

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>	<p><i>What were the outcomes? What conclusions can we make? Will we repeat this support?</i></p> <p>Please note: final key outcomes will be published alongside the 2018-19 strategy.</p>
<p>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></p>			
<p>Continue to provide the opportunities for tuition – externally and after school</p> <p>Children and needs are (redacted for website): </p>	<p>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.</p> <p><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></p>	<p>Attainment and progress Staff feedback on engagement and learning behaviour</p>	<p>7 children are currently receiving tuition, all with varying needs: Barriers include: One child has made 37.5% increase in math 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) April 2018 6 children now attend – awaiting assessment data. Pupil A: good improvement in Maths and in Reading and Writing, where A is now working at greater depth standard Pupil B: rapid improvement in Maths Pupil C: good improvement in Reading Pupil D: rapid improvement in Maths and good improvement in Writing Pupil E: not made significant progress at all, although feedback from parent about confidence is encouraging Pupil F: stopped attending On this basis, we will continue to use external tuition for selected individuals.</p>
Dedicated time with teacher	<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.</p> <p><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</p> <p>Pupil interviews regarding confidence, what their targets have been and how they have progress</p>	<p>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. Internal tracking data for disadvantaged pupils shows encouraging outcomes, especially in Reading and Grammar, Punctuation and Spelling. We are confident that Writing and Maths will also show strong outcomes by the end of the year. Evidence for this is: Writing: federation-wide writing moderation which indicated very cautious teacher assessment, but in reality strong writing performance overall</p>
Invest in play therapy	To support pupils with complex and additional needs.		<p>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</p>

supporting their development.
 Parent feedback on play therapy:
*"When [my son] has had his play session he appears more relaxed and able to deal with his emotions more in school. * really struggles when he misses a session. He could really do with receiving this therapy in school holidays too in order to avoid any change which * does not cope with at all."*

Supporting speaking, listening, reading and writing skills
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.

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.
Education Endowment Foundation evidence: 5 months' extra progress can be made through oral language interventions.

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. One member of staff commented that:
'Early identification of children is allowing barriers to learning to be addressed in a timely manner'.
 All EYFS staff attended training in February 2018
 The format involved an explanation of word level understanding. Giving staff various activities for each developmental stage.
 Many misconceptions were discussed and a greater understanding was gained from the training.
 Staff responses included:
"This training helped me gain an greater understanding of building children's vocabulary and understanding."
"I found learning about the different word levels and activities very useful."
"The training will help me when providing interventions for children who struggle to understand one step instructions."
 The impact has been noticed both in interventions and general classroom practice in the areas of provision. Staff are more aware of the demands that we put on children when asking them to follow an instruction. They are more careful in their use of language and the use of information carrying words.

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 resources 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.
Education Endowment Foundation evidence: 5 months' extra progress.

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.
 The tables below show impact (and the second is the end of year; updated notes notes in black; note that changes may be due to pupil mobility):

Reading					Progress - % on track to meet				
Term:	0	1	2	3	Reading				
Y2 (4 pupils)	0		75		Term:	0	1	2	3
Y3 (5, 1 new)	0		20		Y2 (4 pupils)	0	0	75	50
Y4 (4, 1 new)	67		50		Y3 (5)	0	20	20	20
Y5 (3, 1 new)	0		33		Y4 (4)	67	50	50	50
Y6 (4)	50		75		Y5 (4)	0	25	25	25
					Y6 (4)	67	50	75	75

This table (above) relates to the proportion of disadvantaged pupils who are on track to reach ambitious estimates of attainment (Fischer Family Trust 20 estimates). In all but one cohort, the proportion has increased since the end of the previous year (column 0 relates to the end of the previous year; column 2 relates to the end of Spring Term).
 This remains the case: in all but one cohort, the proportion has increased since the end of the previous year.

