

Perry Hall Primary School – Part of the PHMAT

Pupil premium strategy statement – evaluation of 2016-17 in Green					
1. Summary information					
School	Perry Hall Primary School				
Academic Year	2016/17	Total PP budget	156,985	Date of most recent PP Review	n/a
Total number of pupils	471 *inc Nursery	Number of pupils eligible for PP	105 *inc Nursery	Date for next internal review of this strategy	March 2017
	416 *exc Nursery		97 *exc Nursery		July 2017
	Plus 28 2's provision				

2. Current attainment						
<i>Year 1 Phonics – 60 pupils (15 PP/DA) KS1 – 60 pupils (12 PP/DP)</i>	<i>KS1 Pupils eligible for PP (your school)</i>		<i>KS1 All Pupils (national average)</i>	<i>KS2 Pupils eligible for PP (your school)</i>		<i>KS2 All Pupils (national average)</i>
<i>Year 2 Phonics – 7 pupils (1 PP) KS2 – 30 pupils (18 PP)</i>	PP Pupils	% out of cohort		PP Pupils	% out of cohort	
% of pupils achieving expected standard in reading, writing and maths	N/A	N/A	N/A	9	15%	53%
% of pupils achieving expected standard making in reading	11	18%	74%	10	17%	66%

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% of pupils achieving expected standard in writing	8	14%	65%	10	17%	72%
% of pupils achieving expected standard in maths	8	14%	73%	10	17%	70%
% of pupils achieving the phonics standard in Year 1	6	10%	81%	N/A	N/A	N/A
% of pupils achieving the phonics standard in Year 2 <i>Year 2 Phonics – 16 pupils (5 PP)</i>	3	19%	91%	N/A	N/A	N/A

3. Cohort information									
	Terrific for 2's	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of children	28	55	60	60	60	60	60	60	60
Number of pupil premium		8	6	13	20	20	13	18	15

4. 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.	Due to the low starting points of most of our pupil premium children, we need to ensure that they have the key Mathematics and English skills to access the whole curriculum and achieve as well as other children.
B.	Pupils attitudes to learning (motivation) – Some of our pupils disengage from the curriculum due to the lack of resilience, the school needs to build opportunities for children to fail in a safe environment.

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C.	All pupil premium children, including the more able pupil premium children do not always have the confidence and self-esteem to apply their skills outside of the core curriculum	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Parents and carers of children eligible for pp do not always feel confident in engaging with the school e.g. attendance at workshops, etc. This at times hinders them and the school in supporting these children.	
E.	Attendance rates for pupils eligible for pupil premium are 94.2% (excluding Nursery), which is lower than that of other children. This reduces their learning time in school and causes them to fall behind.	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children make at least good progress against the Age Related Expectations (diminishing the gap)	Diminished gap between PP children and National
B.& C.	An increase in motivation, attitudes to learning and an increased degree of confidence and independence.	Through internal monitoring pupil premium children make better progress in all subjects.
D..1	The school to provide opportunities for parents to support their children throughout school	Workshop attendance increase by 50%
E.	Improve attendance from 94.2% to 96.1% (in line with National	PP children to be in line with National Averages for attendance, hence having an impact on outcomes

6. Planned expenditure

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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?
Children make at least good progress against the Age Related Expectations (diminishing the gap)	Developing feedback to pupils - Staff training and implementation	Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	<ul style="list-style-type: none"> • Training selected using evidence of effectiveness. • Use phase meetings to deliver training. • Monitor impact of training • Identification and work alongside another successful setting to develop peer to peer support 	Head Teacher and Assistant head teachers	March 2017 Then monitored every half term Evaluation: Developed – needs embedding

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An increase in motivation, attitudes to learning and an increased degree of confidence and independence.	Staff training and implementation	Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development managing one's own motivation towards learning.	<p>a) Training on self and peer assessment and use of using targets by children – using evidence of effectiveness.</p> <ul style="list-style-type: none"> • Use staff meetings to deliver training. • Monitor impact of training • Identification and work alongside another successful setting to develop peer to peer support 	Head Teacher and Assistant head teachers	<p>March 2017 Then monitored every half term</p> <p style="color: green;">Evaluation: All carried out successfully</p>
<p>£36,033 (this is based on 30 days monitoring by SLT) £2,240(Training and revisiting cost) £4,000 (resources across school)</p> <p style="text-align: right;">Total budgeted cost</p>					£42,273
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?

