

Scholes (Elmet) Primary Pupil Premium, 2017-18



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, if teachers attend continuous professional development, all pupils benefit; if we invest in a resource for the classroom, lots of children enjoy the activity. 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 extra support and challenge in school or additional tuition out of school.

In the next few pages, you will find:

Pupil Premium Strategy 2017-18 Overview: this is a summary of how we will invest to make sure pupils have the best possible outcomes

Pupil Premium Strategy 2017-18 Detail: this provides more detail of how we will invest the funding

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 2017-18 – 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):		27 x £1,320 = £35,640	
total number of pupils eligible for pupil premium (other):		£6,000	
total pupil premium allocation:		£41,640	
next review of pupil premium strategy: (colour-coded notes used for review / outcomes; below, right hand column)		24.11.17, 19.01.18, 25.05.18, 04.10.18	
what	description and detail	proportion paid for (of actual cost)	amount
total staffing (teaching assistants and part time Maths teacher in KS2)	<i>Evidence shows that targeted, structured support from teaching assistants (TAs) can have a positive impact. 'Teaching assistants can improve literacy and numeracy skills when they are deployed well.' Education Endowment Foundation, February 2014. https://goo.gl/8mKvLw Teaching and learning time across the week totals approximately 25 hours. Across the week, 10% (minimum) of TA time is to support and challenge disadvantaged pupils. This allocation equates to about 3 – 4 hours a week of dedicated additional one to one support from a teaching assistant. Information from Education Endowment Foundation shows that those involved in individualised instruction or small group tuition on average make +3 to +4 months' extra progress. https://goo.gl/TC3rzP In addition, for 2017-18, we want to improve outcomes for disadvantaged pupils in KS2 in Maths. This stems from consideration of 2017 end of KS2 assessments, which showed disadvantaged pupils did not perform as well as we want them to. The additional teacher will mean Maths is taught in smaller, single age groups. This will enable more targeted feedback, more effective mastery learning and smaller groups. Education Endowment Foundation: +8 months' progress (targeted feedback); +5 months (mastery learning); and +3 months (smaller groups).</i>	10% of all TAs, 50% of KS2 Maths teacher	£27,986
continuing professional development	<i>This is to develop staff knowledge / skills in an area which we believe will have significant impact on disadvantaged children. This year, we want to explore 'meta-cognition'. This can be defined as 'learning to learn'; it aims to help learners think about their own learning more explicitly. Education Endowment Foundation: +8 months' progress</i>	100%	£200
speech and language	<i>We invest in The Talking House to provide additional speech and language therapy, and to help our teaching assistants continue the support. Oral language interventions can impact on learning by 5 months. Education Endowment Foundation: +5 months' progress (oral language intervention)</i>	50%	£2,052
specialist provider	<i>Play therapist to address one specific barrier to learning (relating to social and emotional aspects of learning)</i>	50%	£780
reading	<i>Book Trust: Letterbox Club and Story Hunters Education Endowment Foundation: +5 months' progress (reading comprehension strategies); +3 months' progress (parental involvement)</i>	100%	£1,785
home learning resources	<i>Involving parents / carers in the learning experiences of children can be effective, especially for younger children. That's why we provide some resources around phonics, reading, writing and maths for children in Reception, Year 1 and Year 2. Education Endowment Foundation: +3 months' progress (parental involvement)</i>	up to 100%	up to £1,000
tuition	<i>We invest in individual and small group tuition for some disadvantaged pupils. This might be run by staff in school or via an external provider. Education Endowment Foundation: +5 months' progress (one to one tuition); +4 months' progress (small group tuition)</i>	100%	£8,120
enriching activities	<i>From trips to the theatre to residentials, 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: +2 months' progress (arts participation)</i>	up to 100%	up to £1,000
total			£42,923