Reading				Reading			
Term:	H	M	L	Term:	H	M	L
Y3 (2xMA, 3xLA)	0	3	2	Y3 MMLLL	0	3	2
Y4 (2xMA, 1xLA)	1	1	1	Y4 HMMML	2	2	1
Y5 (0xMA, 2xLA)	0	0	2	Y5 HMLL	1	0	3
Y6 (2xMA, 2xLA)	0	3	1	Y6 MMLL	0	3	1

This table (above) reflects longer term progress. It relates to the proportion of disadvantaged pupils who are regarded as higher / middle / lower attaining. By the end of Key Stage 1, the figures (also shown in blue) were:

- Y3: 2 mid and 3 lower attainers
- Y4: 2 mid and 1 lower attainers
- Y5: 2 lower attainers
- Y6: 2 mid and 2 lower attainers

In all but one cohort, there is a shift to a higher attainment group.

The second table (above) shows end of year assessments. Again, in all but one cohort, there is a shift to a higher attainment group.

Reading					Reading				
Term:	0	1	2	3	Term:	0	1	2	3
Y1 (2 pupils; GLD 50%)	50		50		Y1	50	50	50	50
Y2	75		100		Y2	75	75	100	75
Y3	25		60		Y3	25	60	60	60
Y4	67		75		Y4	67	75	75	80
Y5	0		33		Y5	0	25	50	25
Y6	50		75		Y6	67	50	75	75

This table (above) reflects in-year progress. It relates to the proportion of disadvantaged pupils who are working at age-related expectations, comparing the end of the previous year (column 0) and the end of Term 2 (column 2). In all but one year group which has remained static, there is a greater proportion at age-related expectations.

The second table (above) shows end of year assessments. In all but two year groups where proportions remain static, there is a greater proportion at age-related expectations.

To magnify this impact, Scholes (Elmet) will take part in a RIC project (part of a DfE-funded Strategic School Improvement project) to begin T3.1. All teaching staff trained. Aim to deliver 3 x per week.

Due to staffing issues this has not happened.

3 disadvantaged pupils are accessing the Catch-Up scheme. One pupil has improved TA from 2 to 3.
 4 disadvantaged pupils now access Catch-Up reading.
 50% of these pupils have improved their standardised scores; the other two have maintained their scores.

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

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).
Education Endowment Foundation evidence: 5 months' extra progress.

