



Selby Community Primary School Pupil Premium Strategy Statement

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| 1.Summary Information | | | |
| School | Selby Community Primary School | | |
| Academic Year | 2017/18 | Total PP budget £204,832 | |
| Total number of pupils | 313 R-Y6 | Number of pupils eligible for PP 135 | Date of Internal PP Review Jan 2018 |

Whole school 2017 overview

| Reading, Writing & Maths – Yr6 | | | | Reading, Writing & Maths – Yr2 | | | | GLD | | | |
|--------------------------------|----------------|--------------|------------|--------------------------------|---------|---------|-------|----------|----------------|--------------|------------|
| Selby CP | National Other | National Gap | School Gap | | Reading | Writing | Maths | Selby CP | National Other | National Gap | School Gap |
| 58% | 58% | 0 | 0 | Selby CP | 72% | 67% | 83% | | | | |

| 2. Current Attainment- Pupil Premium | | | | | | | | |
|--------------------------------------|-------------------|---------|------------|-----|---------------|----------|------------|-----|
| 19/31 | Expected Standard | | | | High Standard | | | |
| | % Estimated | %actual | Difference | Gap | % Estimated | % actual | Difference | Gap |
| Reading | 68% | 84% | 16% | 3 | 16% | 21% | 5% | 1 |
| Writing | 58% | 68% | 11% | 2 | 0% | 26% | 26% | 5 |
| Maths | 68% | 74% | 5% | 1 | 16% | 21% | 5% | 1 |
| RWM combined | 58% | 58% | 0% | 0 | 0% | 5% | 5% | 1 |

Gap is the difference expressed as pupils

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers | |
| A. | Progress of Most Able pupil PP pupils across school |
| B. | Every PP pupil to make good progress across school |
| C. | Effective feedback strategies for learning |

| External Barriers | |
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| D. | Parental Engagement for PP pupils-throughout the school |

| 4.Outcomes | | |
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| | Desired Outcomes and how they will be measured | Success Criteria |
| A. | Higher rates of progress across KS2 for higher attaining pupils eligible for PP | Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and Writing. Measured in Y3,Y4, Y5 and 6 by teacher assessments and successful moderation practices across the North Star Alliance. |
| B. | W3 pupil progress monitored and addressed | Pupils eligible for PP in all year groups make rapid progress by the end of the year so that the % of for PP pupils at age related increases. |
| C. | Effective feedback strategies for learning | Develop effective feedback strategies to improve pupils work. |
| D. | Increased Parental Engagement for pupils eligible for PP | Parents of PP pupils aware of age-related expectations and home/school can help pupils. |

| 5.Planned Expenditure 2017/18 | | | | | |
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| i.Quality of teaching for all | | | | | |
| Desired outcome | Chose action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | Review |
| A. Higher rates of progress across KS2 for higher attaining pupils eligible for PP | Staff Training on Curriculum areas- curriculum content New approach to reading/comprehension that results in more answers being written | Level of at Standard PP pupils to % -Higher ability PP pupils across KS2 need to be stretched to achieve 'exceeding 'statements. We want to train all teachers to be focussed on curriculum | Literacy/ Numeracy Lead to monitor progress on a -termly basis. Track expected /exceeding progress for 2017 on a Termly basis Performance Management | Team Leaders Head/Assessment Lead PP Lead | Jan 18 |

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| | that provides evidence | content in their year group to provide stretch and encouragement. | <p>Staff Meetings/Moderation</p> <p>Interventions by Team Leaders</p> <p>Ensure that assessments are carried out more frequently and are evidence based.</p> <p>Sounds Write for KS2 Pupils</p> <p>Breakfast/ After School Reading Provision</p> | | |
| C. Effective Feedback strategies for Learning | <p>CPD on Effective Feedback</p> <p>Work with Three Bridges/Develop a new policy around Feedback/Implement Policy with Staff.</p> <p>Work on Metacognition</p> <p>Effective coping strategies</p> | <p>We want to invest some of the PP in longer term change which will help all pupils. EEF toolkit suggests that metacognition is an effective way to improve attainment, and it is suitable as an approach that we can embed across school.</p> | <p>Courses selected using evidence of effectiveness</p> <p>Staff Meetings to deliver training on Effective Feedback.</p> <p>Trial Effective Feedback strategies in Ks1/2 (2 classes)</p> <p>Triad Meetings/ Lesson Study focus on Effective Feedback</p> <p>Peer observations to embed learning.</p> <p>Book scrutiny and Pupil Conferencing.</p> | <p>PP Lead</p> <p>Head</p> <p>Phase Leaders</p> | <p>Jan 18</p> |
| Total budgeted cost | | | | | £19,000 |

