

Pupil premium: strategy 2016 – 2017



SCHOLES
Scholes (Elmet)
Primary School

Introduction: what is the pupil premium?

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals. The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria:

- pupils who have been eligible for free school meals at any point in the last six years
- children who have been looked after continuously for more than six months
- children where a parent serves in the armed forces

Whilst pupil premium funds are used to benefit these pupils, the activities and resources can benefit a wider group. For example, when a teaching assistant supports a disadvantaged pupil, other pupils might be part of the group, too. This is done to ensure inclusion, equality and a broad and balanced mix of pupils.

We invest the pupil premium in our pupils regardless of whether they are low attaining or not. This might be in the form of additional tuition out of school or extra support and challenge in school.

In the next few pages, you will find:

Pupil Premium Strategy 2016-17 Overview: a summary of how we will invest to make sure pupils have the best possible outcomes

Pupil Premium Strategy 2016-17 Detail: this provides more detail of how we will invest the funding

Pupil Premium Strategy 2016-17 – review: this details the key outcomes for disadvantaged pupils

We refer throughout to the Education Endowment Foundation Teaching and Learning Toolkit – a summary of educational research which reviews and summarises research and then evaluates it in terms of impact against cost: <https://goo.gl/yCcwyl>

Contact us if you'd like to know more about how we use pupil premium in school.

Previous strategies and evaluations are also available.

Pupil Premium Strategy 2016-17 – breakdown of costs

How will we allocate funding to make sure pupils have the best possible outcomes?

This table breaks down the pupil premium funding into broad areas for support. See below for a further, more detailed, breakdown of our plans with rationale for investing this funding.

total number of pupils eligible for pupil premium (deprivation):		23 x £1320	
total number of pupils eligible for pupil premium plus:		5 x £1,900	
total pupil premium allocation:		£39,860	
next review of pupil premium strategy:		all reviews completed for 2016-17	
what	description and detail	proportion paid for (of actual cost)	amount
total staffing	<p>Evidence shows that targeted, structured support can have a positive impact. 'The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.' Education Endowment Foundation, February 2014. https://goo.gl/8mKvLw</p> <p>Teaching and learning time across the week totals approximately 25 hours. Across the week, 10% (minimum) of teaching assistant time is to support and challenge disadvantaged pupils. This allocation equates to 2.5 hours a week of dedicated additional one to one support from a teaching assistant. This is in addition to other times when TAs work with a group.</p> <p>Without this contribution to staffing costs from the pupil premium budget, we would not be able to employ as many TAs as we do – one full-time per class on average.</p> <p>Information from Education Endowment Foundation shows that those involved in small group tuition in the Early Years on average make 4 months' extra progress.</p> <p>https://goo.gl/yCcwyl</p>	10%	£24,425
continuing professional development	<p>This is to develop staff knowledge / skills in an area which we believe will have significant impact on disadvantaged children. See the Provision Plan Detail table below for more detail.</p> <p>In 2016-17, we are developing teachers' skills and approaches in reading (to meet higher National Curriculum expectations in this area); in grammar (similarly, to address higher expectations); and in the context of 'mastery' for Maths (an approach advocated by many education experts and practiced in East Asian countries).</p> <p>Education Endowment Foundation evidence shows that following a mastery approach can mean pupils make 5 months' extra progress.</p> <p>Likewise, Education Endowment Foundation evidence suggests 5 months' extra progress for improved reading comprehension strategies.</p> <p>Each year, we explore ways to support our Teaching Assistants. This year, we want our Early Years Foundation Stage (TAs) to develop skills in developing pupils' speaking and listening skills.</p> <p>Education Endowment Foundation evidence suggests 5 months' extra progress for Early Years intervention.</p>	90%	<p>£5,500 approx (total)</p> <p>£2450 (LA package)</p> <p>£100 est (speech and language)</p> <p>£250 est (reading)</p> <p>£150 est (grammar and punctuation)</p> <p>£2,655 est (grammar and punctuation)</p> <p>£500 est (P4C)</p>
learning resources	<p>Various resources are listed below, for use both at school and at home.</p> <p>Education Endowment Foundation evidence indicates that these can advance children's learning by 2 to 5 months.</p>	50%	£6,780
tuition	<p>In addition to total staffing costs, we invest in private tuition for some disadvantaged pupils.</p> <p>Education Endowment Foundation evidence indicates that this can advance learning by 2 to 5 months.</p>	100%	<p>£1,460 approx (total)</p> <p>£960</p>

