

## Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Vicarage Park Primary School				
Academic Year	2017/18	Total PP budget	£26,400	Date of most recent PP Review	7/9/17
Total number of pupils	196	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Feb 18
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving Level 4b or above in reading, writing & maths (or equivalent)			100%	tbc	
% making at least 2 levels of progress in reading (or equivalent)			100%	92%	
% making at least 2 levels of progress in writing (or equivalent)			100%	95%	
% making at least 2 levels of progress in maths (or equivalent)			100%	91%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Gaps in General maths and literacy skills				
B.	Gaps in Specific maths and literacy skills				
C.	Poor learning behaviours				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	5% of PPG have attendance at 90% or below for Autumn and Spring 1 academic term (Feb Half Term)				
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>				Success criteria	
A.	Support the children through quality first teaching so that they are in line with national expectations as a minimum and are close/on track to personal targets			Identified gaps are narrowing at each checkpoint.	
B.	Increase the impact of targeted support Wave 2 groups			Support group objectives are met through new monitoring system	

<b>C.</b>	Develop learning behaviours to increase independence	Observed and recorded behaviours are in line with school expectations.
<b>D.</b>		

### 5. Planned expenditure

<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

#### i. Quality First Teaching for all

<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>
Awareness and impact of Quality First Teaching (QFT) to spotlight the needs of PPG	Whole staff CPD	Increased attainment in school has been identified through monitoring. This is now to be highlighted in school with a specific focus on PPG.	Staff feedback Book Scrutiny Planning observation	KG/NE	Termly
To ensure quality marking is in place which highlights the gap in learning	Whole staff CPD NE/KG/PA	Whole school area for development	Book scrutinies Moderation	SJW	Termly
To ensure that children have high expectations of themselves as learners, to develop resilience and overcome barriers linked to Bfl	Whole staff CPD	Internal and external observations on children's behaviour and potentials for greater learning	Staff feedback Observations Monitoring of behaviour logs	SJW	Termly

<b>Total budgeted cost</b>					£9,000
<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>
PPG identified gaps in specific years are addressed	Additional teachers input	Observations and data have highlighted how intensive support could be effective	Monitoring Staff feedback	JW/SS	Check point 3
PPG in specific years making accelerated progress	Support staff implementation for core subjects on a daily basis	Observations and data have highlighted the value an extra member of staff could bring	Staff feedback monitoring	SJW/JW	Half termly – Begin Spring 1
PPG making expected progress in Writing	Use of I-pads to extend writing	External advice has been given by Special Advisory Teachers on the benefits of different recording methods	Staff feedback Book scrutinies/ comparisons	SJW/PA	Termly
PPG in year 5 gaps closing	Use of rolling clinics and building blocks to close identified gaps	PPG cohort identified through data as having priority gaps	Staff feedback monitoring	SJW/PA	Half termly – Begin Spring 1
<b>Total budgeted cost</b>					£1,300 for additional teacher input £3,000 (+Ipad costs) £7,000 STA costs
<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>

Increased independence in learning	Wider access to quality maths resources and deeper learning	Following work with Fox maths schools and training evidence shows the importance of concrete resources and problem solving	Observations Pupil voice	NE	Termly
Positive learning behaviours and self-control	Use of behaviour policy and external support such as counselling	Children identified as needing support through staff feedback and PDBW monitoring	Pupil voice Parent voice Staff feedback	SJW	Half termly – beginning Spring 1
<b>Total budgeted cost</b>					£6,100

6. Review of expenditure				
Previous Academic Year		2016/2017		
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
Raise the awareness and impact of Quality First Teaching (QFT)	CPD  Observations	66% of PPG pupils making strong/expected progress in Reading  73% of PPG pupils making strong/expected progress in Writing  Maths (See below)	Staff responding well and observations have shown positive change in practice for children including PPG. This is still being developed through the key stages where gaps have been identified.	£2000

PPG making expected progress in Maths	Shared CPD  New maths approach taken by school	Highlighted new practice in school and staff worked jointly to develop consistency  80% of PPG pupils making strong/expected progress in Maths	Familiarity and consistency of approach has positive results	£3500
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
PPG making expected progress in Maths	Small group work during non-core curriculum time	Focussed teaching centring around a clinic approach had particular success in UKS2  100% of PPG children who had been in cohort for the full academic year made strong or expected progress.  100% of PPG children who had been in cohort for the full academic year finished the year in line with national expectations for NON PPG.	This approach supported progress and helped children accelerate and catch up in their learning.  Strong working relationship between CT and STA is essential.	£3000
<b>iii. Other approaches</b>				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased independence in learning	Use of technology for motivation	<p>Children responded well to the boost on specific behaviours for learning. Specific focus was given to trialling methods in LKS2.</p> <p>The transferable approaches used digitally were then able to be applied whole school in an effective and consistent visual reminder based approach which did not require a technological basis.</p>	<p>Not all technology is impactful. The initial idea of e-badges proved too expensive and unwieldy in practice.</p> <p>Further research into the psychology behind motivational strategies such as e-badges proved we could make effective change using free programs or non-digital resources. We then further refined this so that we could incorporate it into the school positive behaviour policy.</p>	£600
To bridge small but important gaps in understanding	Use of rolling clinics	<p>Upper key stage 2 where these clinics were focussed had the strongest results as a group</p> <p>100% of PPG children who had been in cohort for the full academic year made strong progress in Reading.</p> <p>100% of PPG children who had been in cohort for the full academic year made strong progress in Writing.</p>	Focussed assessment and clear direction of staff is essential for this to spread to whole school	£2000

## 7. Additional detail

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

Other areas where PPG may have been used regarding extra-curricular activities are not known at present. Pupil voice will be taken during Spring term to see if there are further non-academic areas where needs can be met.