



Pupil Premium Strategy Statement 2016-17 and 2017-18

Overall Impact

The impact on educational attainment from expenditure of the Pupil Premium funding is reflected in the results of the school and the attitudes and behaviour of the pupils. The school has extensive monitoring and support systems in place to ensure optimum outcomes for all pupils, including those who are most vulnerable.

The school received a Pupil Premium Award in 2014-15 and 2015-16

1. Summary information						
School	The Robert Drake Primary School					
Academic Year	2017/18	Total PP budget	£46, 200		Date of most recent PP Review	n/a
Total number of pupils	317	Number of pupils eligible for PP	35	Date for next internal review of this strategy	July 2018	

2. Current attainment – End of Key Stage 2 2017		
	<i>Pupils eligible for PP (school)</i>	<i>All pupils (national average)</i>
% achieving expected level or above in reading, writing and maths	71%	61%
In 2017 % achieving expected level or above in reading	71%	71%
In 2017 % achieving expected level or above in grammar, punctuation and spelling	100%	77%
In 2017 % achieving expected level or above writing	100%	76%
In 2017 % achieving expected level or above in maths	100%	75%

NB In 2017 there were 7 Year 6 pupils entitled to support from Pupil Premium. Each pupil = 14%

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.	Delayed oral, language and listening skills that impact on independent and reflective learning.
B.	Basic skills in reading, writing and maths for current Year 1, Year 4 and Year 6 Pupil Premium pupils.
C.	Social and emotional issues which impact on concentration, motivation and resilience.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	The development of independent working skills.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language and listening skills so that pupils develop increased independence in their attitude and approach to learning	Pupils eligible for Pupil Premium make rapid progress by the end of the year so that they meet at least age related expectations.
B.	Higher rates of progress in reading, writing and maths in Year 1, Year 4 and Year 6 for those pupils who qualify for the Pupil Premium.	Pupils eligible for Pupil Premium make rapid progress by the end of the year so that they meet at least age related expectations in comparison to all other pupils nationally and those with the same starting points.
C.	The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner.	Pupils eligible for Pupil Premium are observed to have improved concentration, motivation and resilience, thus resulting in rapid progress by the end of the year and meeting at least age related expectations.
D.	Improved independent working skills in everyday school life.	Pupils are observed to start work independently and develop basic problem solving skills such as asking an adult for help when needed.

5. Planned expenditure					
Academic year	2017/18				
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 implementation be reviewed?
c. Learning					
All pupils have access to educational visits which provide memorable and enjoyable experiences which enrich the curriculum.	Monitor registration of pupils and payment for educational visits.	Previous educational visits have enriched pupils' learning through curriculum based visits which puts learning into context. Carefully planned educational visits for this year aim to provide a similar experience.	Termly monitoring will ensure that educational visits, including risk assessments are carefully planned. Yearly monitoring will ensure that educational visits are not repeated for cohorts and there are clear links to the curriculum.	SMT	Review of this document July 2018.
All Year 6 pupils have access to a residential trip which provides memorable and enjoyable experiences which enrich the curriculum.	Monitor registration of pupils and payment for the residential trip.	Previous educational residential trips have enriched pupils' learning through a range of physical and curriculum based activities. A carefully planned residential trip for this year aims to provide a similar experience.	Yearly monitoring will ensure that the residential trip is carefully planned, taking into account the needs of individuals and a detailed risk assessment.	HT	Review of this document July 2018.

Rapid progress made in reading, writing and maths for current Year 1, Year 4 and Year 6 Pupil Premium pupils.	All staff to provide effective feedback to pupils during lessons and marking books.	Education Endowment Foundation Teaching and Learning Toolkit- evidence shows that feedback is high impact for very low cost.	Provide internal staff training to develop effective feedback and appropriate challenge. Learning observations, book scrutiny and learning walks. Pupil views including meta-cognition and self- regulation. Effective feedback should encourage learners to plan, monitor and evaluate their own learning; including mastery learning.	SMT	Implementation of effective feedback will be reviewed in line with SMT monitoring timetable. Review of this document July 2018.
Rapid progress made in reading, writing and maths for current Year 1, Year 4 and Year 6 Pupil Premium pupils.	All staff to teach reading for fluency and inference skills, including mastery and extending the most able.	Reading comprehension strategies- Education Endowment Foundation Teaching and Learning Toolkit- evidence shows that these strategies have moderate impact for very low cost, based on extensive evidence.	Monitor the impact of regular reading sessions to develop fluency. Monitor the impact of interventions and whole class teaching to enhance pupils' inference skills. Learning observations, book scrutiny and learning walks. Pupil views regarding their own learning including mastery. Monitored regularly through Pupil Progress meetings.	SMT	Pupils' reading assessments updated accordingly. Review of this document July 2018.
Total budgeted cost					£4,340