| ii. Targeted support | | | | | |
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| Desired outcome | Chose action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | Review |
| A. Higher rates of progress across KS2 for higher attaining pupils eligible for PP | <p>121 and Small group provision</p> <p>Catch up Readers</p> <p>Comprehension groups(YARC)</p> <p>Peer Mentoring</p> <p>Spelling Programme</p> <p>5 minute boxes</p> | Some of the students need targeted support to catch up. Programmes selected have been evaluated and shown to be effective by others in the Teaching Alliance. | <p>Organisation of timetable to ensure staff delivering provision have sufficient delivery time.</p> <p>Standardised assessment at the beginning (YARC)</p> <p>Consult local school with high % of attainment in R/W/M to identify barriers/implementation.</p> <p>Monitoring of Standards (Benchmark set Sep 17)</p> <p>Workwatch by Phase Leaders</p> | <p>Team Leaders</p> <p>Class Teachers</p> | |
| B. W3 pupil progress monitored and addressed | <p>Weekly small group sessions in maths, reading for high-attaining pupils with experienced teacher, in addition to standard lessons</p> <p>Weekly small group</p> | We want to provide extra support to raise % of high attainers. Small group interventions with high quality staff have been shown to be effective, as discussed in reliable sources such as Visible Learning by John Hattie | <p>Targeted teacher time support</p> <p>Peer- coaching</p> <p>Triad teaching groups</p> <p>Impact overseen by Literacy/Numeracy Lead</p> <p>Teaching assistant CPD (5 minute boxes)</p> <p>Staff Meeting/ Moderation/ North star</p> | <p>Class Teachers</p> <p>Phase Leaders</p> <p>Intervention Role (Teacher)</p> | Jan 18 |

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| | sessions in maths, reading for W3 pupils with experienced teacher and TA, in addition to standard lessons | and the EEF Toolkit. | Alliance Moderation Meetings Monitoring of PP W3 at end of each term | | |
| C. Effective feedback strategies for learning | Effective feedback/Marking. Visible Learning Strategies through Explain Everything (Ipad provision) Teacher/Pupil metacognitive sharing/modelling One to One Sessions Think/Pair Share Anchor Tasks | EEF gives positive gains for Feedback. Best feedback, whether it is written or verbal, will give pupils a clear sense of how to improve, with pupils responding and making progress as a result. | Pupil Conferencing Internal exemplifications and moderations. Lesson Study Conclusions. | | |
| Total budgeted cost | | | | | £80,000 |

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| iii.Other | | | | | |
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| approaches | | | | | |
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| Desired outcome | Chose action/approach | What is the evidence/rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | Review |
| D.Increased Parental Engagement for pupils eligible for PP | Use of the new MIS system to create meaningful data/reports that can be used by pupils ,parents, staff and Governors. Assertive Mentoring mentoring sessions. Parental sessions to provide practical ways that parents can support their children. | EEF toolkit gives Parental engagement gain of 3 months | Mentoring sessions set- Termly overview on progress and targets set. (Use of Arbor) Case Studies/Pupil Progress meetings Lesson stay opportunities for Parents | Home/School support Advisor | Jan 18 |
| Total budgeted cost | | | | | £17,552 |

| 6.Review of Expenditure | |
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| Previous Academic Year 2016/17 | |

| i. Quality of teaching for all | | | | |
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| 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 % of Reading progress across KS2 | <p>Guided Reading sessions Delivery</p> <p>Reading for Pleasure sessions</p> <p>Training of all Teachers-</p> | <p>Increased % of Reading data Y6 -76% ARE (84% PP) 72% PP IN Y2 GLD</p> <p>We measured the impact on attainment for all children, not just PP eligible. Success criteria: yes</p> | Continue to monitor impact of Reading sessions- reading data | See Teaching costs |
| 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 |
| Improved attainment of PP Pupils across school | Use of specific interventions/assertive mentoring and 5 minute boxes | High: observed increased progress through use of 5 minute boxes. Success criteria: met. | Ensure that Interventions are specific and worth-while. This seemed to be most effective when the focus area was determined by the class teacher based on their | See Teaching costs |

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| | | | observations of the pupil. We will continue next year. | |
| 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 |
| Progress of PP pupils through Breakfast/ After School Club | Breakfast Club Intervention | Medium-low: positive impact for students who attended but many did not. Success criteria: not met. | Next year we will try to provide more intensive before and after-school support instead, with parental engagement to encourage attendance. | £8,000 |
| 7.Additional Information | | | | |
| Our full strategy document can be found online at: www.selby-pri.n-yorks.sch.uk | | | | |