staff meeting time – Maths Mastery, including some staff training	Teachers with increased skill and knowledge deliver higher quality wave 1 teaching, which benefits all pupils.	Quality first teaching has the greatest impact on learning for all pupils.	£24,740.00
Pupils with low prior attainment, or those who have not made ARE identified at the start of the year so that targeted interventions can be put in place	INSET time looking at data Target Tracker used to look at key groups SLT in depth data analysis TA resources	KS1 (Year 2) Children in receipt of the Pupil Premium out performed other children in reading (+10.9) and writing (+23.6) KS2 (Year 6) Children in receipt of the Pupil Premium out performed other children in reading (+4.6) and writing (+24.6) In year tracking of children in receipt of the grant shows that they outperform other children.	Detailed data analysis at class teacher level, as well as by the SLT, is necessary in order to drive improvement for key groups. Strategies implemented were effective in reading and writing and will therefore be continued.	£35,568.00

Pupils at risk of not meeting ARE are identified earlier in order that targeted support can be provided	Pupil Progress meetings Governor monitoring	Pupils in need of additional intervention are noted and appropriate interventions in place within half-term. Interventions to address concerns fluid and constantly reviewed in order to achieve maximum positive benefit on attainment and progress.	Governor monitoring provides high level overview of data, highlighting trends and patterns. Pupil Progress meetings address pupil specific concerns and track these six times a year noting which strategies are having the best impact at an individual level.	No direct cost other than SLT and teacher time.
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Improved behaviour at lunchtime	Games club	Improved relations with adults Increased social skills	Highest impact on identified pupils, high levels of adult involvement required to gain maximum benefit.	£4386.00
Improved behaviour at lunchtime	Sensory garden	Behaviour at lunchtimes has improved, teachers are spending less time in the afternoons sorting out problems and more time teaching	High impact on SLT time. Specialised member of staff employed to run this area	
Increasing social and emotional skills	Family links and dealing with feelings/nurture support by non-teaching deputy	Observations of SLT and class team shows a good level of social and emotional behaviours leading to greater readiness to learn in the classroom. Running impact – we see it for new children and so therefore assume if not in place then disaster.	Quality of emotional support is key, TAs with appropriate skills both employed and identified.	£6226.00
Quality of resource, including additional/alternative resource is supports learning	Resources eg numicon, fresh start, RWI training	Pupils in receipt of the PP are able to access the whole curriculum	Need for increased understanding of the impact of each resource including needs of specific individuals	£3250.00
Pupils better understand next steps in their learning and how to achieve these	Teachers asked to give priority to the Marking and feedback of pupils in receipt of the PP books	Pupils in receipt of PP are better able to identify areas of success and also their next steps in learning. Teachers observing other teachers, going in to other settings etc	Improved quality of marking and feedback has a positive impact on pupil's engagement with their learning and understanding of next steps. Prioritising the marking of PP books results in higher quality feedback for these pupils.	£9468.00
Pupils are supported by other pupils	Attention given to seating plans in order that children are seated with those who will demonstrate both desired learning traits and behaviours.	Reduced behavioural incidents in the classroom. Learning opportunities increased – peer to peer support developed.	Pupils model behaviour and learning by which they are surrounded. Attention given to seating can have positive impact on all pupils. Further opportunities for all to develop Growth Mindset.	Nil

iii. Other approaches				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Equal opportunities for all pupils to participate in school trips, events, after-school clubs	Subsidy of school trips, curriculum enhancement activities and places at after-school clubs	All pupils are able to participate fully in school events and trips. First hand experiences stimulate pupils' interests and engagement in topics and related learning. Out of school activities encourage positive relationships with peers and provide opportunities for the development of social skills.	Continue to subsidise places for pupils eligible for PP in order that they can access all opportunities offered for extending learning and developing effective relationships with peers and no child is disadvantaged.	£3671.70
All children are ready to learn at the start of the school day	Breakfast club	Pupils who may not eat breakfast at home are able to eat a meal at the start of the day. Pupils arriving in school half an hour prior to learning are able to benefit from additional adult support, develop social skills and learn through play.	Continuing subsidy of breakfast club will mean that pupils in receipt of the PP continue to benefit from this resource. Staffing levels and experience can positively impact on the additional benefits that the breakfast club can provide.	£1586.00
All children attend well Monitoring of attendance by admin team	Use of HSKW to support attendance.	Children in receipt of the Pupil Premium attend at least as well as other children 2017 attendance (PP) 93.7% 2018 attendance (PP) 95.6%	Reduced attendance negatively affects pupil engagement as well as outcomes. Careful monitoring of attendance and flagging concerns early enables support to be put in place before negative patterns become established.	£675.00

Barriers to future attainment for pupils eligible for the Pupil Premium

In-school barriers	
A.	Speech, language and communication difficulties of pupils eligible for PP slows progress, particularly in reading and writing
B.	Specific learning challenges
C.	Behavioural and emotional need

D.	Low prior attainment
External barriers	
E.	High impact of use of screen time, (e-safety) and reduction in adult interaction
F.	Poor parental engagement

Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Improve speech, language and communication skills for pupils eligible for the PP.	Improved communication skills will mean that pupils in receipt of the PP will be better able to access the curriculum.
B.	Rapid progress and increased attainment in all core subjects.	RWI/Fresh start and TLG mentor programme accessed by pupils who are at risk of under-achieving.
C.	Growth Mindset culture and increased sense of wellbeing through consistent behaviour management, development of role and scope of Home School Key Worker	Fewer behaviour incidents recorded for these pupils, including red cards. Increased number of families working with the HSKW
D.	Pupils with low prior attainment make accelerated progress	Accelerated progress enables these pupils to catch up with their peers
E.	Pupils have a good understanding of safe online behaviours, parents know how to and do monitor and support their children's online experiences. Teachers feel equipped to deliver a strong e-safety curriculum.	Children are able to articulate how they demonstrate desired outcomes Senior leaders will experience a reduction of behavioural incidents following on from previous evening interactions on social media/gaming sites.
F.	Support provided for pupils who have limited opportunities to participate in home learning Increased parental attendance at school events including parent's evenings	Parents develop understanding of how well their child is progressing, and what their child needs to do to improve. Levels of parental attendance increase

Planned expenditure – academic year 2018/19

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	Review
Teachers confident in teaching Maths for greater depth	SDP action INSET time Additional resources Sharing good practice	Trial of teaching for greater depth has had positive impact on data, both for less and more able pupils.	SDP monitoring by staff and governors Data monitoring Lesson observations of teaching for mastery	Maths curriculum lead	Governor and staff monitoring x3
Pupils at risk of not achieving ARE are identified and given appropriate support	Pupil Progress meetings TA time – interventions to address academic performance	Pupils who are identified early do not risk disaffection with a subject or learning. Early intervention enables pupils to benefit fully from quality wave 1 teaching.	Governor monitoring of overview from Pupil Progress meetings and of interventions that are being put in place to support individuals	Headteacher Deputy	6 x a year

	TA time for pastoral pre-learning interventions.				
Metacognition	Lead member of staff identified, supported by National College for teaching. Whole school project being developed and rolled out over a two-year cycle	Education Endowment Foundation/Sutton Trust research highlighting metacognition as being the highest impact/ lowest cost method for driving school improvement.	UPS3 member of staff supervised by HT and leader in education from the national college for education.	Fiona Hayes	Governor monitoring visits/learning walks Lesson observations SLT

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	Review
Improved speech, language and communication development	Targeted support for small groups of children to increase vocabulary and use of language through sharing books and playing games	Pupils with poor language may experience other social difficulties as well as having increased difficulty accessing the curriculum.	Monitoring of language to be included as part of Pupil Progress meetings	SENCO Classteachers	During Pupil Progress meetings x6 per year
Increased engagement of parents including in home learning	Parenting programme run by HSKW Monitoring parental attendance at events and engagement – CT to have one to one conversations where engagement is poor	Increased parental engagement ensures that children see learning as valued and valuable.	Monitoring of levels of parental engagement to be reported on 3x a year as part of Pupil Progress meetings.	Classteachers HSKW	Regular meetings with HSKW and pupil progress meetings
Improved support for identified children in the management of their own feelings and behaviour, and develop understanding of how they relate to others	Nurture programmes for individuals/ groups including agreeing targets measurable and achievable targets The Den Lego club Sensory garden Circle time Introduction of Pupil Profiles	The Children’s Act 2004 (Every Child Matters) recognised that schools need to be concerned with the all-round development of children. There has been increased recognition of the impact of social and emotional aspects of learning on academic attainment in schools.	Staff meeting time, feedback on agreed approaches and impact on learning and behaviour. Observations of lunchtime input Monitoring of the number of behaviour incidents Governor monitoring as part of SDP SLT time	SLT	Governor monitoring – reports (as per schedule) Behaviour monitoring as part of safeguarding governor role SLT termly monitoring of incidents

School tracking and planning systems enable better monitoring of progress and attainment.	Continual review and moderation of Target Tracker data, supporting staff in class and cohort analysis	Improved data analysis will enable early identification of pupils in need of additional intervention. Moderation will ensure that there is consistency across the school in itself leading to more accurate monitoring.	Moderation across the school, with other local schools and with ODST. Big Tracker benchmarking.	Deputy headteacher	6 x a year
Number of pupils meeting ARE in maths is increased	Use of external adviser time in sharing expertise in coaching model across the school.	Coaching good idea, teachers learn best from learning alongside colleagues and reasons to help pupils flourish.	Curriculum action plans Monitoring of maths by SLT and governors involved in SDP monitoring	Assistant headteacher	6 x a year

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	Review
Developing outdoor learning	Working with The Friends and local charities to obtain funding in order to develop the outside area	Outside learning has been proved to have a high level of impact on children's physical and mental well-being.	Mentoring of lunchtime team, working with staff to develop outdoor learning across the curriculum.	Headteacher	Feedback on resourcing as and when. Governor monitoring 3x a year
First hand experiences stimulate pupils' interests and engagement in topics and related learning. Out of school activities encourage positive relationships with peers and provide opportunities for the development of social skills.	Subsidy of school trips, curriculum enhancement activities and places at after-school clubs Extra/cross-curricular activities and opportunities for extending learning beyond the classroom are introduced and developed.	Ofsted has produced a range of documents and case studies to demonstrate the importance of learning outside the classroom (LOtC). A key document is the 2008 report <i>Learning outside the classroom: How far should you go?</i> Key findings of the report include that when planned and implemented well, learning outside the classroom contributed significantly to raising standards & improving pupils' personal, social and emotional development.	The headteacher/ Educational Visits Co-ordinator (EVC) will monitor quality and engagement in LOtC activities and participation in after-school clubs to ensure that vulnerable children are not disadvantaged.	Headteacher/ teaching staff	3 x a year

