

Pupil premium strategy statement

Probus Primary School

1. Summary information					
School	Probus Primary School				
Academic Year	2017/18	Total PP budget	£38,840	Date of most recent PP Review	July 17
Total number of pupils	193	Number of pupils eligible for PP	27	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
2017 SATs	Pupils eligible for PP	Pupils not eligible for PP (national average)
% meeting standard or above in reading, writing and maths	100%	83% (61%)
% meeting standard or above in reading – KS2	100%	90% (71%)
% meeting standard or above in writing – KS2	100%	93% (76%)
% meeting standard or above in maths – KS2	100%	87% (75%)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Low aspiration of higher ability children
B.	A number of PP pupils also have SEND and attachment needs which may impact on academic progress
C.	A number of PP pupils enter Reception with writing skills that are not typical for their age and have a range of early physical development needs
D.	Writing outcomes of PP boys by the end of EYFS has improved on 2016 by 10% but there is still a gap which continues and is still 10% by KS2
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Rural location with limited cultural, enrichment experiences

4. Desired outcomes (Desired outcomes and how they will be measured)	Success criteria
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A.	Narrow the in-school gap between PP and non-PP attainment, particularly in maths by implementing additional maths intervention throughout KS2	Gap between PP and non-PP pupils is reduced in all subjects but significantly in mathematics
B.	Introduce earlier assessment of need through the EY SEN support route. Effectively deploy PSA to focus on support for PP families and PP+ families on entry to school	Equal access to outside/ enrichment activities; parents/carers know how to access both emotional and financial support. Parent opinion will show that staff are approachable and parents feel they are well supported
C.	Increase boys' enthusiasm and engagement in learning, especially writing. Extend use of story stones and story scribing across KS1 and make deliberate choices of study themes to engage and interest boys e.g. Superheroes (Autumn Term Y1)	PP boys GLD, interest and achievement in writing will improve at every phase and diminish the gap between boys and girls further – it will fall below 10% at every phase
D.	Employ an outdoor play provision specialist in order to extend aspects of physical development – before children can control the muscles in their hands, they need to develop their gross motor skills (those that need large or whole body movements) this means planning opportunities to run, climb, balance, throw, push, pull and swing their arms	Pupils will begin the process of writing earlier and beginning to acquire correct pencil grip and pre-cursive letter formation in the Autumn Term. Writing ELG outcomes at the end of EYFS will improve again and the gap between boys and girls diminish to less than 10%
E.	PP pupil engagement with wider experiences including arts based residential visits in Y3 & Y5	PP pupils to have access to wider cultural, arts and sports experiences linked to ILPs

5. 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?
All pupils access quality first teaching including lessons that are well differentiated, take into consideration different learning styles and are based around pupils' interests.	Appropriate training for all staff.	A large body of research evidences that quality first teaching has a major impact on pupils' progress. This includes disadvantaged pupils.	Termly lesson observations Book scrutiny Pupil progress meetings Performance management	Executive principle Head of School Asst HT	Reviewed termly

All pupils will access a comprehensive PSHE (incorporating Spiritual, Moral, Social and Cultural) curriculum that is developmentally appropriate for all year groups.	Purchase of Jigsaw resources and training.	Pupils will receive a developmentally appropriate PSHE programme that provides coverage and learning opportunities as mapped in accordance with current Ofsted SMSC guidelines. Pupils will receive subject specific teaching including topics of cyber and homophobic bullying, internet safety, body image, self-esteem, financial capability, health education, and relationships and sex education. Assessment resources will be used to identify pupils who require additional support in any of the above topics.	PSHE / SMSC co-ordinator will ensure that Jigsaw resources are being used to support pupils' development in this area. A whole school approach using Jigsaw will be adopted with celebrations and achievements also represented as a whole school.	Head of School SMSC lead	Termly
Total budgeted cost					£3632
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>PP children to be facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures / beliefs to broaden understanding and knowledge of the wider world.</p> <p>To ensure that we provide opportunities that would not have been experienced otherwise.</p>	<p>Increase the variety of cultural experiences available to children and track their engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost.</p> <p>Ensure that pupils (specifically those in care) are able to access extracurricular activities and are supported in doing so.</p>	<p>PP pupils will access school trips (subsidised). A wider range of residential trips offered to more pupils (including visiting cities, places of worship for different faiths and experiencing different performing arts) at a reduced cost.</p> <p>Ensuring that PP children access a variety of extracurricular opportunities to ensure we provide opportunities for them to excel and experience social situations / clubs that they would not normally attend.</p>	<p>Monitor attendance at school clubs, sporting events and follow up on pupils not accessing additional opportunities.</p> <p>Publication of PP booklet to families advising on what Probus school offers to support PP children accessing additional opportunities.</p> <p>HOS + PP champion available to meet with families to talk through how we can help should there be any barriers to pupils accessing additional opportunities (transport / cost etc.).</p>	HOS Asst HT Sports Co-ordinator	Ongoing

