

## Pupil premium strategy statement Causeway Green Primary School 2017-18

| 1. Summary information        |  |   |            |   |          |
|-------------------------------|--|---|------------|---|----------|
| <b>School</b>                 | Causeway Green Primary School          |   |            |   |          |
| <b>Academic Year</b>          | 2017/18                                | <b>Total PP budget</b>                  | £265,320   | <b>Date of most recent PP Review</b>                  | n/a      |
| <b>Total number of pupils</b> | 463<br>(Nursery<br>+19 to be<br>added) | <b>Number of pupils eligible for PP</b> | 170<br>37% | <b>Date for next internal review of this strategy</b> | Jan 2018 |

| 2. Current attainment                                      |  |   |
|--|--|---|
| <b>EYFS 2017</b>   | <i>Pupils eligible for PP (2017 your school)</i> | <i>Pupils not eligible for PP (2016 national average)</i> |
| <b>% achieving GLD</b>                                     | <b>36</b>  | <b>72</b>   |
| <b>KS1 2017</b>  | <i>Pupils eligible for PP (your school)</i>      | <i>Pupils not eligible for PP (national average)</i>      |
| <b>% achieving expected+ in reading</b>                    | <b>58</b>  | <b>77</b>   |
| <b>% achieving expected+ in writing</b>                    | <b>53</b>  | <b>69</b>   |
| <b>% achieving expected+ in maths</b>                      | <b>63</b>  | <b>76</b>   |
| <b>Year 1 Phonics</b>                                      | <b>69</b>  | <b>83</b>   |
| <b>KS2 2017</b>  | <i>Pupils eligible for PP (your school)</i>      | <i>Pupils not eligible for PP (national average)</i>      |
| <b>% achieving expected+ in reading, writing and maths</b> | <b>60</b>  | <b>67</b>   |
| <b>% achieving GD in reading, writing and maths</b>        | <b>3</b>   | <b>11</b>   |
| <b>Average progress score in reading</b>                   | <b>+1.1</b>                                      | <b>+0.3</b>   |
| <b>Average progress score in writing</b>                   | <b>+1.0</b>                                      | <b>+0.1</b>   |
| <b>Average progress score in maths</b>                     | <b>+1.7</b>                                      | <b>+0.2</b>   |

| <b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>                      |  |   |
|---|--|---|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |  |   |
| <b>A.</b>   | Inward mobility with some pupils having English as an additional language. This slows attainment and progress for some pupil groups.   |   |
| <b>B.</b>   | Oral language skills in EYFS are lower for PP pupils than for other pupils. This slows literacy progress in subsequent years.  |   |
| <b>C.</b>   | Poor basic skills for some pupils. This makes it more difficult for these pupils to attain 'expected'.   |   |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |   |
| <b>D.</b>   | Poor home learning environment for some pupils. This means that some pupils have limited opportunities to learn at home.   |   |
| <b>E.</b>   | Low baseline of attainment on entry to EYFS. This means that some pupils have to make accelerated progress in subsequent years in order to catch up.   |   |
| <b>F.</b>   | Safeguarding and emotional barriers to learning (e.g. low self-esteem/confidence/social skills). This can mean that pupils are not able to learn effectively until these issues are addressed. |   |
| <b>G.</b>   | Attendance of targeted groups of pupils. This reduces time spent at school and causes some pupils to make less progress, resulting in lower attainment.  |   |
| <b>H.</b>   | Social and economic factors including life experiences. This can impact upon opportunities to learn and develop understanding about the world.   |   |
| <b>4. Desired outcomes</b>  |  |   |
|   | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>   |
| <b>A.</b>   | Improve outcomes for EAL and inwardly mobile pupils  | EAL and inwardly mobile pupils eligible for PP make rapid progress in all areas so that a higher % of PP pupils meet age related expectations |
| <b>B.</b>   | Improve oral language skills in EYFS   | Pupils eligible for PP in EYFS make rapid progress by the end of the year so that a higher % of PP pupils meet age related expectations.      |
| <b>C.</b>   | Improve basic skills in reading, writing and maths for identified pupils   | Pupils eligible for PP across the school have improved basic skills leading to a reduced gap in attainment between PP and non PP pupils.      |
| <b>D.</b>   | Improve opportunities for home learning and provide extra support in school to compensate for a poor home learning environment   | Pupils eligible for PP make progress at least in line with non PP pupils leading to a reduced gap in attainment between PP and non PP pupils. |
| <b>E.</b>   | Improve EYFS baseline at entry. Interventions enable any children who are behind to swiftly catch up with their peers.   | More pupils eligible for PP enter Reception at age related expectation. The gap between PP and non PP pupils quickly closes.                  |
| <b>F.</b>   | Safeguarding emotional issues are dealt with quickly and effectively leading to improved outcomes for these pupils   | Pupils eligible for PP who are receiving support for SEMH or are have safeguarding issues make good progress.                                 |
| <b>G.</b>   | Improve attendance overall and PA  | Attendance overall is 97%<br>PA is further reduced and remains below national.  |