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																																																																																																																																							
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. 5 disadvantaged pupils use IDL programme – 60% have improved their reading scores.																																																																																																																																						
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	Due to resourcing issues this has not happened.																																																																																																																																						
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	46% at ARE or above at end of 2016-2017 56% at ARE T1.2 (17-18) See Reading data (above).																																																																																																																																						
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% at ARE or above at end of 2016-2017 69% at ARE at T1.2 (17-18) The tables below show impact: <table border="1"> <thead> <tr> <th colspan="5">GPS</th> <th colspan="5">GPS</th> </tr> <tr> <th>Term:</th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>Term:</th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>Y2</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Y3</td> <td>50</td> <td>20</td> <td></td> <td></td> <td>Y3</td> <td>50</td> <td>20</td> <td>20</td> <td>60</td> </tr> <tr> <td>Y4</td> <td>33</td> <td>25</td> <td></td> <td></td> <td>Y4</td> <td>33</td> <td>0</td> <td>0</td> <td>50</td> </tr> <tr> <td>Y5</td> <td>0</td> <td>67</td> <td></td> <td></td> <td>Y5</td> <td>0</td> <td>25</td> <td>50</td> <td>25</td> </tr> <tr> <td>Y6</td> <td>25</td> <td>75</td> <td></td> <td></td> <td>Y6</td> <td>33</td> <td>25</td> <td>50</td> <td>75</td> </tr> </tbody> </table> <p>This table (above) relates to the proportion of disadvantaged pupils who are on track to reach ambitious estimates of attainment (Fischer Family Trust 20 estimates). In Y3,4, there has been a drop (caused by pupil movement in and out of school). However, in Y5,6, there has been a substantial increase (by 'substantial', we mean an increase greater than one pupil and not exclusively caused by pupil movement). The second table relates to the same, but showing end-of-year assessments. In all four year groups, there is a rise in proportions of disadvantaged pupils who are on track to reach ambitious estimates of attainment (Fischer Family Trust 20 estimates).</p> <table border="1"> <thead> <tr> <th colspan="5">GPS</th> <th colspan="5">GPS</th> </tr> <tr> <th>Term:</th> <th></th> <th>H</th> <th>M</th> <th>L</th> <th>Term:</th> <th></th> <th>H</th> <th>M</th> <th>L</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td></td> <td>0</td> <td>3</td> <td>2</td> <td>Y3</td> <td>MMLLL</td> <td></td> <td>0</td> <td>3</td> <td>2</td> </tr> <tr> <td>Y4</td> <td></td> <td>1</td> <td>1</td> <td>1</td> <td>Y4</td> <td>HMMML</td> <td></td> <td>2</td> <td>2</td> <td>1</td> </tr> <tr> <td>Y5</td> <td></td> <td>0</td> <td>1</td> <td>1</td> <td>Y5</td> <td>HMMLL</td> <td></td> <td>1</td> <td>1</td> <td>2</td> </tr> <tr> <td>Y6</td> <td></td> <td>1</td> <td>3</td> <td>0</td> <td>Y6</td> <td>MMLL</td> <td></td> <td>1</td> <td>3</td> <td>0</td> </tr> </tbody> </table>	GPS					GPS					Term:	0	1	2	3	Term:	0	1	2	3	Y2	-	-	-	-	Y2	-	-	-	-	Y3	50	20			Y3	50	20	20	60	Y4	33	25			Y4	33	0	0	50	Y5	0	67			Y5	0	25	50	25	Y6	25	75			Y6	33	25	50	75	GPS					GPS					Term:		H	M	L	Term:		H	M	L	Y3		0	3	2	Y3	MMLLL		0	3	2	Y4		1	1	1	Y4	HMMML		2	2	1	Y5		0	1	1	Y5	HMMLL		1	1	2	Y6		1	3	0	Y6	MMLL		1	3	0
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This table (above) reflects longer term progress. It relates to the proportion of disadvantaged pupils who are regarded as higher / middle / lower attaining. By the end of Key Stage 1, the figures (also shown in blue) were:
 Y3: 2 mid and 3 lower attainers
 Y4: 2 mid and 1 lower attainers
 Y5: 2 lower attainers
 Y6: 2 mid and 2 lower attainers
 In all cohorts, there is a shift to a higher attainment group.
 The second table relates to the same, but showing end-of-year assessments. The letters refer to those who were high middle or lower attainers at the end of Key Stage 1. In all but one year group, there has been a shift to a higher attainment group.

GPS					GPS				
Term:	0	1	2	3	Term:	0	1	2	3
Y1	50		50		Y1	50	50	50	50
Y2	75		100		Y2	75	75	100	75
Y3	50		60		Y3	50	60	60	60
Y4	67		75		Y4	67	75	75	80
Y5	0		67		Y5	0	50	50	50
Y6	75		100		Y6	100	50	50	100

This table (above) reflects in-year progress. It relates to the proportion of disadvantaged pupils who are working at age-related expectations, comparing the end of the previous year (column 0) and the end of Term 2 (column 2). In all but one year group which has remained static, there is a greater proportion at age-related expectations.
 The second table relates to the same, but showing end-of-year assessments. In all but two year groups, which remained static, there has been a shift to a higher attainment group.

Supporting Maths skills
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.

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.
Education Endowment Foundation evidence: feedback can lead to 8 months' extra progress; smaller classes can lead to 3 months'.

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.

The tables below show impact:

Maths					Maths				
Term:	0	1	2	3	Term:	0	1	2	3
Y2	25		50		Y2	25	75	50	25
Y3	0		20		Y3	0	20	20	20
Y4	33		50		Y4	33	50	50	50
Y5	100		67		Y5	100	25	75	75
Y6	25		50		Y6	33	25	50	50

This table (above) relates to the proportion of disadvantaged pupils who are on track to reach ambitious estimates of attainment (Fischer Family Trust 20 estimates). In Y5, there has been a drop by one pupil. However, in other year groups there has been an increase.
 The second table relates to the same, but showing end-of-year assessments. There was a rise in all but one year group of proportions reaching ambitious estimates of attainment (Fischer Family Trust 20 estimates).

