

Pupil premium strategy statement

1. Summary information					
School	Croxteth Primary School				
Academic Year	2016-17	Total PP budget	£201112	Date of most recent PP Review	January 2016
Total number of pupils	353	Number of pupils eligible for PP	148 (53%)	Date for next PP Strategy Review	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
Expected progress in reading	4.2 (0.6 to 7.8) Well above average	3.3 (-0.6 to 7.2)
Expected progress in writing	0.1(-3.5 to 3.7) Average	3(-0.9 to 6.9)
Expected progress in maths	0.1 (-2.9 to 3.1) Average	1.8(-1.5 to 5.1)
3. Barriers to future attainment (for pupils eligible for PP)		
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>		
A.	Poor speech and language acquisition	
B.	Social, emotional, health difficulties	
C.	Being ready to learn	
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>		
D.	Poor attendance / punctuality	

4. Outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	To further diminish the difference between the attainment and progress of pupil premium pupils and all pupils.	All year groups show differences diminishing in attainment and progress.
B.	Improve attendance and punctuality of pupil premium pupils.	Pupil premium pupils' attendance % improves.
C.	Pupil premium pupils are supported to overcome social, emotional and health difficulties	Pupil premium pupils make accelerated progress.

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?
Increase the percentage of pupil premium pupils achieving the expected levels in reading, writing and maths	Phase system adopted throughout school	To provide equity in provision. To carefully target intervention support across a phase – working smartly	Phase leaders appointed. Regular meetings with SLT to monitor the effectiveness of the system	K.McBride	September 2016 July2017
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?
Pupils with low levels of social/emotional development are supported to be 'ready to learn' and able access the curriculum	Pupils facing in-school barriers receive support via access to the nurture room and nurture staff	EEF +4months	Boxall profiles completed detailing changes to pupils' attitudes to learning etc	Deputy Headteacher/ Nurture room staff X2 Learning mentor	April 2017 July 2017 December 2017
Pupils attain the expected standard in reading and writing at KS 1	Reading Recovery programme implemented	EEF +2months	Two trained teachers will withdraw targeted pupils that meet the criteria for the programme.	SLT to monitor	July 2017

Commented [H1]:

Pupils reach the expected standard in reading in KS2	Successful Reading programme implemented	EEF +2months	Teaching assistant trained to deliver the programme to identified pupils in KS2	SLT to monitor	July 2017
Pupils reach the expected standard in maths	Numbers Count programme implemented	EEF +2months	Teaching assistant trained to deliver the programme to identified pupils in KS2	SLT to monitor	July 2017
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?
Improved attendance and punctuality	Provide a free breakfast club	To provide equity for all parents and pupil regardless of need To provide a safe base for pupils who are in need of early morning support To offer the service during EHATs to support attendance	Attendance at the breakfast club for pupils with poor attendance/PA monitored daily.	Teaching assistant	Weekly
Improve attendance and promote well being	Commando Joe's	To provide good male role model, along with social skills in team work, punctuality and resilience	Staff to monitor the impact of the programme on individual pupils.	SLT	Termly
Raise levels in attendance	Monitor persistent absentees through commissioned EWO	Low levels of punctuality and attendance To provide challenge to families who are do not improve - persistent absentee/ lateness	EWO to be proactive in monitoring and addressing issues relating to poor attendance SLT to monitor	EWO	Weekly
To encourage a healthy lifestyle – keeping fit and eating healthily.	Provide after school clubs	To support pupils in sport activities to promote healthy life style To support pupils in life skills – cooking healthily from easy to use ingredients To support a pupils passion in dance/ music/ art	Weekly attendance of pupils	SLT	Termly
Total budgeted cost					£201,112

6. Review of expenditure				
i. Quality 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
Increase the percentage of pupil premium pupils achieving the expected levels in reading, writing and maths	Phase system adopted throughout school	Attainment and progress for all year groups in all subjects remain low including pupil premium based on internal tracking systems and end of key stage assessments. Y1 PP children do broadly as well as NPP but all pupils in all year groups perform much lower than national averages in all subjects.	Cross phase teaching and rotation has not been effective for all pupils including 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
Pupils with low levels of social/emotional development are supported to be 'ready to learn' and able access the curriculum	Pupils facing in-school barriers receive support via access to the nurture room and nurture staff	See Boxhall profile score before and after for all pupil premium children attending 2016-17 15/34 children PP accessed the nurture provision during the year. 22 PP children had access to it during unstructured times. 12/15 children integrated forced back into mainstream curriculum after the two terms. Additional support was put in place for the three children who have additional needs/social and emotional.		45,000
Pupils attain the expected standard in reading and writing at KS 1	Reading Recovery programme implemented	4/7 pupils who had accessed the intervention in year 1 were PP 3/4 of these pupils achieved exp at the end of ks2. Of all the children who accessed the prog in 2017, on average pupils made 11 months progress over the term 5.1 – 6.4 years/months	All programmes continued need to be focussed on PP children in 2017/18.	122,000

Pupils reach the expected standard in reading in KS2	Successful Reading programme implemented	44 children accessed the programme Average reading level improvement: 3.29 levels Word reading age improvement 4.9 months (2.7 months) 12 pupils Of the 44 were PP		
Pupils reach the expected standard in maths	Numbers Count programme implemented	7 PP /9 children in Y6 had access to programme. 2/9 reached the expected level at the end of KS2 56% 10/18 pupils were PP. All PP children made progress between 3-20 months 17/18 pupils accessing numbers count made progress between2-20 months.	Need to consider and evaluate the cost/impact of intervention. Would a focus on QFT have greater impact over time	
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
Improved attendance and punctuality	Provide a free breakfast club	Attendance 94.1% (15/16) but fell to 93.2% (16/17) 59/148 44% pp pupils accessed breakfast club throughout 2016/17 (104 pupils 30% of all pupils accessed breakfast club) * figures do not include Y6	Although breakfast club has not improved attendance percentage on 15/16 success – because of the numbers accessing the service we need to presume punctuality and attendance would decline further without it.	12,000
Improve attendance and promote well being	Commando Joe's	Attendance 94.1% (15/16) but fell to 93.2% (16/17) 34/148 23% PP children have attendance < 90%	The service has been in school for a number of years now and what may have had an initial impact on attendance it may be useful to explore other opportunities utilising the spend in different ways to impact on attendance	10,000

Raise levels in attendance	Monitor persistent absentees through commissioned EWO	Attendance 94.1% (15/16) but fell to 93.2% (16/17) An inability to give fixed penalties due to opting out of LA and losing legal service has meant that this tool has become ineffective. 54/148 PP children have attendance < 90%	Attendance is key to helping improve prog. And attainment. Closer monitoring and tracking of trends, supporting families etc. 1 day a week from EWO is not enough to improve attendance. There are also additional costs for legal expenses to take penalty notices to court £75 – explore buying back into LA services	12,000
To encourage a healthy lifestyle – keeping fit and eating healthily.	Provide after school clubs	All after school clubs well attended by all 57/148 pp children attended 1 or more of the afterschool clubs		6,112
iii. Other approaches				

7. Additional detail

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

11 of pp children do not have English as an additional language – number of EAL pupils are increasing – need to explore opportunities for children and families to access curriculum and support teachers in it's delivery