Pupil Premium Strategy 2017-18 – 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	review and outcomes															
<i>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	7 children are currently receiving tuition. Barriers include: Child A – CAMHS investigation for ADHD Child B – Poor/variable health Child C – Adoption/ low self esteem Child D – Little learning resilience Child E – Low self esteem Child F - Poor/variable health Not continued with tutoring. Child G – Trauma/loss/family breakdown. One child has made 37.5% increase in maths scores. Another child has improved their reading age by 11 months, comprehension by 9 months and spelling by 11 months during a 3 month period (10 weeks)															
Embed reading comprehension strategies as a key feature of the school's additional support, both during school and as after-school support Invest in Reading Detectives as a new resource that focuses in particular on inference, a skill which we have found to be a barrier for learning amongst disadvantaged pupils	To improve older children's reading skills eg inference and deduction. <i>Education Endowment Foundation evidence: 5 months' extra progress.</i>	Attainment and progress: a higher proportion of children at the end of Key Stage 2 who reach the expected standard in Reading	Dedicated reading sessions in each class. Emphasis on comprehension, inference and word meaning. <table border="1"> <thead> <tr> <th>Year</th> <th>%ARE Disadvantaged</th> <th>%ARE All</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>60%</td> <td>86%</td> </tr> <tr> <td>4</td> <td>75%</td> <td>88%</td> </tr> <tr> <td>5</td> <td>25%</td> <td>60%</td> </tr> <tr> <td>6</td> <td>67%</td> <td>86%</td> </tr> </tbody> </table>	Year	%ARE Disadvantaged	%ARE All	3	60%	86%	4	75%	88%	5	25%	60%	6	67%	86%
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Dedicated time with teacher	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</i>	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 progress	Staff reminded to ask questions to disadvantaged children more often, give feedback more often and look at books more often. Lesson observations show disadvantaged children are regularly asked to answer or talk through their work more frequently.															

	<i>rule, our staff</i>		
Invest in 'Talking House' speech and language support	To support individuals with specific language needs and to up-skill support staff to further develop these needs. <i>Education Endowment Foundation evidence: 5 months' extra progress can be made through oral language interventions.</i>	Individuals are assessed against speech and language targets Children with language needs would progress further and this would have impact on progress in other areas eg writing and reading	10 disadvantaged children have been assessed for speech and language concerns. 6 currently have learning plans. Good progress being made by these children. Updated targets being reviewed. 'Early identification of children is allowing barriers to learning to be addressed in a timely manner'.
Invest in play therapy	To support pupils with complex and additional needs.		Play therapy continues to support one pupil with complex needs. Significant improvement in behaviour has been observed. Two children receiving play therapy. A greater understanding of both children is supporting their development.
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	Due to staffing issues this has not happened in Autumn term.
Continue to implement Catch-Up Reading support package in more year groups	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	3 disadvantaged pupils are accessing the Catch-Up scheme amongst others. So far, one pupil has made accelerated progress.
Provide books to individuals	To promote reading at home. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Pupil feedback	Pride and presentation assembly T1.2 – 9 books, chosen by children, were presented. Teachers commented how many children had asked when this assembly was happening. Pride and presentation assembly T2.1– 9 books, chosen by children, were presented.
Continue IDL program in class and at home (part-funding from pupil premium funds)	To continue this three year contract in order 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	All children have improved their reading and spelling age from start data. One child has accelerated their reading age by 12 months in a 4 month period.
Include IDL as part of Breakfast Club which runs for two mornings each week	To boost reading and writing skills (Breakfast Club – see below).	Staff feedback on engagement and learning behaviour	This is still to be implemented.
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.	Staff feedback Attainment and progress: a higher proportion of children at the end of Key Stage 2 who reach the expected standard in	46% of disadvantaged pupils at ARE or above at end of 2016-2017. 56% at ARE at Autumn term 2017-2018.

