

Pupil Premium Strategy Statement for Zetland Primary 2018/19

Pupil Premium Awards 2015
National Finalist
Primary schools and others
with published KS2 results

| 1. Summary information | | | | | |
|------------------------|-----------------|----------------------------------|----------|--|--------|
| School | Zetland Primary | | | | |
| Academic Year | 2017/18 | Total PP budget | £118 800 | Date of most recent PP Review | Sep 18 |
| Total number of pupils | 241 | Number of pupils eligible for PP | 90 | Date for next internal review of this strategy | Oct 19 |

Performance Data 2017/18

KEY STAGE 2 2018 Zetland Primary

2018 National Data is 2017
2018 not available till Sep18



Disadvantage Analysis (vs National)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

| PERFORMANCE DATA Expected Standard | | 2018 | | | KEY: The graphs below show the difference between Disadvantaged Pupils in school compared to Other Pupils, All Pupils and Disadvantaged Pupils Nationally |
|---|----------------------------------|--------|-------|-------|---|
| No. of pupils | | Boys | Girls | Total | |
| School | Disadvantage | 16 | 14 | 30 | |
| | SEN | 6 | 9 | 15 | |
| | EAL | 1 | 2 | 3 | |
| | LAC | 0 | 0 | 0 | |
| SPaG* TEST | School Dis | 100.0% | 88.9% | 93.3% | |
| | National Other | 78.0% | 86.0% | 82.0% | |
| | GAP School Dis vs National Other | 22.0% | 2.9% | 11.3% | |
| | National All | 73.0% | 82.0% | 78.0% | |
| | National Dis | 61.0% | 72.0% | 66.0% | |
| READING TEST | School Dis | 100.0% | 88.9% | 93.3% | |
| | National Other | 74.0% | 80.0% | 77.0% | |
| | GAP School Dis vs National Other | 26.0% | 8.9% | 16.3% | |
| | National All | 71.0% | 79.0% | 75.0% | |
| | National Dis | 56.0% | 64.0% | 60.0% | |
| MATHS TEST | School Dis | 100.0% | 77.8% | 86.7% | |
| | National Other | 80.0% | 80.0% | 80.0% | |
| | GAP School Dis vs National Other | 20.0% | -2.2% | 6.7% | |
| | National All | 75.0% | 76.0% | 76.0% | |
| | National Dis | 63.0% | 64.0% | 63.0% | |
| WRITING TA | School Dis | 100.0% | 77.8% | 86.7% | |
| | National Other | 76.0% | 87.0% | 81.0% | |
| | GAP School Dis vs National Other | 24.0% | -9.2% | 5.7% | |
| | National All | 72.0% | 84.0% | 78.0% | |
| | National Dis | 58.0% | 74.0% | 66.0% | |
| RWM** TEST (Reading / Maths) TA (Writing) | School Dis | 100.0% | 77.8% | 86.7% | |
| | National Other | 64.0% | 71.0% | 67.0% | |
| | GAP School Dis vs National Other | 36.0% | 6.8% | 19.7% | |
| | National All | 60.0% | 68.0% | 64.0% | |
| | National Dis | 43.0% | 52.0% | 48.0% | |

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

Zetland Primary

KS1 2014 - KS2 2018



Pupil Premium Analysis - diminishing the difference

KS1-KS2 Progress Scores

| PERFORMANCE DATA Progress Scores | | 2018 | | | The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis) |
|-------------------------------------|----------------------------------|-------|-------|-------|---|
| No. of pupils | | Boys | Girls | Total | |
| Pupil Premium | PP | 15 | 14 | 29 | |
| | SEN | 6 | 9 | 15 | |
| | EAL | 1 | 2 | 3 | |
| | LAC | 0 | 0 | 0 | |
| READING TEST | School Disadvantage | 2.72 | 1.05 | 1.72 | |
| | National Other | -0.10 | 0.70 | 0.33 | |
| | GAP School Dis vs National Other | 2.82 | 0.35 | 1.39 | |
| | National All Pupils | -0.10 | 0.40 | 0.00 | |
| | National Dis | -1.00 | -0.50 | -0.70 | |
| WRITING TA | School Disadvantage | 1.14 | 1.08 | 1.10 | |
| | National Other | -0.70 | 1.00 | 0.10 | |
| | GAP School Dis vs National Other | 1.84 | 0.08 | 1.00 | |
| | National All Pupils | -0.80 | 0.80 | 0.00 | |
| | National Dis | -1.10 | 0.60 | -0.30 | |
| MATHS TEST | School Disadvantage | 2.86 | -0.08 | 1.10 | |
| | National Other | 0.90 | -0.40 | 0.20 | |
| | GAP School Dis vs National Other | 1.96 | 0.32 | 0.90 | |
| | National All Pupils | 0.60 | -0.60 | 0.00 | |
| | National Dis | 0.10 | -1.10 | -0.50 | |

