



Pupil premium strategy statement: Parbold Douglas C of E Academy

1. Summary information					
School	Parbold Douglas C of E Academy				
Academic Year	2017/18	Total PP budget	£15, 360	Date of most recent PP Review	October 2017
Total number of pupils	203	Number of pupils eligible for PP	13 (6M/7F)	Date for next internal review of this strategy	September 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	100% (1 pupil)	61%
% achieving expected standard in reading	100% (1 pupil)	71%
% achieving expected standard in writing	100% (1 pupil)	76%
% achieving expected standard in maths	100% (1 pupil)	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Attainment in writing linked to children's oracy skills, ability to understand texts cohesively and apply these to own writing.
B.	For many children, resilience in learning and relationships as well as self-esteem issues can be barriers to positive and active engagement in learning.
C.	For many children identified, working memory is a key area of concern
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	For some disadvantaged pupils, attendance rates are a cause of concern

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Writing progress and attainment figures increase	Evidence of progress in internal tracking, evidence in writing portfolio of improved quality in writing
B.	Children are willing to engage in learning, take risks and make mistakes to improve learning	Engagement levels in classrooms
C.	Children's working memory is improved and this results in improved learning and outcomes	Improved progress and attainment figures, entry and exit assessment data
D.	Improved attendance for FSM and PP pupils.	Reduction in persistent absence and increase in percentage figures.

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?
<p>Writing progress and attainment figures increase</p> <p>Reading and attitudes to reading improve</p>	<p>Investment in staff development – structured English CPD</p> <p>Talk for Writing</p> <p>Targeted intervention</p>	<p>Research by Dylan William shows that investment in the development of staff expertise and skill has impact on outcomes in the quality of teaching and learning. A coherent and progressive approach to the teaching of English ensures all children are able to access a quality curriculum to support learning. A change in the delivery of the English curriculum requires investment into this area.</p> <p>The approach of talk for writing provides a proven structure for developing oracy and text awareness skills alongside a focussed and structured approach to teaching and learning built on the use of assessment for learning skills. This will be linked to targeted intervention based on this to ensure all children make good progress.</p>	<p>This will form part of the whole school development plan and will have a link governor to monitor the implementation and impact. It will be lead by the English Subject Leader who is an SLE and Subject Lead and it will be developed alongside the SLT. Support will be offered by both staff within school and also external consultants.</p>	<p>Eng Lead and HT JC/NW</p>	<p>July 18</p>
<p>Children know how to learn, are willing to engage in learning, take risks and make mistakes to improve learning</p>	<p>Growth Mindset development and in the longer term, metacognition</p>	<p>EEF toolkit shows feedback, metacognition and self-regulation have high impact on outcomes with low cost impact in school. The evidence base for this is strong. The work of Carol Dweck and others shows evidence in how building resilience in learning and impacts on positive outcomes for children in terms of achievement and their emotional well-being and resilience.</p>	<p>A structured approach led by SLT over a sustained period of time. This will be a graduated development to ensure a strong understanding by staff and children building up to developing metacognition as a key driver in our curriculum. We will survey children during the course of this development to gauge impact on their attitudes and perceptions but also supplement this with evidence from the monitoring of teaching and learning.</p>	<p>HT/NW and SLT</p>	<p>July 19</p>
Total budgeted cost					£11 360

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?
Children's working memory is improved and this results in improved learning and outcomes	Working memory intervention for key classes and pupils	Evidence suggest working memory helps children to concentrate for longer, follow instructions effectively and hold and use information for longer. For some children, these areas impact on their ability to engage in learning tasks and work independently. As we prepare our children to become independent learners, and particularly as they transition to secondary school, these skills need to be developed.	SENDco will lead this project with entry and exit assessment information for impact. It will be linked to a research project in school and will have additional support staff trained and linked to it as needed.	AMW SENDCO	July 18
Improved attendance for FSM and PP pupils.	Targeted monitoring and analysis Programme of challenge and support	Children who attend school well do better in their learning. Our analysis of the "profile" of our disadvantaged pupils shows that for many, their attendance levels are a cause for concern.	HT will lead with support from office staff and teachers. Monthly analysis and feedback to parents as appropriate. Reports to governors	HT/ Office NW/LA	July 18
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
A. Higher proportions of pupils will achieve the expected standards in Reading, Writing and Maths.	<p>Enhance reading resources across the school to increase breadth and depth of reading</p> <p>Engage children in wider creative writing opportunities</p> <p>Develop use of mastery approach in the teaching of maths – White Rose Hub resources and training implemented in teaching</p> <p>Quality first teaching and learning support in classrooms to accelerate progress</p>	<p>In Y6, there was only 1 disadvantaged pupil. This pupil achieved the expected standard in RW and M. The percentage of children achieving the expected standard in RW and M is 94%, 27% higher than the National Average.</p> <p>Children have engaged in wider writing opportunities and staff have enjoyed and developed these opportunities. There are visible increased levels of engagement and the length of children's writing as increased as evidenced in work scrutinies, lesson observation and moderation meetings.</p> <p>Maths progress and attainment figures are very positive for all groups with KS2 maths progress scores being significantly above the National figure.</p> <p>Impact of quality first teaching and learning with targeted support in all classes has impacted positively on results for all children with EYFS KS1 and KS2 outcomes being above national averages.</p>	<p>There needs to be more focus on developing these writing opportunities linked closely to the key skills and expectations of each year group. We need to refine this skill progression across the school and will continue this but in a more structured and focussed way employing talk for writing strategies which are closely linked to assessment for learning and key skills for each year group.</p> <p>In Maths, following our success and engagement with the EEF guidance report on improving Maths teaching at KS2 and 3, we will continue embed this approach in a more focussed way using the CAP approach to develop fluency in the fundamentals.</p> <p>Improving standards of teaching will remain a key priority focussed on using assessment information accurately to impact on teaching and learning of all pupils, and particularly ensuring disadvantaged pupils make good progress and achieve positive outcomes. £16 000</p>	£16 000

<p>B. Higher rates of progress for pupils in the pupil premium group</p>	<p>Use of IDL for particular targeted pupils to ensure progress in learning</p> <p>Weekly small group sessions in maths for lower-attaining pupils with experienced support staff, in addition to standard lessons.</p>	<p>Maths progress and attainment figures are very positive for all groups with KS2 maths progress scores being significantly above the National figure.</p>	<p>We will review progress in reading as the negative progress here reflects the data of only one child. We need to investigate this area further.</p>	<p>£3500</p>
<p>C. 100% of PP children attend or engage in enriching learning opportunities within the wider school curriculum</p>	<p>Targeted and individualised financial support for PP pupils to ensure attendance on school trips and visits.</p>	<p>All children attended trips and visits, including residential.</p>	<p>Impact in engagement and inclusion is clear, this will continue.</p>	