			(1 teacher and 2 teaching assistants) £500 (speech and language therapy)
resources and activities	<i>From trips to the theatre to residential, various activities are noted below. The impact of these may not be as significant as other investments (above), but we believe they can have a substantial (possibly indirect) benefit, such as improving social and emotional aspects of learning, with a relatively low cost. Education Endowment Foundation evidence indicates that these can have a small, positive impact on learning – around 2 months.</i>	100%	£1,695
total		N/A	£39,860

Pupil Premium Strategy 2016-17 – detail

How will we invest to make sure pupils have the best possible outcomes?

This table outlines how we plan to spend the pupil premium funding and why. We always want to make sure we are doing the best for our pupils so outcomes are important to us – these are evaluated on an on-going basis and at a minimum at the end of every term in Pupil Premium Strategy Reviews which include termly analysis of attainment and progress in reading, writing, maths. *Text in italics sets out barriers to learning which disadvantaged pupils might experience, and other rationale for the strategy.*

specific nature of investment	rationale / aims	how we will measure impact	outcomes
<i>In 2015-16, we plan to invest pupil premium money in the following):</i>	<i>The aim of the intervention is:</i>	<i>We will measure the impact of the investment through:</i>	<i>What were the outcomes? What conclusions can we make? Will we repeat this support?</i>
Supporting individual pupils			
<i>Individual pupils may encounter various barriers to learning; the opportunities that pupil premium provide (listed in the second column below) are designed to overcome these barriers. In addition, there may be other barriers which may be less obvious. Supporting individual pupils is our way of meeting pupils' needs.</i>			
Continue to provide the opportunities for tuition – externally and after school	To provide extra support for children from disadvantaged backgrounds to make sure that needs are being met; to raise attainment and give confidence for more independence. <i>Information from Education Endowment Foundation shows that those involved in small group tuition on average make 4 months' extra progress and one to one tuition makes 5 months'.</i>	Attainment and progress Staff feedback on engagement and learning behaviour	After school tuition working on fractions. One pupil who struggled to add fractions is now able to after exploring practical methods. 1 to 1 tuition of Y6 pupil weekly – focus on reading and writing. Feedback from tutor – positive impact seen in classwork and homework which is always completed. Pupil's inference skills are improving. Child is using a taught checklist to edit and is using ambitious vocabulary. 4 pupils in Y2 weekly maths support out of school time. Encouraging confidence and ensuring KS2 ready Y2 pupils with after school maths intervention. Standardised scores over the year: Child A 72 to 92 (standardised score) Child B 80 to 88 (standardised score) Child C 83 to 97 (standardised score)