|           |   |   |
|-----------|---|---|
|           |   | The gaps in attendance between PP and non PP pupils close further.  |
| <b>H.</b> | Improve opportunities and experiences for children leading to improved outcomes | Pupils eligible for PP have the opportunity to take part in all trips and visits. PP pupils have access to a range of extra-curricular activities. Gaps in attainment between PP and non PP pupils close. |

| <b>5. Planned expenditure</b>  |  |   |   |                                     |  |
|--|--|---|---|-------------------------------------|--|
| <b>Academic year</b>   | <b>2017-18</b>   |   |   |                                     |  |
| 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. |  |   |   |                                     |  |
| <b>i. Quality of teaching for all</b>  |  |   |   |                                     |  |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>                                    | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>                                | <b>Staff lead</b>                   | <b>When will you review implementation ?</b> |
| <b>C, H</b>  | Good to be Green rewards and Growth Mindset training and resources | Good behaviour in class and around school leads to better outcomes for all children. It has been shown that Growth Mindset raises aspirations and outcomes.                       | Behaviour monitoring<br>Pupil conferencing  | SLT                                 | February 2018                                |
| <b>A, C</b>  | CPD/lesson study for staff   | Quality First Teaching leads to the best outcomes. Staff also need training in SEMH interventions to support pupils.  | QA processes<br>Pupil progress analysis<br>Intervention monitoring and evaluation | DHT (MS)                            | January 2018                                 |
| <b>A, B, C, E</b>  | In class support (LSPs)  | Progress is more rapid in lessons where lessons are adapted to suit pupils' needs through the use of AfL. Highly trained LSPs enable this process to a greater degree.            | QA processes<br>Pupil progress analysis   | DHTs                                | January 2018                                 |
| <b>H</b>   | Forest schools teaching and resources                              | Boys particularly learn best outside and in active learning experiences. This is being used to close the gap between boys and girls and to provide life experiences to PP pupils. | QA processes<br>Pupil conferencing<br>Outcomes for pupils                         | Forest School co-ordinator and HLTA | January 2018                                 |
| <b>Total budgeted cost</b>   |  |   |   |                                     | £89,306                                      |