KEY STAGE 2 2018 Zetland Primary

2018 National Data is 2017
2018 not available till Nov18



Pupil Characteristics Analysis

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

| PERFORMANCE DATA Expected Standard | SCHOOL 2018 | | | | | | NAT 2018 |
|---------------------------------------|---------------|------------|--------------|------------|------------|--------|----------|
| | No. of Pupils | SPaG* TEST | Reading TEST | Writing TA | Maths TEST | RWM** | RWM** |
| ALL | 30 | 90.0% | 93.3% | 90.0% | 86.7% | 86.7% | 84% |
| Boys | 16 | 93.8% | 100.0% | 100.0% | 93.8% | 93.8% | 60% |
| Girls | 14 | 85.7% | 85.7% | 78.6% | 78.6% | 78.6% | 68% |
| Disadvantage | 15 | 93.3% | 93.3% | 96.7% | 86.7% | 86.7% | 48% |
| Other | 15 | 86.7% | 93.3% | 93.3% | 86.7% | 86.7% | 67% |
| SEN | 5 | 80.0% | 80.0% | 60.0% | 40.0% | 40.0% | 18% |
| No SEN | 25 | 92.0% | 96.0% | 96.0% | 96.0% | 96.0% | 70% |
| EAL | 2 | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 58% |
| Non EAL | 28 | 89.3% | 92.9% | 89.3% | 85.7% | 85.7% | 62% |

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

Percentage of pupils achieving high standard (high score SATs or GDS Writing TA)

| PERFORMANCE DATA High Standard | SCHOOL 2018 | | | | | | NAT 2018 |
|-----------------------------------|---------------|------------|--------------|------------|------------|-------|----------|
| | No. of Pupils | SPaG* TEST | Reading TEST | Writing TA | Maths TEST | RWM** | RWM** |
| ALL | 30 | 26.7% | 26.7% | 23.3% | 26.7% | 6.7% | 10% |
| Boys | 16 | 25.0% | 25.0% | 18.8% | 43.8% | 12.5% | 8% |
| Girls | 14 | 28.6% | 28.6% | 28.6% | 7.1% | 0.0% | 12% |
| Disadvantage | 15 | 33.3% | 33.3% | 20.0% | 13.3% | 6.7% | 4% |
| Other | 15 | 20.0% | 20.0% | 26.7% | 40.0% | 6.7% | 11% |
| SEN | 5 | 0.0% | 20.0% | 0.0% | 0.0% | 0.0% | 1% |
| No SEN | 25 | 32.0% | 28.0% | 28.0% | 32.0% | 8.0% | 10% |
| EAL | 2 | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 8% |
| Non EAL | 28 | 28.6% | 28.6% | 25.0% | 21.4% | 7.1% | 9% |

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

Average scaled score

| PERFORMANCE DATA Avg. scaled score | SCHOOL 2018 | | | National 2018 | | |
|---------------------------------------|---------------|------------|--------------|---------------|------------|--------------|
| | No. of Pupils | SPaG* TEST | Reading TEST | Maths TEST | SPaG* TEST | Reading TEST |
| ALL | 30 | 107.3 | 106.8 | 106.3 | 106 | 105 |
| Boys | 16 | 107.4 | 107.2 | 107.4 | 105 | 104 |
| Girls | 14 | 107.2 | 106.3 | 105.1 | 107 | 106 |
| Disadvantage | 15 | 107.9 | 107.4 | 106.3 | 104 | 101 |
| Other | 15 | 106.7 | 106.3 | 106.4 | 107 | 105 |
| SEN | 5 | 106.3 | 107.0 | 102.3 | 98 | 97 |
| No SEN | 25 | 107.4 | 106.8 | 107.0 | 107 | 105 |
| EAL | 2 | 107.0 | 104.5 | 112.0 | 107 | 103 |
| Non EAL | 28 | 107.3 | 107.0 | 105.9 | 106 | 104 |