<p>Embed reading comprehension strategies as a key feature of the school's additional support, both during school and as after-school support</p>	<p>To improve older children's reading skills eg inference and deduction. <i>Education Endowment Foundation evidence: 5 months' extra progress.</i></p>	<p>Attainment and progress: a higher proportion of children at the end of Key Stage 2 who reach the expected standard in Reading</p>	<p>Child D 86 to 102 (standardised score) Some disadvantaged pupils take home copies of First News on a fortnightly basis. 2 x Y6 pupils working on reading fluency and comprehension 3 x per week with TA Standardised scores over the year: Pupil A 86 to 95 Pupil B 84 to 102</p>
<p>Dedicated time with teacher</p>	<p>To make sure that intervention time is meeting individual's needs and that quality teaching is being continued in small groups as well as quality first teaching in the class room; to provide time to reflect and discuss learning experiences and be fully aware of what they are aiming for and what they are capable of. <i>Education Endowment Foundation evidence: 8 months' extra progress can be made through extra feedback; as a general rule, our staff</i></p>	<p>Attainment and progress – more children reaching age related expectations Staff feedback on engagement and learning behaviour Pupil interviews regarding confidence, what their targets have been and how they have progressed</p>	<p>Lollipop system of choosing children to answer questions has been stopped. Teacher now ensures PP children are selected more frequently. Targeted work with PP children identified at data meetings. Pupil provision plans reviewed and new ones produced for next half term. Reviewed plans show targeted work with PP children with class teacher.</p>
<p>Dedicated time with learning mentor (to be appointed for January 2017 start)</p>	<p>To support learning behaviour in class and to develop good social and emotional aspects of learning (eg self esteem, social skills). <i>Education Endowment Foundation evidence: 4 months' extra progress.</i></p>	<p>Learning walks in school which focus on learning behaviour</p>	<p>Emotional literacy groups. One PP child's data showed a greater self-awareness after completing the programme and so scores went down. One pupil became more resilient - emotional literacy score went up 6 points and teacher's score went up by 10 points. Learning mentor has not had the opportunity to work with groups due to other needs within school. Y6 PP pupil supported with AIP, senior leaders and through a robust transition to high school. Y4 PP 10 minute check in with teacher at the start of the day to address feelings and prepare good learning behaviour. This has led to fewer incidents of warnings since this was introduced. Y2 PP pupil supported at breaks and at lunch to facilitate good social skills. This has led to reduction in warnings and aggression towards other pupils.</p>
<p>A series of after-school professional development around oral language interventions in the Early Years Foundation Stage</p>	<p>To develop the use of spoken language on entry into school with focused sessions on a regular basis. <i>Education Endowment Foundation evidence: 5 months' extra progress.</i></p>	<p>Confident speakers using a range of vocabulary and correct speech sounds Feedback from teachers and parents</p>	<p>Looking at systems to measure the impact of this data. Too early to see if the EYFS scores have improved. Children have been involved in input both in continuous provision and targeted work. Data shows that all children from baseline have made better than expected progress</p>

Dedicated speech and language therapy	For one pupil, speech and language therapy will overcome specific needs in this area, which currently acts as a barrier to learning across the range of subjects	Specific individual progress Speech and language therapist reports	with 1 child making accelerated progress. One block of intensive speech therapy work was paid for at £500. This pupil achieved 3 IEP targets. Data shows increase in standardised scores in reading (85 to 98), maths (80 to 88) and a 10 point increase (raw score) in Grammar, Punctuation and Spelling. One £500 block of SLT work has been paid for a SEN/PP pupil with complex needs. Targets shared with class teacher, TA and parent. Data shows increase in Grammar, Punctuation and Spelling raw score (79 to 85) and an increase in standardised score in maths (79 to 85).
Supporting speaking, listening, reading and writing skills <i>Research shows that disadvantaged pupils may be more likely to have a limited vocabulary and have delayed language skills. Pupils might also be less likely to read at home and could have limited higher order reading skills – this could be the result of limited funds to spend on books, lack of time or lack of interest.</i>			
First News Club	To promote the use of language in social contexts so that children are more confident in talking about different things; develop vocabulary.	Pupil feedback / teacher feedback regarding confidence in class and contributions	<i>"It helps in my learning and it's educational. I also like finding out what's happening all over the world."</i> (Y6) <i>"It's good to have something to inform you about what is happening in the world."</i> (Y4)
Explore Catch-Up Reading support package	To develop a love of reading, with increased confidence and ability, ultimately leading to longer-term improvement in attainment and progress (existing data analysis shows this is boosting children's reading skills). <i>Education Endowment Foundation evidence: 5 months' extra progress.</i>	Analysis of reading attainment and progress of children with pupil premium, compared to class and national averages; pupil feedback forms and other pupil feedback; formal observation with focus on engagement and enjoyment	Catch-up reading has now begun at Scholes. Staff are currently undertaking initial assessment and so too early for data.
Take children to book shops to choose and buy books of their own	To engage reluctant readers and promote a love of reading. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Pupil feedback	<i>This did not happen. This is an idea to carry forward.</i>
Provide The Phoenix (subscription for 12 copies)	To promote reading at home. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Pupil feedback	Monitor impact
Provide books to individuals	To promote reading at home. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Pupil feedback	Link to presentation target – children able to order direct from Amazon a book of their choice. 7 Pride and Presentation assemblies = 63 books. Half termly visits to library to select books – ordering system available.
Explore Lexia or iXL program in class and at home (part-funding from pupil premium funds)	To boost reading and writing skills in Key Stage 1 and, where needed, Key Stage 2. <i>Education Endowment Foundation evidence: 4 months' extra progress.</i>	Attainment and progress in reading and writing	Purchase of IDL dyslexia at Scholes. Children have been using this for approximately 4 months. The results are mixed but we should continue to assess more comprehensively:

			Pupil A: pre-IDL data Reading 9yrs 1; Spelling 7yrs 5 Pupil A: post-IDL data Reading 9yrs 1; Spelling 7yrs 10 Pupil B: pre-IDL data reading 8yrs 3; Spelling 9yrs 11 Pupil B: post-IDL data reading 8yrs 11; Spelling 10yrs 1
Continue subscription to Phonics Play (games and activities which directly relate to the phases of letters and sounds) (part-funding from pupil premium funds)	To boost reading and writing skills in Key Stage 1 (and therefore, long-term, Key Stage 2). <i>Education Endowment Foundation evidence: 4 months' extra progress.</i>		Phonic screening cores for PP children across the year ((Autumn 1, Spring 2, Summer 2) Y1 13/40, 35/40, 39/40 3/40, 18/40, 19/40 18/40, 37/40, 36/40 Y2 12/40, 35/40, 37/40
For all teachers, professional development on reading and how to teach it effectively	To address the new, higher demands in the National Curriculum for higher-level reading skills and therefore have a positive impact on older children's reading outcomes. <i>Education Endowment Foundation evidence: 5 months' extra progress.</i>	Staff feedback Attainment and progress: a higher proportion of children at the end of Key Stage 2 who reach the expected standard in Reading	PDM with DO 2016 50% at age-related expectations for Reading 25% at higher level for Reading 2017 66% at age-related expectations for Reading 16% at higher level for Reading
For some teachers (Y3,4), professional development on grammar and punctuation and how to teach it effectively, in an engaging way	To address some gaps and misconceptions in grammar, and to ensure that this aspect of the curriculum is taught in a fun way to ensure children are enjoying and achieving. This will be for Y3,4 teachers to ensure a secure basis for Y5,6, where other aspects of writing, such as composition and effect, can be worked on with fewer gaps and concerns in grammar and punctuation skills. Therefore, in the longer term, to promote good writing skills <i>Education Endowment Foundation evidence on catering for lots of learning styles: 2 months' extra progress.</i>	Staff feedback Attainment and progress: a higher proportion of children in end-of-year assessments who reach the expected standard in Grammar, Punctuation and Spelling Longer term attainment and progress: a higher proportion of children at the end of Key Stage 2 reaching expected standards in Writing	Staff meeting DR Y2 PP average GPS TA 3.5 Y3 PP average GPS TA 2 Y4 PP average GPS TA 1 Y5 PP average GPS TA 2 Y6 PP average GPS TA 2.2
Supporting Maths skills <i>Disadvantaged pupils may have limited opportunities to use and apply number and other mathematical concepts. This could be the result of limited time to spend on books, lack of time or lack of interest. A 'fear' of Maths might also be a significant barrier, meaning parents / carers choose to avoid talking about number and end up not enthusing about Maths as they might about a book.</i>			
A series of after-school professional development on a mastery approach to Maths teaching and learning (an approach advocated by many education experts and practiced in East Asian countries)	To develop teachers' skills and approaches in the context of 'mastery' for Maths, and therefore improve learning outcomes for children in Maths. <i>Education Endowment Foundation evidence: 5 months' extra progress.</i>	Attainment and progress: a higher proportion of children in end-of-year assessments who reach the expected standard in Maths	Learning walks indicate that the maths mastery concepts are becoming embedded. Y6 50% PP at ARE Y5 25% PP at ARE Y4 100% PP at ARE Y3 50% PP at ARE