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 implementation be reviewed?
The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner.	Learning Mentors monitor identified pupils.	Well trained staff effectively support the emotional needs of individual pupils. This valuable provision needs to continue as pupils change year groups so that new skills or coping strategies learnt can be further developed. Also, new skills can be developed in relation to a range of social settings.	Daily monitoring by the SMT will ensure that: <ul style="list-style-type: none"> • Staff are deployed effectively • Timely intervention is provided • Behaviour records are up to date • Appropriate action is taken immediately to ensure positive outcomes. 	SMT	Daily monitoring by SMT and feedback to staff. Records updated accordingly. Review of this document July 2018.
The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner.	Family Liaison Support Worker to communicate regularly with identified families.	The Family Liaison Support Worker has provided invaluable support to identified families which has resulted in: <ul style="list-style-type: none"> • identified pupils are happy in school and engaged in their learning • relevant outside agencies have supported families. This needs to continue as needs arise.	Weekly monitoring will ensure that: <ul style="list-style-type: none"> • Timely intervention is provided behaviour records are up to date • Appropriate action is taken immediately to ensure positive outcomes. 	DHT	Records updated weekly and feedback to staff where relevant. Review of this document July 2018.

Improved oral language and listening skills so that pupils develop increased independence in their attitude and approach to learning.	Speech and Language Therapist.	The Speech and Language Therapist will maintain additional support, where relevant, so that pupils continue to be well supported in class. New professional development and training priorities are identified for staff.	Half termly monitoring will ensure that: Speech and Language Therapist provides timely intervention and support linked to the whole school speech and language audit. This will also include: staff training and implementing interventions for identified pupils.	DHT	Pupil records and assessments updated accordingly. Review of this document July 2018.
The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner.	CASPA (Creating a Successful and Positive Attitude) And PACS (Positive, Assertive Confidence Skills)	Well trained staff have effectively implemented strategies in EYFS, Key Stage 1 and Key Stage 2 and pupils have demonstrated new skills learnt in a range of social situations. The school will take part in the pilot scheme for EYFS pupils.	Weekly monitoring of impact of CASPA and PACS scheme including: <ul style="list-style-type: none"> • Effective use of resources • Pupils demonstrate new social skills learnt. 	DHT and Learning Mentors.	Pupil records and assessments updated accordingly. Review of this document July 2018.
Rapid progress made in reading, writing and maths for current Year 1, Year 4 and Year 6 Pupil Premium pupils.	Staff implement booster groups, which include those pupils identified as most able.	Effective booster groups last year meant that pupils are starting to make significant gains in their self-confidence and approaches to learning and had a positive impact on end of year attainment and pupil progress. These groups now need to be implemented for newly identified pupils.	Weekly monitoring will ensure that: <ul style="list-style-type: none"> • Booster groups are implemented for identified pupils with clear and measurable on-entry and exit assessments • Pupil progress is recorded accurately • Next steps of learning are identified. 	SMT	Individual pupil assessments updated accordingly. Review of this document July 2018.

Rapid progress made in reading, writing and maths for current Year 1, Year 4 and Year 6 Pupil Premium pupils.	Staff implement individual intervention programmes including pupils identified as most able.	Previous individual intervention programmes indicate that the attainment gap between pupils entitled to support from the Pupil Premium Funding and all other pupils nationally is diminishing. This programme now needs to be implemented for newly identified pupils.	Weekly termly monitoring will ensure that: <ul style="list-style-type: none"> Effective interventions are implemented for identified pupils with clear and measurable on-entry and exit assessments Pupil progress is recorded accurately Next steps of learning are identified. 	SMT	Individual pupil assessments updated accordingly. Review of this document July 2018.
Total budgeted cost					£28, 348
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 implementation be reviewed?
Rapid progress made in reading, writing and maths for current Year 1, Year 4 and Year 6 Pupil Premium pupils.	Implement and monitor Key Stage 2 Homework Club	Based on the positive outcomes from the Key Stage 2 Homework Clubs last year, register existing pupils and identify new pupils. Parents/carers continue to be better able to support their children at home.	Weekly monitoring will ensure that: <ul style="list-style-type: none"> Clubs are organised based on year groups Personalised intervention enables pupils to complete homework and hand it in on time. 	Class teachers and DHT	Pupil records and assessments updated accordingly. Review of this document July 2018.
Improved attendance for pupils eligible for Pupil Premium.	Arrange regular monitoring of attendance with the School Attendance Officer.	Continue: <ul style="list-style-type: none"> To liaise regularly with identified families with the School Attendance Officer to promote regular attendance at school. With rapid response systems that are in place to address poor attendance. 	Weekly monitoring will aim to: <ul style="list-style-type: none"> Improve attendance for identified pupils Consider alternative ways of promoting the importance of good attendance. 	HT and all staff	Pupil records updated accordingly. Review of this document July 2018.