| <b>ii. Targeted support</b> |   |   |   |                             |  |
|-----------------------------|---|---|---|-----------------------------|--|
| <b>Desired outcome</b>      | <b>Chosen action/approach</b>                       | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>           | <b>When will you review implementation ?</b> |
| <b>C, E</b>                 | Intervention- DHT 2 days per week in Y1 and Y4      | The most effective teachers are focussing on PP pupils in English support groups. These year groups were chosen as they had the greatest gap in attainment between PP and non PP pupils.  | QA systems<br>Pupil progress analysis<br>Gap between PP and NPP in these year groups closes | DHTs                        | January 2018                                 |
| <b>C</b>                    | Reading Recovery                                    | Highly trained 'expert' teacher to teach daily sessions with targeted children. This intervention has proved to be highly effective. The reading recovery teacher also supports LSPs in their delivery of reading interventions across the school.                | QA systems<br>Pupil progress analysis   | RR teacher                  | January 2018                                 |
| <b>B, D</b>                 | Volunteer Reading Help- 2 visits per week per child | Pupils selected for VRH make good progress.   | Pupil progress analysis   | DHT (MS)                    | termly                                       |
| <b>G, F</b>                 | Prevention of Exclusion                             | Support required for pupils at risk of exclusion enables the child concerned (and other pupils) to continue to learn effectively.   | Exclusion data analysis<br>Behaviour monitoring   | HT                          | As required                                  |
| <b>F</b>                    | Nurture/Mentoring and SEMH staffing and resources   | SEMH interventions and support enable a child to focus on their learning and make good progress.  | SEMH intervention outcomes (Boxall profiles)<br>Pupil progress analysis                     | Inclusion Lead              | January 2018                                 |
| <b>D, H</b>                 | Homework Club after school for PP pupils            | Some pupils require the environment and support in order to complete homework. EEF shows that homework has some impact on pupil progress.   | Pupil progress analysis   | DHT (NS)<br>PP lead         | January 2018                                 |
| <b>A, B, C, E, F</b>        | Targeted interventions                              | Some of our pupils need targeted help to catch up. Pupil progress meetings lead to the creation of termly provision maps. The Inclusion lead uses internal and external evidence to support teachers in selecting the most effective interventions for each child | Intervention monitoring<br>Pupil progress analysis<br>Provision Maps                        | Teachers/<br>Inclusion Lead | (included in LSP in class support-above)     |

|                              |  |   |   |                           |  |
|------------------------------|--|---|---|---------------------------|--|
| <b>H, D</b>                  | Resources/support for most able PP pupils  | Fewer PP pupils reach GDS/exceeding. To close the gap we need to identify the pupils with potential and provide support and opportunities.  | Pupil progress analysis   | More able Leads TLR       | January 2018                                 |
| <b>Total budgeted cost</b>   |  |   |   |                           | £86,051                                      |
| <b>iii. Other approaches</b> |  |   |   |                           |  |
| <b>Desired outcome</b>       | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>                          | <b>Staff lead</b>         | <b>When will you review implementation ?</b> |
| <b>D, H</b>                  | Reading resources including on-line books<br>Lending library for reading and phonics games and resources for home learning | Some of our pupils do not have access to reading/learning materials at home due to financial/other constraints. By providing these resources and providing support to parents in how to use them, the gap in attainment between PP and non PP pupils should start to close. | Provide necessary budget<br>Review use of library<br>Incentivise attendance | Reading Lead and DHTs     | March 2018                                   |
| <b>D, F, H</b>               | Wraparound care (breakfast and after school) and resources   | Provision of breakfast is shown to improve children's concentration levels. For some pupils this also provides a calm start to the day and enables a positive approach to learning.   | Monitor pupils attending club<br>Review impact on learning behaviours       | DHT (NS)<br>PP lead       | March 2018                                   |
| <b>G</b>                     | Attendance support: Attendance Officer, walking bus (6 staff) and attendance incentives/rewards                            | We cannot improve attainment for children if they aren't attending school. Attendance is a key step in improving outcomes for pupils.   | Review of groups in need of extra focus. Review and adapt procedures.       | HT and attendance officer | January 2018                                 |
| <b>F</b>                     | Safeguarding Officer, Family Support Worker and resources  | The vast majority of pupils receiving this support are PP pupils. Children and families benefit from this support. It enables the children to have a safe and secure home life so that they can focus on learning whilst in school.   | Regular safeguarding team meetings<br>Review policy and procedures<br>CPD   | Safeguarding Officer/HT   | fortnightly                                  |

|                            |   |  |  |                        |               |
|----------------------------|---|--|--|------------------------|---------------|
| <b>H</b>                   | Contribution to school trips, extra curricular and holiday clubs/activities | This enables all pupils to experience learning opportunities. It also provides support to parents and families.  | Half termly review of pupils accessing extra curricular activities | HT/DHT (NS)<br>PP lead | November 2017 |
| <b>D</b>                   | Staffed library opening and reading sessions after school                   | This enables access to reading materials for all families . This enables parents to support their child at home. | Half termly review of attendance                                   | DHT (NS)<br>PP lead    | January 2018  |
| <b>Total budgeted cost</b> |   |  |  |                        | £81,464       |