			Y2 33% PP at ARE Y1 75 % PP at ARE
Explore Mathletics or iXL program in class and at home	To boost maths skills in Key Stage 1 and Key Stage 2. <i>Education Endowment Foundation evidence: 4 months' extra progress.</i>	Staff feedback on engagement and learning behaviour	iXL very expensive Mathletics purchased during April 2017. Evidence of impact to be collected in Autumn term 2017-2018
Supporting learning in other subjects <i>Limited life experience sometimes impacts on the way our disadvantaged pupils approach their learning. The characteristics of effective learning (resilience, confidence, motivation etc) might sometimes mean learning is affected. Early observations show that disadvantaged pupils often demonstrate less secure wellbeing and involvement in activities. These all act as barriers to learning.</i>			
Take children to theatre / arrange theatre company into school to view plays based on reading and buy the book to read afterwards	To develop a love of reading and possibly to promote discussions about reading at home; qualitative information indicates a positive effect on reading (therefore having a positive effect on pupils' cultural development, part of SMSC). <i>Education Endowment Foundation evidence: 2 months' extra progress.</i>	Pupil feedback forms and other pupil feedback	Theatre trip to the pantomime. <i>"It was the first time I went to a play." "I loved it, I want to go again."</i> Theatre trip to see Gangsta Gran for Y4 and Y5 PP plus a copy of the book. (03 May 2017) <i>"This trip inspired me to read the book. I am now on Chapter 9."</i>
Arts Artemis Target disadvantaged pupils more for individual music tuition	To enrich the learning experiences and, for some disadvantaged pupils, broaden what might be limited life experiences (therefore having a positive effect on pupils' cultural development, part of SMSC). <i>Education Endowment Foundation evidence: 2 months' extra progress.</i>	Pupil feedback	PTA won grant for taster sessions – try before you buy. PP children to be given first opportunities. Funding to be provided to pay for lessons for chosen instruments. KH to arrange with PTA. Roundhay Music - showcase instruments April 2017.
Our own in-house after-school clubs are free to all (funded by the PE premium). However, pupil premium is used to pay for disadvantaged pupils who participate in clubs run by external providers – target this more.	To develop life skills, including social skills through teamwork, as well as to increase physical activity – healthy body, healthy mind. <i>Education Endowment Foundation evidence: 2 months' extra progress.</i>	Pupil feedback	Ensure PP children are offered out of school clubs for free. 56% of PP children participated in Out of School Hours Learning. 31% (KS2) were involved in competition.
Our Scholes (Elmet) pupils enjoy a residential in Year 4 and Year 6. Disadvantaged pupils have this subsidised: the Year 4 residential is fully subsidised (50% from pupil premium, 50% from PE premium); the Year 6 one is partly subsidised.	To develop life skills, including social skills through teamwork, as well as to increase physical activity in ways other than sport; to broaden what might be limited life experiences (therefore having a positive effect on pupils' social development, part of SMSC). <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Pupil feedback	One pupil in Y6 had the residential paid for by school. He would not have been able to attend if this had not happened. Year 4 residential subsidised.
Improving overall teaching <i>We always want to improve our own teaching. Investing in effective continuing professional development for teachers will lead to better teaching and learning for all, including for disadvantaged pupils.</i>			
Explore philosophy for children (P4C), initially for one teacher and class to experience as a trial	The National Curriculum is beginning to recognise the importance of thinking as a basis for children's learning. To stimulate thinking skills; to improve children's critical, creative and rigorous thinking; to develop	Progress data Lesson observations Teacher feedback	KL been on course 18.01.17 – implementation and impact to be discussed.