The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner.	Arrange counselling sessions for identified pupils sessions with BATIC counsellor.	The emotional needs of newly identified pupils and families will continue to be supported in a timely manner. New professional development and training priorities are identified for staff.	Weekly monitoring will aim to: <ul style="list-style-type: none"> • Provide effective provision and support for identified pupils and families. • Identify staff training needs 	HT/DHT	Review of this document July 2018.
Rapid progress made in reading, writing and maths for current Year 1, Year 4 and Year 6 Pupil Premium pupils.	Implement Year 6 interventions.	See above SATS results for the percentage of pupils working at or above age related expectations. Pupils have made significant gains when compared to other pupils nationally. Continue this effective programme for the current Year 6 pupils.	Weekly monitoring will ensure that: <ul style="list-style-type: none"> • Effective provision and support provided is tailored to meet the needs of individual pupils • Interventions are implemented for identified pupils with clear and measurable on-entry and exit assessments • Pupil progress is recorded accurately. Also consider the impact of quality first teaching and effective differentiation.	Key Stage 2 Leaders	Pupil records and assessments updated accordingly. Review of this document July 2017.
Total budgeted cost					£13, 512

6. Review of expenditure 2016-17				
Previous Academic Year				
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
All pupils have access to educational visits which provide memorable and enjoyable experiences which enrich the curriculum.	Monitor registration of pupils and payment for educational visits.	Success Criteria met. Pupils' learning is enriched through curriculum based visits which puts learning into context.	Continue to carefully plan all educational visits at the beginning of the school year. Ensure visits are not repeated for cohorts and there are clear links to the curriculum.	£900
All Year 6 pupils have access to a residential trip which provides memorable and enjoyable experiences which enrich the curriculum.	Monitor registration of pupils and payment for the residential trip.	Success Criteria met. Pupils' learning is enriched through a range of physical and curriculum based activities (including team building, collaborative working and leadership skills) which puts learning into context. A carefully planned residential trip for this year aims to provide a similar experience.	Continue to carefully plan all residential visits and ensure that families have plenty of time to prepare for the trip, taking into account the needs of individuals and a detailed risk assessment.	£854

Rapid progress made in reading, writing and maths for current Year 3 and Year 6 Pupil Premium pupils.	All staff to provide effective feedback to pupils during lessons and marking books.	Success Criteria met. There are high impact outcomes for relatively low cost investment. Well trained staff effectively identify pupils' next steps of learning during lessons and marking of books.	Continue to use outcomes of current research including: Education Endowment Foundation Teaching and Learning Toolkit- evidence shows that feedback is high impact for very low cost. Continue to monitor through Learning observations, book scrutiny and learning walks: Staff are appropriately trained. Pupil views on progress made including meta-cognition and self- regulation (learners to plan, monitor and evaluate their own learning; including mastery learning)	£3,000
Rapid progress made in reading, writing and maths for current Year 3 and Year 6 Pupil Premium pupils.	All staff to teach inference skills, including mastery and extending the most able.	Success Criteria met. A wealth of expertise is developing in the teaching of inference and mastery, which is starting to have a significant impact on pupil's learning and progress. Developing inference skills and mastery have been observed in lesson observations across the school, including the use of effective questioning. Teachers and teaching assistants have all received inference training.	Continue to use outcomes of current research including: Reading comprehension strategies- Education Endowment Foundation Teaching and Learning Toolkit- evidence shows that these strategies have moderate impact for very low cost, based on extensive evidence. Continue to monitor through Learning observations, book scrutiny and learning walks: Staff are appropriately trained Pupil views regarding their own learning including mastery. Monitored regularly through Pupil Progress meetings.	£2, 080
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

The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner.	Learning Mentors monitor identified pupils.	Success Criteria met. Emotional needs continue to be well met and pupils demonstrate good attitudes towards their learning. Staff have strong social and emotional support strategies which means that staff are deployed effectively and well trained in supporting individual needs.	Continue with the effective provision and support provided by the Learning Mentors. Amend how behaviour is recorded and shared with relevant staff to ensure that appropriate actions are taken immediately to ensure positive outcomes.	£15,500
The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner.	Family Liaison Support Worker to communicate regularly with identified families.	Success Criteria met. Families are supported in engaging with school provision and regular liaison means that targeted support is effective. Relationships between home and school are based on mutual trust and respect.	Continue with the effective provision and support provided by the Family Liaison Support Worker. Identify new families and pupils as needs arise.	£2,100
Improved oral language and listening skills so that pupils develop increased independence in their attitude and approach to learning.	Speech and Language Therapist.	Success Criteria met. Pupils are well supported in class because staff are well trained and tailored interventions are in place for individual pupils.	Continue with the effective provision and support provided by the Speech and Language Therapist. Organise a timetable for 2017-18 prioritising by individual need. Train staff and implement effective and tailored interventions, complete assessments to measure progress. Liaise with families and implement appropriate strategies to ensure positive outcomes.	£1, 680
The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner.	CASPA (Creating a Successful and Positive Attitude) in EYFS- train staff and implement programme.	Success Criteria met. Well trained staff have effectively implemented strategies in EYFS, Key Stage 1 and Key Stage 2 and pupils have demonstrated new skills learnt in a range of social situations.	Continue with PACS (Positive Assertive Confidence Skills) /CASPA (Creating a Successful Positive Attitude) for identified pupils across the school. Monitoring of scheme will include: <ul style="list-style-type: none"> • Delivery of intervention by highly trained staff • Effective use of resources • Pupils demonstrate new social skills learnt. 	£1, 200