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

KEY STAGE 1 2016-2018 Zetland Primary

2018 National Data is 2017
2018 not available till Oct18



School Disadvantage vs National

Percentage of pupils working at expected standard or greater depth

Disadvantage Analysis

| PERFORMANCE DATA | | 2016 | | | 2017 | | | 2018 | | |
|-------------------|----------------------------------|------|-------|-------|------|-------|-------|------|-------|-------|
| | | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| No. of pupils | All | 13 | 10 | 23 | 12 | 18 | 30 | 18 | 12 | 30 |
| School Dis Cohort | PP | 5 | 5 | 10 | 5 | 4 | 9 | 7 | 8 | 15 |
| | SEN | 1 | 3 | 4 | 4 | 0 | 4 | 2 | 1 | 3 |
| | EAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | LAC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| READING TA | School Disadvantage | 80% | 40% | 60% | 20% | 100% | 56% | 71% | 88% | 80% |
| | National Other | 73% | 81% | 77% | 75% | 83% | 79% | 75% | 83% | 79% |
| | GAP School Dis vs National Other | 7% | -41% | -17% | -55% | 17% | -23% | -4% | 5% | 1% |
| | National All Pupils | 70% | 78% | 74% | 71% | 80% | 76% | 71% | 80% | 76% |
| | National Dis | 54% | 65% | 60% | 58% | 69% | 63% | 58% | 69% | 63% |
| WRITING TA | School Disadvantage | 80% | 40% | 60% | 20% | 100% | 56% | 71% | 75% | 73% |
| | National Other | 61% | 75% | 68% | 66% | 79% | 72% | 66% | 79% | 72% |
| | GAP School Dis vs National Other | 19% | -35% | -8% | -46% | 21% | -16% | 5% | -4% | 1% |
| | National All Pupils | 59% | 73% | 65% | 62% | 75% | 68% | 62% | 75% | 68% |
| | National Dis | 42% | 58% | 50% | 47% | 63% | 54% | 47% | 63% | 54% |
| MATHS TA | School Disadvantage | 60% | 40% | 50% | 40% | 100% | 67% | 71% | 75% | 73% |
| | National Other | 74% | 76% | 75% | 78% | 80% | 79% | 78% | 80% | 79% |
| | GAP School Dis vs National Other | -14% | -36% | -25% | -38% | 20% | -12% | -7% | -5% | -6% |
| | National All Pupils | 72% | 74% | 73% | 74% | 76% | 75% | 74% | 76% | 75% |
| | National Dis | 56% | 59% | 58% | 61% | 64% | 62% | 61% | 64% | 62% |
| SCIENCE TA | School Disadvantage | 60% | 40% | 50% | 40% | 100% | 67% | 71% | 88% | 80% |
| | National Other | 82% | 86% | 84% | 84% | 88% | 86% | 84% | 88% | 86% |
| | GAP School Dis vs National Other | -22% | -46% | -34% | -44% | 12% | -19% | -13% | -1% | -6% |
| | National All Pupils | 79% | 84% | 82% | 80% | 85% | 83% | 80% | 85% | 83% |
| | National Dis | 65% | 72% | 69% | 68% | 75% | 71% | 68% | 75% | 71% |

Year 1 Phonics Pupil Premium Outcomes

KEY STAGE ONE PHONICS YEAR ONE

Zetland Primary
(DfE No. 2224)

2018 National Data is 2017
2018 not available till Oct18



School Disadvantaged vs National - Phonics Screening 2016-2018 - the expected standard - 32 out of 40

| Zetland Primary | | 2016 | | | 2017 | | | 2018 | | |
|---|----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Number of Pupils | ALL | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| School Disadvantaged Cohort | School Disadvantage | 4 | 4 | 8 | 6 | 8 | 14 | 3 | 4 | 7 |
| | SEN | 2 | 0 | 2 | 2 | 0 | 2 | 1 | 2 | 3 |
| | EAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | LAC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL | | | | | | | | | | |
| Phonics Analysis | | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| Percentage achieving the expected standard | School Disadvantage | 25.0% | 100.0% | 62.5% | 66.7% | 62.5% | 64.3% | 100.0% | 25.0% | 57.1% |
| | National Other | 79% | 86% | 83% | 81% | 87% | 84% | 81% | 87% | 84% |
| | GAP School Dis vs National Other | -54.0% | 14.0% | -20.5% | -14.3% | -24.5% | -19.7% | 19.0% | -62.0% | -26.9% |
| | National All Pupils | 77% | 84% | 81% | 78% | 85% | 81% | 78% | 85% | 81% |
| | National Disadvantage | 64% | 74% | 69% | 65% | 75% | 70% | 65% | 75% | 70% |