PP Children receive high quality, purposeful, focused support. PP pupils who are not reaching their potential are identified and key skills taught with challenge being identified.	Employment of a part time qualified (1:1 and 1:2 interventions focussing on maths in KS1) an unqualified teacher (1:1 and 1:2 interventions) and HLTA (to support fluid pre-teach / top up teach) to be deployed across classes.	EEF evidences that small group and quality one to one support that is focussed on need and learning styles has a high impact on raising attainment.	Class teachers and SLT to identify pupils requiring additional support to make expected / accelerated progress. Weekly planning meetings / discussions between teachers to ensure maths is targeted to plug gaps and enable pupils to work at ARE. Intervention set for HLTA to support PP children in each class to close gaps and promote progress on a fluid basis – e.g. catch up / pre-teach sessions as needed for specific topics.	Class teachers HOS + Asst HT	Half-termly
PP pupils with additional SEMH needs will be able to regularly meet with a key adult to support their wellbeing.	Key staff, as identified by pupils, will be made available to support, mentor and coach PP pupils with additional SEMH needs. (This can also include the PSA to facilitate home / school support).	Widely recognised brain science as used in Trauma informed schools / Thrive approaches show that feeling 'safe' and having emotional needs met for pupils with any interruptions in their early development / following a change or trauma is a foundation to being prepared to learn.	Pupil feedback Teacher feedback about pupils in school Parent feedback All staff to gauge wellbeing of identified pupils and feedback to relevant staff	Named staff for specific pupils	Termly
Total budgeted cost					£31,208
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?

Continued increased confidence and engagement of families with school. Support for families with attendance, school work, education and parenting.	Employment of a cluster (Roseland Partnership) Parent Support Advisor.	Our PSA helps to promote positive links between home and school for both children and parents/carers, supports with issues surrounding attendance, sign posts to additional agencies, supports parents to feel confident supporting their children with their learning and delivers evidence based parenting programmes.	Regular meetings between PSA and SLT (Including SENDCo) to review cases, discuss support in place for families and individual children. Parental feedback will show they feel supported both at home and school.	HT + Asst HT	Ongoing
Total budgeted cost					£4000

6. Review of expenditure				
Previous Academic Year		2016 / 17		
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
Teachers have clear data and tracking systems in order to take responsibility for improving progress for PP children.	New pupil tracking system and improved data sharing.	Pupils receiving PP grant were targeted for additional support using information from Classroom monitor. All pupils benefitted from this tool being used in a formative manner.	This tracking system is still in place in school and is being used both in a formative manner to inform teaching on a day to day basis and also alongside other assessment materials to form summative assessment.	£1404.20
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

Increase the variety of cultural experiences available to children and track their engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost / supervision / confidence.	PP pupils will access school trips (subsidised). A wider range of residential trips offered to more pupils (including visiting cities, places of worship for different faiths and experiencing different performing arts) at a reduced cost. Ensuring that PP children access a variety of extracurricular opportunities to ensure we provide opportunities for them to excel. PP Bursary available termly for Parents of PP children to access for equipment / cost of external clubs/ coaching.	Pupils who would not otherwise have attended school trips and residential opportunities due to cost barriers were able to take part in all of the wider school life. Cultural experiences such as engagement in the arts showed children were enthused when returning to school and wrote about their experiences as well as sharing their experiences with peers and the wider school.	Pupils were enthused when returning to school following residential trips and other school trips. We will continue to fund this next year. PP eligible pupils not attending a club has decreased, these pupils will continue to be actively supported in accessing clubs next year. Parents fed back that access to a PP bursary supported their child accessing out of school experiences such as Karate. This is not a strategy that will continue this year due to funding being allocated to further in school focused support.	£2055.30
PP Children who are not, or are at risk of not, making required progress are identified and gaps in learning are re-taught.	Employment of a part time qualified, an unqualified teacher (Previously HLTA) and HLTA to be deployed across classes.	All PP sitting their SATs this year met or exceeded age related expectations.	Next year we will expand our use of both qualified and unqualified teachers to deliver fluid and reactive (supported by formative assessment tools e.g. Classroom monitor) interventions such as pre and top up teaching. We will also use summative assessment to inform the use of more formal interventions schemes such as 'First class @ number'.	£32863.25
iii.				
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 confidence and engagement of families with school. Additional support for families with attendance, school work and parenting.	Employment of a cluster (Roseland Partnership) Parent Support Advisor.	The PSA worked with a range of families (both PP and non PP) to support with many areas. These included bed time routines, behaviour support, signposting to external agencies, form filling and helping with correspondence. Pupils whose families received support were more settled in school and were given additional 1:1 time in school with the PSA to discuss Social and Emotional needs.	The PSA is an invaluable resource to support parents, pupils and staff. She has been present at both internal and external meetings (including TAC and CHIN meetings) and has acted as an advocate and source of support for families. Parental feedback during informal conversations has been positive. We have had families voluntarily approach school to ask for PSA input. We will continue with this next academic year.	£4070.19+ Bill from previous year £3941.48

PP children who have Sensory or Social and Emotional needs are supported with regulating these needs.	Development of a sensory room with appropriate resources and furnishings.	Inline with the growing number of children requiring support to regulate their processing needs. Including, but not limited to, pupils suffering bereavement, sensory processing difficulties and pupils with autism. We are continuing to develop an inclusion space with resources to support children in these areas. Class teachers have reported that by using these tools /resources pupils are able to return to class quicker and in a more calm and soothed emotional state.	This is an area that will continue to develop at Probus school as needs require. Staff training around SEMH will be identified and supported via Aspire PP network / SEND network.	£993.97
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7. Additional detail

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

See SIDP for Summary of whole school priorities.