	<p>higher order thinking skills; to improve communication skills; to improve co-operation with others.</p> <p><i>Education Endowment Foundation evaluation notes:</i></p> <p><i>'P4C had a positive impact on pupils' Key Stage 2 (KS2) progress in reading and maths. This is significant in that P4C was not explicitly focused on improving KS2 outcomes, yet managed to lift maths and reading attainment relative to 'business as usual'. It is also important to note that the gains in KS2 were greater in all subjects for students eligible for free school meals (FSM).'</i></p> <p>https://goo.gl/D8tcPF</p>		
<p>Supporting learning at home</p> <p><i>From surveying parents and discussions with children, we know all parents want more ways to support their child at home; using money from pupil premium funds, we can support those from disadvantaged backgrounds. At Scholes (Elmet) Primary School, we find that some parents / carers feel unable to support learning or participate in school life – this can act as a barrier to their child enjoying and achieving at school. Parental aspirations may be low – another barrier, although quite rare in our school.</i></p>			
<p>Introduce parent workshops / coffee mornings (focus: homework, learning resources etc) and focused invites to open mornings.</p>	<p>To provide more opportunities for parents / carers to talk to staff and spend time in school; to provide resources to support homework activities.</p> <p><i>Education Endowment Foundation evidence: 3 months' extra progress.</i></p>	<p>Attendance at workshops and coffee mornings and parental feedback about impact it has had</p>	<p>Volunteer pack produced</p> <p>Parents forum on homework 5 & 9 May 2017</p>
<p>Learning bags – resources to particularly focus on maths and reasoning</p>	<p>To provide opportunities for learning to be supported at home with parents and to help engage parents in the whole experience</p> <p><i>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</i></p>	<p>Attainment and progress – more children reaching age related expectations</p> <p>Staff feedback on engagement and learning behaviour</p>	<p>Learning bags to be provided for KS1 PP children. These have resources in for literacy enhancement. Bags given out at Feb parents' evening. Impact monitored through questionnaires and children's comments.</p> <p>Feedback suggests bags were useful and gave parents ideas about how they could support at home.</p>
<p>Letterbox Club for three selected children, where a child receives at home each month (May – October) a parcel of literacy and numeracy materials</p>	<p>To provide opportunities for learning to be supported at home:</p> <p>Can significantly improve children's reading and numeracy</p> <p>Encourages children and their parents/carers to read and play games together</p> <p>Gives enjoyment to children through owning their own books</p> <p>Supports children over the summer as they move into the next school year</p> <p><i>Education Endowment Foundation evidence around parental support: 3 months' extra</i></p>	<p>Attainment and progress – compare progress for the three selected children reaching age related expectations</p>	<p>1x Y1 (redacted)</p> <p>1 x Y3 (redacted)</p> <p>1x Y5 (redacted)</p> <p><i>"It's good to read lots at home so you don't need to catch up at school. I like being in the letterbox club because they send me some good books".</i></p>

	<i>progress.</i> http://www.letterboxclub.org.uk/research-and-evaluation/		
Supporting social and emotional aspects of learning <i>At Scholes (Elmet) Primary School, as with other children, a small minority of disadvantaged children experience some difficulties around the social and emotional aspects of learning and this can act as a barrier to progress eg behaviour which indicates that they have increased emotional needs or a lack of self-confidence and self-esteem; peer problems</i>			
Opportunities for all children to partake in educational visits and other experiences	To ensure that all pupils can engage in topic 'hooks' so their subsequent learning in topics is enthusiastic and successful.	Attendance on visits Pupil feedback Outcomes in Topic Books	All children joined in with educational trips and other experiences.
SEAL intervention and support: emotional literacy workshops (including consideration of Thrive Approach)	To improve emotional wellbeing so that, with increased confidence and feelings of security, they achieve more. <i>Education Endowment Foundation findings indicate that those involved in extra SEAL support on average make 4 months of extra progress.</i>	Staff feedback on engagement and learning behaviour Pupil and parental feedback	Emotional literacy groups. One PP child's data showed a greater self-awareness after completing the programme and so scores went down. One pupil became more resilient - emotional literacy score went up 6 points and teacher's score went up by 10 points.