EYFS Pupil Premium Outcomes

EARLY YEARS FOUNDATION STAGE

Zetland Primary
(DfE No. 2224)

2018 National Data is 2017
2018 not available till Oct18



EYFS 2016-2018 - Disadvantage Analysis by Gender

EYFS 2016-2018 - Good Level of Development Analysis

| Zetland Primary | | 2016 | | | 2017 | | | 2018 | | |
|---------------------------|----------------------------------|--------|-------|-------|--------|--------|--------|--------|-------|--------|
| Number of Pupils | ALL | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| School Disadvantage | School Disadvantaged | 5 | 7 | 12 | 3 | 6 | 9 | 9 | 0 | 9 |
| | SEN | 3 | 0 | 3 | 1 | 1 | 2 | 3 | 0 | 3 |
| | EAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | LAC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GOOD LEVEL OF DEVELOPMENT | School Disadvantaged | 40.0% | 85.7% | 66.7% | 33.3% | 33.3% | 33.3% | 55.6% | | 55.6% |
| | National Other | 65.0% | 79.0% | 72.0% | 67.0% | 80.0% | 73.0% | 67.0% | 80.0% | 73.0% |
| | GAP School Dis vs National Other | -25.0% | 6.7% | -5.3% | -33.7% | -46.7% | -39.7% | -11.4% | | -17.4% |
| | National All Pupils | 62.0% | 77.0% | 69.0% | 64.0% | 78.0% | 71.0% | 64.0% | 78.0% | 71.0% |
| | National Disadvantage | 46.0% | 63.0% | 54.0% | 48.0% | 64.0% | 56.0% | 48.0% | 64.0% | 56.0% |

2. Current attainment

| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
|---|--------------------------------------|---|
| % achieving in reading, writing and maths | 87% | 67% |
| % making progress in reading | 1.72 | 0.3 |
| % making progress in writing | 1.10 | 0.10 |
| % making progress in maths | 1.10 | 0.20 |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
|--|---|---|
| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | | |
| A. | Weaker language and communication skills . Difficulties in basic literacy and numeracy skills. Low attainment in academic and social skills on entry into nursery: pupils are below the national average for age related expectations in the Early Learning Goals particularly in PRIME areas of learning – speaking and listening, social development, early literacy and numeracy skills | |
| B. | The need to make accelerated progress in core Literacy and Numeracy skills from these starting points in order to close the gap with their peers and leave the primary age with an ability to educationally compete at secondary school | |
| C. | An individual child centred approach so that the individual child’s specific needs are met | |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | | |
| D. | Inconsistent parenting skills/ some low level aspirations resulting in issues impacting on social and emotional development, presentation for school, health, and educational success Inconsistent attendance and punctuality rates show PP below children below national average and recommendations levels of good attendance being 96% (94.4%) | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Precise and targeted action plans to be formulated for vulnerable Pupil Premium pupils which will indicate the required intervention/focused support to address barriers to learning. Plans to be reviewed at least termly to assess the impact of the provision . | Pupils diminish the difference in their gaps in learning to other pupils. The provision shows an effective impact to address the area of need. Fast fail response used if the support provided is not meeting need and adjusted accordingly. Assessments including testing highlight gaps in learning which adjust planned support |
| B. | Improved language, communication, reading , writing and maths skills in EYFS to rapidly close gaps in learning at the point of entry into school | Additional focused intervention for all identified pupils who are assessed at below or well below. BLAST 1 and BLAST 2 delivered to all identified Pupil Premium children. Additional one to one/small group sessions for reading, letter formation, basic numeracy and shape and space. All parents to attend Reading Workshops to support reading at home |
| C. | Pupil Premium children diminish difference in phonics to National Other | Additional phonics sessions provided. Regular assessment ensures the phonic phase taught is at the correct level. Resources and phonic sessions are engaging, promoting active learning. Phonic blends are reinforced in literacy sessions including guided writing and reading |
| D. | Higher attaining Pupil Premium children convert to greater depth or higher standards with specific emphasis on writing on KS1 and Maths KS2 | High quality teaching and learning strategies used appropriately high expectations/models of work engage and provide standard, pitch pace and delivery provides appropriate challenge. Feedback, peer tutoring, |