Maths				Maths					
Term:		H	M	L	Term:		H	M	L
Y3		0	3	2	Y3 MMLLL		0	3	2
Y4		0	2	1	Y4 HMMML		1	3	1
Y5		0	0	2	Y5 HMLL		1	1	2
Y6		1	0	3	Y6 MMLL		1	0	3

This table (above) reflects longer term progress. It relates to the proportion of disadvantaged pupils who are regarded as higher / middle / lower attaining.

By the end of Key Stage 1, the figures (also shown in blue) were:

Y3: 2 mid and 3 lower attainers

Y4: 2 mid and 1 lower attainers

Y5: 2 lower attainers

Y6: 2 mid and 2 lower attainers

There is a mixed picture here, although we believe this reflects historic issues.

The second table relates to the same, but showing end-of-year assessments – letters refer to end of Key Stage 1 prior attainment groups. The outcomes here reflect a mixed picture. For example, Y3 saw one pupil move from lower to mid-attaining; Y4 and Y5 saw no shift; and Y6 saw one mid-attaining pupil progress to higher attaining whilst another just missed a threshold and was assessed as lower-attaining.

Maths					Maths				
Term:	0	1	2	3	Term:	0	1	2	3
Y1	50		50		Y1	50	50	50	50
Y2	75		75		Y2	75	75	75	75
Y3	25		60		Y3	25	60	60	60
Y4	67		75		Y4	67	75	75	80
Y5	100		67		Y5	100	50	50	50
Y6	25		25		Y6	33	25	25	25

This table (above) reflects in-year progress. It relates to the proportion of disadvantaged pupils who are working at age-related expectations, comparing the end of the previous year (column 0) and the end of Term 2 (column 2). Not enough of a shift has happened so far within the year, and we will closely monitor this. (Across all pupils, there is a shift upwards – more pupils overall are working at age-related expectations – so we will more closely monitor the barriers to Maths learning that our disadvantaged pupils are facing.)

The second table relates to the same, but showing end-of-year assessments. Improvements can be seen in Y3 and Y4.

54% at ARE or above at end of 2016-2017

56% at ARE at T1.2 (17-18)

See above data. Also, in relation to arithmetic only:

Assessments for the four Y6 pupils have – for all four – increased by around 100% since November: average was 13/40 and most recently was 27/40 – and consistently so.

(From lower starting points, this represents greater progress than non-disadvantaged pupils.)

This may be due to the additional Maths teacher we have employed, impacting on a specific area of Maths (arithmetic, as shown here) and not yet at Maths overall (as shown above).

See above data.

A series of after-school professional development on approaches to arithmetic 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 Maths (specifically arithmetic, based on data analysis), and therefore improve learning outcomes for children in Maths.
Education Endowment Foundation evidence: 5 months' extra progress.

Attainment and progress: a higher proportion of children in end-of-year assessments who reach the expected standard in Maths

Continue Mathletics

To continue the Mathletics subscription

Staff feedback on

See above data.

program in class and at home	in order to boost maths skills in Key Stage 1 and Key Stage 2. <i>Education Endowment Foundation evidence: 4 months' extra progress.</i>	engagement and learning behaviour	
Include Athletics as part of Breakfast Club which runs for two mornings each week	To boost maths and reasoning skills (Breakfast Club – see below).	Staff from the OOSC feedback on engagement and learning behaviour	Due to resourcing issues this has not happened.
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 YR-Y2 going to Yorkshire Playhouse – Crumble's Search for Christmas <i>'[Pupil] enjoyed going. She liked sitting up high and could see everything. She loved the book which came with the visit and has read it every night.'</i>
Buy in services of various organisations: Roundhay Music - individual music tuition 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 by PP. Children were asked: <i>'I feel good and confident whilst playing'</i> <i>'It has helped me to concentrate on my lesson – I keep my hands on my guitar'</i> <i>'Music helps me to focus'</i>
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	2 disadvantaged children have had Mindfulness after school club paid for. Both students have history of anxiety and low self-esteem. Both children have maintained good or better attainment in Reading, Writing and Maths alongside higher expectations.
Our pupils enjoy a residential in Year 4 and Year 6. Disadvantaged pupils may have this subsidised: the Year 4 residential is fully	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	Pupil feedback	Two pupils had Y6 residential subsidised.