Pupil Premium Strategy 2017-18 and beyond – ideas

How might we invest in the future to make sure pupils continue to have the best possible outcomes?

This table outlines ideas that we might pursue in the future. (These ideas are added to in the course of the year.)

Idea / challenge	rationale
Disadvantaged pupils play active part in choosing books to replenish the school library and / or class library stock	<i>To engage reluctant readers and promote a love of reading.</i>
Employ an additional teacher who works across Sphere Federation, providing expert, smaller teaching groups	<i>Education Endowment Foundation findings indicate that smaller class sizes has a moderate impact on learning but at a high cost. However, the teacher could be used as a resident long-term 'supply teacher' across the three schools in Sphere Federation, therefore reducing supply teacher costs and staff absence insurance costs. This would mean money saved can be re-invested in provision for disadvantaged pupils.</i>
Continue to explore ways to increase attendance amongst disadvantaged pupils so that it is at least in line with other pupils (a school and national issue)	<i>Attendance matters. We want all pupils to have high attendance, so they are in school enjoying and achieving as much as possible.</i>
Explore Achievement for All Schools Programme	<i>Claims of a five-year track record for accelerating progress and attainment in the lowest-achieving 20% group of learners, using a direct-delivery coaching model.</i>
Subscribe Y4 pupils for Story Hunters (BookTrust): http://www.booktrust.org.uk/programmes/primary/storyhunters/ Every Story Hunters pupil to get a monthly personalised pack of books and activities for a six-month period. Every pack includes at least two carefully chosen books, plus engaging games and resources that children can share with their families.	<i>Reading for pleasure can have a dramatic impact on a child's educational outcomes and wellbeing. To encourage a love of reading and to develop confidence and engagement. Based on the award-winning Letterbox Club model. May also help to build home-school links. Template surveys to monitor impact will be provided by BookTrust.</i>

Pupil Premium Strategy 2016-17 – review

What were the outcomes for disadvantaged pupils?

Early Years

In 2016-17, there were 45 children in the Reception cohort, with only two disadvantaged pupils.

'Good level of development' is the key measure of attainment used by the Department for Education.

76% of all pupils in 2016-17 reached a good level of development at Scholes (Elmet) Primary; nationally, 71% did. One of the two pupils (50%) eligible for pupil premium reached a good level of development.

The average total points score is another measure used by the Department for Education – this measures a broader scope of attainment.

40.0 is the average total points score for all pupils in 2016-17 at Scholes (Elmet) Primary; nationally, it is 34.5. The average score for the pupils eligible for pupil premium is 38.0.

Year 1 Phonics

The phonics screening check happens towards the end of Year 1. In 2016-17, there were 43 children in the Year 1 cohort, with three disadvantaged pupil.

At Scholes (Elmet) Primary, nearly all pupils over the years achieve the expected standard (93% in 2015 and 2016). However, in 2017, 34 of the 43 pupils (79%) achieved the expected standard overall, whilst nationally 81% did. Of the three disadvantaged pupils, two pupils (67%) achieved the standard.

Key Stage 1 Reading, Writing and Maths

In 2015-16, there were six disadvantaged pupils in the Year 2 cohort (out of a group of 42 in total).

Attainment

Children are given a scaled score based on teacher assessment, which is based on a teacher's ongoing assessments and informed by pupils' performance in end of key stage tests (known as SATs), except in Writing where there is no test. A score less than 100 indicates that a pupil is working at a lower level; a score between 100 and 109 is the expected level; a score of 110 or more indicates the pupil reached a higher level, or greater depth.

In **Reading**, three of the six disadvantaged pupils (50%) reached the expected standard or higher. For the class as a whole, 86% reached the expected standard and 33% achieved the greater depth standard; nationally, for all pupils, 75% reached the expected standard and 25% achieved the greater depth standard.