Rapid progress made in reading, writing and maths for current Year 3 and Year 6 Pupil Premium pupils.	Staff implement booster groups, which include those pupils identified as most able.	Success Criteria met. All staff members are accountable for pupil progress. Pupils are starting to make significant gains in their self-confidence and approaches to learning which has had a positive impact on end of year attainment and pupil progress.	These groups now need to be implemented for newly identified pupils. Monitoring will include: <ul style="list-style-type: none"> • Booster groups are implemented for identified pupils with clear and measurable on-entry and exit assessments • Pupil progress is recorded accurately • Next steps of learning are identified. 	£8,070
Improved pupil progress in reading, writing and maths.	Staff implement individual intervention programmes.	Success Criteria met. Staff seek out strategies best suited to addressing individual needs. The attainment gap between pupils entitled to support from the Pupil Premium funding and all other pupils nationally is diminishing. This has enabled pupils to 'keep up' as well as 'catch up'.	These groups now need to be implemented for newly identified pupils. Ensure effective interventions are implemented for identified pupils with clear and measurable on-entry and exit assessments so that pupil progress can be recorded accurately.	£6,500

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
-----------------	------------------------	--	---	------

Improved pupil progress at the end of the year and pupils working at age related expectations.	Implement and monitor Key Stage 1 extra-curricular activities (Phonics Club, Basic Skills Maths Club and Lego Club).	Success Criteria met. Collaborative learning supports all pupils to develop basic academic skills as well as social interaction.	If suitable, identify new/relevant clubs for pupils in Key Stage 1 in 2017-18. Ensure activities are short and engaging, promoting enjoyment and a positive attitude towards learning. Consider linking to other skills where relevant. For example, turn taking or speaking and listening.	£900
Improved pupil progress at the end of the year and pupils working at age related expectations.	Implement and monitor Key Stage 2 Homework Club.	Success Criteria met. Parents/carers continue to be better able to support their children at home. Personalised intervention enables pupils to complete homework and hand it in on time.	Identify pupils for 2017-18. Consider organising clubs based on year groups/ability. Collect pupils' views each term to measure the impact on their progress and confidence when completing homework.	£1,850
Improved attendance for pupils eligible for Pupil Premium.	Arrange regular monitoring of attendance with the School Attendance Officer.	Success Criteria met. Good relationships with parents/carers and regular liaison have improved the attendance percentage over the school year for identified pupils. Rapid response systems are in place to address poor attendance.	There is much improved attendance for some identified pupils. Monitor pupils identified as having free school meals and continue to consider alternative ways of promoting the importance of good attendance.	£500
The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner.	Arrange counselling sessions for identified pupils sessions with BATIC counsellor.	Success Criteria met. The emotional needs of identified children are well supported in a timely manner. Staff training resulted in staff having a better understanding of positive language to use when discussing emotional well-being with pupils.	Continue with the effective provision and support provided by the BATIC Counsellor. If the opportunity arises, organise parent drop-in sessions and staff training.	£2, 176

Rapid progress made in reading, writing and maths for current Year 3 and Year 6 Pupil Premium pupils.	Implement Year 6 interventions.	<p>Success Criteria met. Daily, evidence based decisions ensure that all interventions are tailored to individual needs which sets high aspirations for all pupils.</p> <p>See above SATS results Pupils have made significant gains when compared to other pupils nationally. Continue this effective programme for the current Year 6 pupils.</p>	<p>Continue to identify individual needs and implement interventions. Continue to monitor:</p> <ul style="list-style-type: none"> • Provision and support provided is tailored to meet the needs of individual pupils • Interventions are implemented for identified pupils with clear and measurable on-entry and exit assessments • Pupil progress is recorded accurately. <p>Also consider the impact of quality first teaching and effective differentiation.</p>	£2, 850
---	---------------------------------	---	--	---------

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.robertdrake.co.uk