subsidised (50% from pupil premium, 50% from PE premium); the Year 6 one is partly subsidised.	development, part of SMSC). <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>		
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. Book scrutiny shows that metacognition is widely used across the school. Learning conversations show that children are able to articulate the learning, challenge and success. Leeds School Improvement Advisor (08.12.18): <i>'[There has been] a remarkable shift in pupil confidence and ability to talk about learning. On this occasion, pupils were clear about the impact tighter success criteria had on their learning. Likewise, they were far more confident in their ability to talk about their responses to marking... and how this embeds learning. The pupils were equally well-informed in their understanding of how teachers are providing them with a series of lessons on the same concept and how this builds a clear learning journey.'</i>
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)	More, and better, parents' input in learning journeys, and therefore in their child's learning, has been seen. More parents of disadvantaged pupils have attended EYFS learning workshops.
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 enjoying and achieving at school. Parental aspirations may be low – another barrier, although quite rare in our school.</i>			
Offer parent workshops, coffee mornings (focus: homework, learning resources etc) and focused invites to open mornings	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>	Attendance at workshops and coffee mornings and parental feedback about impact it has had.	Several workshops have been run during the year. Very few parents of disadvantaged children have attended. Although we have evidence of better engagement amongst parents of children in EYFS, this is an area which needs more targeted work next year.
Offer Drop-In parent workshops for those parents who may be experiencing some challenges at home / with parenting	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>	Parents/carers' attendance at the Drop-In sessions Gather feedback from parents/carers Longer-term, experience fewer parents/carers seeking help or advice too late	Host to EPOS team for drop-in session. 3 families accessed this provision. Promotion of support group for parents of anxious children. 1 family accessed. 1 family referred through to EPOS extended services cluster for support around behaviour management.
Learning bags –	To provide opportunities for learning to	Attainment and progress –	<i>'[Pupil] was really pleased to get the bag and was excited to look inside. We have</i>

resources to develop parent-child interaction and engagement in learning at home	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>	more children reaching age related expectations Staff feedback on engagement and learning behaviour	<i>played with most of the activities. There was a good balance of activities, age appropriate and easy to use'.</i>
Letterbox Club for three selected children, where a child receives at home each month (May – October) a parcel of literacy and numeracy materials Pupils are (redacted): [REDACTED]	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/	Attainment and progress – compare progress for the three selected children reaching age related expectations	Only 1 out of 3 seemed to make accelerated progress. After reviewing impact it has been decided to continue funding 3 bags and review at the end of the year. Still 1 out of 3 children seem to be making accelerated progress at end of T2.2. However, accounts from the families are that these packages are well received and cause a flurry of excitement, which we hope will impact on a love of reading, and in the longer term reading skills. This is a narrow evidence base and therefore we will continue to fund in 2018-19 with different children.
Story Hunters (Year 4 selected children) Pupils are (redacted): [REDACTED]	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-happening/blogs/2017/may/how-story-hunters-makes-a-difference-theres-a-real-buzz/	Attainment and progress – compare progress for the selected children reaching age related expectations	5 children are accessing this provision. This intervention has not shown quantifiable impact but may have engaged children in reading. Regardless of this, Book trust are not running this scheme in 2018-19, so we may invest more in Letterbox Club.
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	Pupil feedback forms evidence that memorable experiences have provided highlights and excitement for children – they matter.
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	This has not happened due to school capacity in relation to other children with needs.

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>

Contribute to the replenishment of the school library and software to check-in/out books			To promote reading at home. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Pupil feedback
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