In **Writing**, two of the six disadvantaged pupils (33%) reached the expected standard or higher. For the class as a whole, 71% reached the expected standard and 31% achieved greater depth; nationally, for all pupils, 68% reached the expected standard and 16% achieved greater depth.

In **Maths**, one of the six disadvantaged pupils (17%) reached the expected standard or higher. For the class, 81% reached the expected standard and 31% achieved greater depth; nationally, the figures were 75% (expected standard) and 21% (greater depth).

Key Stage 2 Reading, Writing and Maths

In 2016-17, there were eight disadvantaged pupils out of 38 in total in the Year 6 cohort. Of the eight, two of the pupils experienced some disruption in their Key Stage 2 learning journey and this appears to have adversely affected their attainment and progress.

Attainment

Children are given a scaled score based on their end of key stage tests (known as SATs). A score less than 100 indicates that a pupil is working at a lower level; a score between 100 and 109 is the expected level; a score of 110 or more indicates the pupil reached a higher level, or greater depth. (Writing is slightly different in that there is no test – the measure is based purely on teacher assessment. However, the teacher assessment is translated to a scaled score.)

In **Reading**, five of the disadvantaged pupils (63%) attained 100+, with one pupil (13%) reaching a higher level. For the cohort overall (ie all pupils), the proportions were 64% at 100+ and 26% for 110+. Nationally for all pupils, the proportions were 71% at 100+ and 25%. The average scaled score was 102.0 for disadvantaged pupils (as opposed to 103.9 for the whole cohort and 104.1 for all pupils nationally).

In **Writing**, seven of the disadvantaged pupils (88%) attained the age-related expectations, again, including one pupil (13%) who reached a higher level. For the cohort overall (ie all pupils), 87% were at expected standard and 18% at greater depth. Nationally, 76% reached expected standard and 18% reached greater depth.

In **Grammar, Punctuation and Spelling**, six of the disadvantaged pupils (75%) attained 100+, again including one (13%) who reached a higher level. For the cohort overall (ie all pupils), the proportions were 85% at 100+ and 33% for 110+. Nationally for all pupils, the proportions were 77% at 100+ and 31%. The average scaled score was 104.3 for disadvantaged pupils (106.8 was the average for the whole cohort and 106.0 for all pupils nationally).

In **Maths**, three of the disadvantaged pupils (38%) attained 100+, with one (13%) who reached a higher level. 64% of all pupils in the cohort attained 100+, with 18% reaching 110+ (regarded as greater depth). Across the country, the figures are 75% and 23% respectively. The average scaled score was 97.4 for disadvantaged pupils (as opposed to 102.6 for the whole cohort and 104.2 for all pupils nationally).

Progress

Progress is measured from end of Key Stage 1, where an average is found based on a combination of English (taking account of both Reading and Writing) and Maths. Using this point, a positive or negative score is calculated based on pupils' attainment at the end of Key Stage 2, where 0.0 indicates expected progress, a number above this (ie a positive number, up to around 10) indicates better than typical progress, and a number lower (ie a negative number) indicates less than typical progress.

In **Reading** and in **Grammar, Punctuation and Spelling**, four disadvantaged pupils made positive progress and four did not, including the two with disrupted school experiences beyond our control. -1.03 is the overall progress score for the eight disadvantaged pupils; -0.49 is the progress score for the entire cohort.

In **Writing**, five disadvantaged pupils made positive progress, one made expected progress and two made less than expected progress, including one of the pupils who experienced some disruption in the Key Stage 2. +1.17 is the progress score for all the pupils; the progress score for disadvantaged pupils is better (+1.67).

In **Maths**, outcomes were not so strong: two disadvantaged pupils made positive progress and six did not, again, including the two with disrupted school experiences. This is reflected in the progress scores: -1.87 for the whole cohort, and -5.89 for disadvantaged pupils.

For Maths in particular, we know that more effective use of the pupil premium in Key Stage 2 is needed to increase progress and therefore raise attainment levels. This is why we are investing some of pupil premium funding to pay for an additional Maths teacher.