| | | |
|-----------|--|--|
| | | active learning strategies show high pupils engagement. Higher attaining pupils receive focused intervention and additional support. High staffing levels lead to smaller groups to ensure effective differentiation. |
| E. | Improved attendance for Pupil Premium children including improved pupil and parental attitudes. Attendance rates (2017/18) were below National expectations at 94.4%. This causes vital missed learning experiences/ leading to gaps in learning and the need for "catch up". Inconsistent attendance can lead to instability and anxiety. Throughout year 17/18 we have employed an attendance officer to support a close monitoring system of tracking, alerting and challenging parents when attendance drops below 96%. One to one parent meetings are used to work with parents. All staff inform parents of termly attendance at termly parents evening. | Improve attendance for pupils eligible for PP to being in line with expected levels of 96%, Closely track PP children and challenge absence levels. Review rewards and celebration culture of attendance from EYFS upwards. KS1 and 2 pupils track their own attendance and have greater awareness and ownership. |
| F. | Address issues affecting Pupil Premium children emotional and mental well being so that pupils and families feel well supported by school and any barriers to learning are reduced through effective support. | School to use 2 Emotional Support Literacy Assistants to work with identified pupils on individual needs. Attitudes to learning improve as a result of improved self esteem/ reduced stress. Wider agencies such as school nursing service, counselling (Link), Young Carers, Early Help engaged. Monthly Safeguarding reviews ensure children are identified and supported quickly. |

| 5. Planned expenditure | | | | | |
|--|---|--|--|----------------------------|--------------------------------------|
| Academic year | | 2018/19 | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| High quality, engaging lessons and active learning strategies ensure children understand what they are leaning and what they need to do next to make progress (ABCD) | Effective questioning, peer tutoring, precise, timely and effective feedback, to small groups, one to one based on outcomes in lesson or written evidence to ensure good progress and understanding is made Curiosity Approach to be used in EYFS (particularly EYFS1) to promote independence | High quality teaching and feedback in small groups, with some one to one support throughout school diminishes the difference in pupils attainment by effectively addressing gaps in learning Education Endowment Foundation https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ reflect success of collaborative learning peer tutoring, one to one feedback, | Regular monitoring of Pupil Premium children’s performance I through Effective marking and feedback PPA team meetings (weekly) Standards meetings termly Termly monitoring of PP children through the assessment trackers | SE PR JC KL MC | Termly Standards Meeting |

| | | | | | |
|---|--|---|---|------------|--|
| | | individualised instruction, feedback ,emotional and social learning | | | |
| Curriculum is well planned meaningful, engaging and has high quality learning experiences to, provide motivation and the means to acquire secure understanding of learning outcomes. Parents are involved in their child's learning through opportunities provided in school (ABCD) | Weekly PPA meetings respond to outcomes in the work taught and adjust so that is quickly responsive to need Termly team planning days ensure the curriculum is well planned, enabling planned work to be responsive to identified needs as shown in assessment trackers Resources are current and reflect in school need (ICT/reading/maths) | School performance over a significant period of time including the last 3 years since the implementation of the Primary Curriculum shows high performance of Pupil Premium children by the end of Key Stage 2 results. The outcomes reflect a curriculum which engages, motivates and effectively supports pupil's learning. | PPA weekly in teams Marking used to inform planning Team planning days delivered once per term to be responsive to assessment outcomes and ensure curriculum is well planned with resources, learning experience including learning outside the classroom planned for | All staff | Termly Standards meetings Planning day Assessment time for Assessment Trackers |
| Total budgeted cost | | | | | £20 362 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation |

| | | | | | |
|--|--|--|--|---------------------------------------|--|
| <p>The attainment and progress gaps between identified Pupil Premium children close to diminish the difference to National Other in end of EYFS and Key Stage results</p> <p>Pupil Premium children from middle to high Prior Attaining Groups make good progress to secure higher levels in writing and maths</p> <p>(ABCD</p> | <p>High staffing levels mean small group intervention and focused support for identified pupils</p> <p>High quality intervention, feedback and support quickly closes gaps in learning and secures understanding</p> <p>Speech and Language Intervention for all vulnerable pupils showing S and L issues</p> | <p>High quality teaching and feedback in small groups or one to one throughout school ensure that identifies pupils receive effective support.</p> <p>EEF recognises the success of Early Years Intervention, Reading comprehension strategies, phonics, collaborative learning, communication and language approaches use of parental engagement</p> <p>Effective use of TAs when involved in the assessment and delivery of learning sequences to achieve clearly understood outcomes</p> <p>Structured Conversation methodology/approach (Achievement for All)</p> <p>All Nursery intake have a home-school visit by EYFS staff</p> <p>All TA staff work an additional 30 minutes at the end of the day to support marking and assessment</p> | <p>The use of staff is well planned for and responsive to need so that Pupil Premium children receive effective interventions and additional support in order to close gaps in learning and diminish the difference as a result</p> <p>Raising Attainment Plans reflect the support planned for and assessment of the intervention so that fast fails and best practice can guide effective support</p> <p>Structured Conversation (Achievement for All) used to support identified pupils with clear targets and support engaging parents in their child's learning</p> <p>Maths, Literacy and PPG governor leads track identified PP children in each phase, are able to provide effective feedback to influence support received. Outcomes are known and next steps understood</p> <p>Subject leaders assess effectiveness of wider curriculum for PP including outcomes in books and Pupil Voice</p> | <p>SE PR JC KL MC</p> | <p>Team meetings and termly reviews</p> <p>Calendared PP enquiry sessions with maths/ literacy and PPG</p> <p>Subject leader reviews include PP children to assess outcomes</p> <p>Time for Pupil Premium Champion to assess provision</p> |
|--|--|--|--|---------------------------------------|--|

| <p>Improved attendance for PP children to be in line with 96% expected</p> <p>E</p> | <p>Review attendance rewards to be more motivation for pupils so that they have improved attitudes to attendance</p> <p>Quickly respond to attendance issues through weekly tracking/ monitoring and implementation of Attendance Procedures</p> <p>Build positive relationships with families who have attendance issues to improve outcomes</p> <p>Pupils in Y 5 and 6 are encouraged to begin school early Tuesday/Wednesday/Thursday ensuring they are in school and make a fast start to the school day</p> | <p>High levels of attainment and progress are unable to be achieved if pupils are not in school and miss vital learning sequences</p> | <p>Weekly attendance Reviews by VR inform SE and Jill Benson (Attendance Officer)</p> <p>Individual PP children tracked</p> <p>Attendance rewards reviewed by School Council and re-launch of reward system to improve ownership (children stamp weekly card which can be 2 cashed in" or saved for a better prize by banking full weeks in school)</p> | <p>All staff JT</p> | <p>End of term – pupils questionnaire</p> |
|---|--|---|--|--------------------------|--|
| <p>Total budgeted cost</p> | | | | | <p>£70 788</p> |
| <p>iii. Other approaches</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation?</p> |
| <p>Address issues effecting pupils' mental and emotional health and well being</p> <p>F</p> | <p>2x Emotional Literacy Support Assistants + Kidsafe</p> <p>Use of Early Intervention Worker to work with identified pupils/families to support individual need. Families/pupils can then be sign posted to other relevant support if required</p> | <p>Children will not learn effectively if they are not emotionally prepared. Skill such as resilience, determination and concentration are impaired by stress and anxiety. Pupils' self-esteem and issues I school or at home need to be addressed for effective learning to take place</p> | <p>Monthly Safeguarding audit tracks the services/interventions used to support vulnerable pupils</p> | <p>SE</p> | <p>Ongoing</p> |

| | | | | | |
|--|---|---|---|-------------|-----------------|
| | <p>Additional support staff to help with social games at dinner and break</p> <p>Pupils to access the Duke of Cornwall scheme to encourage citizenship skills and develop self-esteem/confidence</p> | | | | |
| <p>Ensure PP children can access Breakfast club gaining a healthy and positive start to the morning</p> <p>E/F</p> | <p>Breakfast club is priced at a non profit/reduced amount (£1 per day) supporting children to make a positive start</p> <p>Good attendance for children accessing Breakfast Club</p> <p>Dinner time club supports behaviour and enables homework to be supported</p> | <p>Pupil will be more ready for the day ahead</p> <p>Pupil will be settled and ready for learning</p> | <p>Breakfast Club staff regularly report to SE/PR/T</p> | <p>SO'C</p> | <p>On going</p> |
| Total budgeted cost | | | | | £24 630 |