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<p>Children make at least good progress against the Age Related Expectations (diminishing the gap)</p>	<p>Training for staff on oral language Interventions and small group targeted interventions</p>	<p>The EFF tool highlights that studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. Evidence indicates that one to one and small group interventions can be effective, on average accelerating learning by approximately five additional months' progress. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<ul style="list-style-type: none"> • Use phase meetings to deliver training. • Monitor impact of training • Review interventions half termly • Identification and work alongside another successful setting to develop peer to peer support 		<p>Half termly</p> <p>Evaluation: EYFS consultant carried out training with staff linked to developing communication and language</p>
<p>An increase in motivation, attitudes to learning and an increased degree of confidence and independence.</p>	<p>Behavior and emotional needs intervention</p> <p>1-1 support from the Assistant Educational Physiologist (AEP)</p>	<p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal</p>	<ul style="list-style-type: none"> • Training for identified staffing in each phase. • Implementation of intervention • Monitoring of intervention 	<p>Phase leaders and inclusion and safe guarding manager</p>	<p>Half termly</p> <p>Interventions carried out and monitored.</p>

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Training Time to deliver interventions AEP time Monitoring					Total budgeted cost	See table below
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?	
The school to provide opportunities for parents to support their children throughout school	<p>Workshops for parents on how to support your child with core skills</p> <p>Real project for all EYFS staff – working with identified families to develop language and communication</p>	Parental involvement and understanding of the curriculum and language development in the early years and primary education supports the child in gaining confidence in making progress.	<ul style="list-style-type: none"> Staff to create a workshop based on the needs of both the parents and the children Staff to attend training for the real project (12 week programme) 	Head Teacher and assistant heads	<p>On a half termly basis</p> <p>Workshops carried out outcomes reported to governors</p>	
Improve attendance from 94.2% to 96.1%	<p>To send out letters to remind parents about attendance</p> <p>To reward of those attending regularly</p>	Attendance ensures children are learning and have a regular routine. If they are not in school, they cannot make progress.	<ul style="list-style-type: none"> Weekly meetings with the education and family engagement officer Meetings to be held with parents Praise for good attendance Inclusion team to work with parents and pupils Report to link governor 	Inclusion Team and Head Teacher	<p>Fortnightly basis</p> <p>All carried out and reported to governors in detail</p>	