	<i>Education Endowment Foundation evidence: 5 months' extra progress.</i>	Reading	
For all teachers, 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	62% of disadvantaged pupils at ARE or above at end of 2016-2017. 69% at ARE at Autumn term 2017-2018.
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>			
An additional Maths teacher in KS2 ie as well as the three regular teachers in Y3,4 and Y5,6, a fourth teacher	By far the main aim is to enable more direct, effective feedback to pupils in Maths. Also: To avoid mixed age class, which has proved difficult since 2014 National Curriculum. To reduce class size. <i>Education Endowment Foundation evidence: feedback can lead to 8 months' extra progress; smaller classes can lead to 3 months'.</i>	Attainment and progress: a higher proportion of children in end-of-year assessments who reach the expected standard in Maths. More pupils reaching aspirational FFT estimates.	
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	54% of disadvantaged pupils at ARE or above at end of 2016-2017. 56% at ARE at Autumn term 2017-2018.
Continue Mathletics program in class and at home	To continue the Mathletics subscription in order 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	
Include Mathletics as part of Breakfast Club which runs for two mornings each week	To boost maths and reasoning skills (Breakfast Club – see below).	Staff feedback on engagement and learning behaviour	
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 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	21 children from Reception to Y2 going to Yorkshire Playhouse – Crumble's Search for Christmas. <i>'I enjoyed going. I liked sitting up high and could see everything. I loved the book which came with the visit and I've read it every night.'</i>
Buy in services of various organisations: Roundhay Music - individual music tuition Artemis one-off educational theatre companies	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	5 disadvantaged pupils have music lessons within school. These are subsidised by music partnership and the balance paid for with pupil premium.
Our own in-house after-school clubs cost £1 (subsidised by the PE premium), and completely free for disadvantaged pupils (also subsidised by pupil premium). A small contribution from pupil premium is used to pay for disadvantaged pupils who participate in clubs run by external providers.	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	
Our 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	Two pupils had Y6 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>			
CPD for school leaders around meta-cognition, to be cascaded to staff	To nurture children's 'learning' about learning, and therefore promote improved learning behaviour and learning awareness <i>Education Endowment Foundation evidence: 8 months' extra progress.</i>	Improved learning behaviour and outcomes over time	Evidence of metacognition in books. Sentence starters are increasingly used to prompt children to reflect on challenge, struggles and success. Use of 'Blob' tree for children to identify position in learning journey.
A series of after-school professional development around parental involvement in the Early Years Foundation Stage	To develop the quality of parental involvement in children's learning journeys <i>Education Endowment Foundation evidence: 3-5 months' extra progress.</i>	Greater quality and quantity of parents' assessments to be found in learning journeys (see our EYFS Development Plan)	
Supporting learning at home <i>From Annual Surveys of parents and 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 Moortown Primary, 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</i>			

enjoying and achieving at school. Parental aspirations may be low – another barrier, although quite rare in our school.

<p>Offer 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. <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>Offer Drop-In parent workshops for those parents who may be experiencing some challenges at home / with parenting</p>	<p>To provide support and guidance, improving social and emotional aspects, at an early stage – eg behaviour management at home; bedtime routines; healthy eating; mental health <i>Education Endowment Foundation evidence: 4 months' extra progress.</i></p>	<p>Parents/carers' attendance at the Drop-In sessions Garner feedback from parents/carers Longer-term, experience fewer parents/carers seeking help or advice too late</p>	<p>Host EPOS drop-in session. 3 families accessed this provision. Promotion of support group for parents of anxious children. 1 family accessed.</p>
<p>Learning bags – resources to develop parent-child interaction and engagement in learning at home</p>	<p>To provide opportunities for learning to be supported at home with parents and to help engage parents in the whole experience <i>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</i></p>	<p>Attainment and progress – more children reaching age related expectations Staff feedback on engagement and learning behaviour</p>	<p><i>'I was really pleased to get the bag and was excited to look inside. We have played with most of the activities. There was a good balance of activities, age appropriate and easy to use.'</i></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: Can significantly improve children's reading and numeracy Encourages children and their parents/carers to read and play games together Gives enjoyment to children through owning their own books Supports children over the summer as they move into the next school year <i>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</i> http://www.letterboxclub.org.uk/research-and-evaluation/</p>	<p>Attainment and progress – compare progress for the three selected children reaching age related expectations</p>	<p>Only 1 out of 3 seemed to make accelerated progress. This was a small sample, therefore after reviewing impact, it has been decided to continue funding 3 bags and review at the end of the year. 2017-2018.  (Redacted names)</p>
<p>Story Hunters (Year 4 selected children)</p>	<p>To provide opportunities for reading to be supported at home, encouraging children and their parents/carers to read more at home, giving enjoyment to children through owning their own books <i>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</i> https://www.booktrust.org.uk/whats-</p>	<p>Attainment and progress – compare progress for the selected children reaching age related expectations</p>	<p>5 children are accessing this provision.  (Redacted)</p>

	<u>happening/blogs/2017/may/how-story-hunters-makes-a-difference-theres-a-real-buzz/</u>		
Supporting social and emotional aspects of learning <i>At Moortown 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	
Dedicated time with learning mentor	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>	Learning walks in school which focus on learning behaviour	

Pupil Premium Strategy 2018-19 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>
Continuing professional development on philosophy for children (P4C)	<i>Education Endowment Foundation evaluation notes: '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> https://goo.gl/D8tcPF
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>