| 6. Review of expenditure | | | | |
|--------------------------------|------------------------|--|--|----------------------|
| Previous Academic Year 17/18 | | | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost £ 90 973 |

| | | | | |
|---|---|--|---|-----------------------|
| <p>Focused support for individual pupils / small groups to diminish differences so that good progress was made to achieve targets set</p> | <p>Focused and planned interventions</p> <p>High staffing to ensure low pupil ratio focusing on school priorities in each phase</p> | <p>EYFS</p> <ul style="list-style-type: none"> EYFS results show improving trend for GLD from 2014 (40%) to 2016 with PP in line with non PP GLD (67% /63%) for 2016. Improved outcomes from 2017 33%)to 56%. There remains a gap of 17% to National other (56% to 73%). <p>PHONICS</p> <ul style="list-style-type: none"> 57% achieved the expected standard a gap of 27% to national other (81%). However 3/8 are SEND pupils are Pupil Premium <p>KS1</p> <ul style="list-style-type: none"> School Disadvantaged pupils attained 80% reading in line with National Other, 79%, 73% in Writing in line with National Other 72%, and 73% in maths below National Other 79% and 67% in RWM <p>KS2</p> <ul style="list-style-type: none"> At the Expected Level Disadvantaged KS2 pupils' attainment was above Nation Average for Non-Pupil Premium children in Reading, Writing and Maths and RWM combined At the High Standard Disadvantage pupils' attainment was in line with National Other in Writing, above in Reading and below in Maths, SPAG and RWM combined 100% of Pupil Premium children from the middle and above PAG group achieved Expected Standard+ in RWM <p>Whole School</p> <ul style="list-style-type: none"> Staff understood needs of individual Pupil Premium and supported those successfully | <p>Girls higher ability – characteristics to learning show that girls are not as equipped as boys in dealing with pressures and gaining the same depth of understanding in maths</p> <p>Consider tutoring of higher ability girls</p> <p>Raised awareness of performance of higher ability girls in maths and potential strategies' which may be helpful to ensure conversion from KS1 PAG scores</p> <p>Writing at greater depth continues to be a focus area for school</p> <p>Reading continues to be a strength – increased staff trained in Better Reading for academic year 2017/18</p> | |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| <p>Curriculum is well planned, resourced, responsive to assessments and motivates meaningful learning</p> | <p>Broad and balanced curriculum reinforces application of skills to secure learning</p> <p>Resources effectively support pupils' needs met</p> | <p>Positive school questionnaires</p> <p>Results continue successful trend</p> <p>Curriculum is meaningful and motivates pupil's leaning</p> <p>Active learning strategies are used within daily teaching</p> <p>Ref Educational Endowment Foundation Tool Kit: https://educationendowmentfoundation.org.uk/evidence-summaries/.</p> | <p>Team planning is essential and needs to be strategically organised prior to standards meetings</p> | <p>£11 405</p> |

| iii. Other approaches | | | | |
|---|--|---|--|----------------|
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Attendance for Pupil Premium children is in line with National expectation of 96% | <p>Implement new attendance procedures including working with Attendance Officer</p> <p>Attendance of pupils provided 3x per year to parents at Parent's evening</p> <p>Good attendance habits create at EYFS with renewed rewards and certificates / higher engagement of parents</p> | No – this did not have the expected impact with PP attendance at 94.4% . Holidays increase throughout the year. | <p>Children need greater ownership of their own attendance</p> <p>Renewed attention of incentives to improve good attendance habits</p> | £ 4761 |
| Support for children's emotional health and well being | <p>Early Help approach for children and parents to support children's emotional health and well being</p> <p>ELSA and Early Help Support Worker</p> <p>Breakfast Club to support healthy start of the day</p> <p>Lunch club for homework/other playtime choices</p> | <p>Yes children accessing these interventions make positive progress in school from starting points</p> <p>Reference CPOMS Case studies</p> | <p>Continue to provide this support</p> <p>Develop wider whole school understanding of response to mental an physical health through rolling out Kidsafe program</p> | £11 661 |

7. Additional detail

- Zetland Primary has been awarded in the Pupil Premium Awards 2015: Primary Schools and others with published KS2 results. National Finalist North East
- School received a letter form the Secretary of State for Education in February 2017 commending the school for being placed in the top 3% of schools nationally for progress achieved between KS1 and 2