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<p>Resources for workshops Staff time 1-hour x 2 per workshop Training for staff Education and Family Engagement Officer – need to find out how much SLA costs</p>			Total budgeted cost	See table below																								
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 70%;"> <p><u>PUPIL PREMIUM COSTINGS -</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">30 days monitoring by SLT</td> <td style="width: 30%;"><i>RK/CG/AB/MD</i></td> <td style="width: 15%; text-align: right;">28,620</td> <td style="width: 15%; text-align: right;"><i>18%</i></td> </tr> <tr> <td></td> <td><i>30 weeks x 1 hr 45 mins = 52.5 hours = 8.1</i></td> <td></td> <td></td> </tr> <tr> <td>SLT Members x 2 Staff Meetings</td> <td><i>days</i></td> <td style="text-align: right;">3,646</td> <td style="text-align: right;"><i>2%</i></td> </tr> <tr> <td>Assistant Educational Psychologist</td> <td><i>Direct & Indirect time from AM reports</i></td> <td style="text-align: right;">3,700</td> <td style="text-align: right;"><i>2%</i></td> </tr> <tr> <td></td> <td><i>Estimated annual costs based on termly profile</i></td> <td></td> <td></td> </tr> <tr> <td>Intervention Costings</td> <td></td> <td style="text-align: right;">91,499</td> <td style="text-align: right;"><i>58%</i></td> </tr> </table> </div> <div style="width: 25%; text-align: center;">  </div> </div>					30 days monitoring by SLT	<i>RK/CG/AB/MD</i>	28,620	<i>18%</i>		<i>30 weeks x 1 hr 45 mins = 52.5 hours = 8.1</i>			SLT Members x 2 Staff Meetings	<i>days</i>	3,646	<i>2%</i>	Assistant Educational Psychologist	<i>Direct & Indirect time from AM reports</i>	3,700	<i>2%</i>		<i>Estimated annual costs based on termly profile</i>			Intervention Costings		91,499	<i>58%</i>
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Monitoring	<i>RK & CR 5 hrs x 6 half terms = 30 hours =4.6 days</i>	2,257	1%	
Parent Workshops	<i>RK & 1 Teacher 1 hr x 7 = 7 hours x 2 terms = 14 hrs = 2.2 days</i>	1,008	1%	
Trips	<i>Estimated annual contribution re. non-payers</i>	1,007	1%	
Support Staffing Costs	<i>N Heer / C Bellingham 50% Pupil Premium x annual cost</i>	25,248	16%	
TOTAL OF ABOVE COST CATEGORIES		156,985		
		Overall Budget Cost		

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<u>Evaluation September 2017</u>			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evaluation</i>
A.	Children make at least good progress against the Age Related Expectations (diminishing the gap)	Diminished gap between PP children and National	<p>Data for Pupil Premium pupils 2017 show:</p> <p><u>RECEPTION</u></p> <ul style="list-style-type: none"> • 89.9 % of pupils reached age related expectations or better for Communication and Language <p><u>KEY STAGE 1</u></p> <ul style="list-style-type: none"> • KS1 Phonic screen – Year 1 68% PP children achieved the national end of year expectations in comparison to 69% Nationally. • Reading - 50% of DP children made expected standard • Writing – 50% of DP making expected standard • Mathematics – 67% of DP children making expected standard <p><u>KEYSTAGE 2</u></p> <ul style="list-style-type: none"> • Reading - 80% of DP children made expected standard • Writing – 73% of DP making expected standard • Mathematics – 67% of DP children making expected standard
B.& C.	An increase in motivation, attitudes to learning and an increased degree of confidence and independence.	Through internal monitoring pupil premium children make better progress in all subjects.	<p>This is evident though regular monitoring: 94% of teaching is good or better.</p> <p>Looking at the monitoring there has been a significant improvement in the opportunities for children, ensuring opportunities for challenge, self-help strategies, peer assessment and self-assessment.</p>

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			Next year's focus – on how children apply skills across the MAT
D..1	The school to provide opportunities for parents to support their children throughout school	Workshop attendance increase by 50%	<p>Workshops and support sessions were provided for parents. They were successful with an increase in interest from last year.</p> <p style="text-align: center;"><u>2015-16</u></p> <ul style="list-style-type: none"> • Maths workshop -7 parents • Read Write Inc Workshop-18 parents • KS1 Reading workshop – 8 parents • Reading KS2 workshop – 12 parents • SATS workshop KS1 – 29 parents • SATS workshop KS2 – 49 parents <p style="text-align: center;"><u>2016-17</u></p> <ul style="list-style-type: none"> • Maths and calculation policy workshop -16 parents • Read Write Inc Workshop -27 parents • KS2 Reading workshop – 14 parents • Reading KS2 workshop –21 parents • SATS workshop KS1 – 39 parents • SATS workshop KS2 – 15 parents
E.	Improve attendance from 94.2% to 96.1% (in line with National)	PP children to be in line with National Averages for attendance, hence having an impact on outcomes	Attendance has improved to 95.8% - almost in line with National Averages.