



1859

**Pupil Premium
Awards 2015
National Finalist**

Primary schools and others
with published KS2 results

Zetland Primary

Pupil Premium Strategy and Impact Document

2016-17

CONTINUE TO NARROW THE ACHIEVEMENT GAP BETWEEN DISADVANTAGED GROUPS AND THEIR PEERS A PUPIL PREMIUM STRATEGY

Possible barriers to educational success:

- School deprivation indicator is placed in the highest quintile (0.31 compared to national 0.21) 2015-16 figures (Raise on line)
- Last year FSM was double to NA of 50.2% to 25.2 %. 2015-16 figures (Raise on line)
- Parental unfamiliarity with the school environment, teaching methods and expectations with lack of parental expectations about how education can positively impact upon their child's life chances
- Parental reluctance to engage with school
- Inconsistent parenting skills resulting in issues impacting on social and emotional development, presentation for school, health, and educational success
- Inconsistent school attendance from Nursery onwards
- Low attainment in academic and social skills on entry into nursery: pupils are well 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
- Language and Communication skills on entry to school at EYFS 1 (Nursery) are significantly lower than what would be regarded as typical for many children of a similar age
- 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
- School stability figure is lower than NA 83% to 85% showing the population is more transient than the NA (Raise on line)
- Low levels of employment
- Pupils have limited learning opportunities and wider experiences

Impact of current provision for Pupil Premium children Academic Year 2015-16 (also ref to Pupil Premium review)

EYFS

- EYFS results show improving trend for GLD from 2014 (40%) to 2016 with PP in line with non PP GLD (67% /63%) for 2016

KS1

- For KS 1 disadvantaged pupil, attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils (Raise on line 1)

KS2

- Disadvantaged KS2 pupils' progress in all subjects was significantly above average overall for reading, writing and maths placing school, in the top 10% nationally (Raise on line)
- Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in reading and mathematics

Priorities

- Maintain improving trends of GLD in EYFS and close the gap further to NA
- Improve outcomes for Pupil Premium boys to close the learning gap towards National Average
- Improve outcomes for PP children including boys in maths and Pupil Premium girls in RWM so that increased number of PP children achieve age related expectation
- Improve outcomes for PP children in phonics as shown by Y1 phonic assessment results and data trend so that pupils narrow the learning gap
- Ensure KS2 narrows attainment gap for PP children to maintain current trends of achievement

Year Group Raising Achievement Plans (RAPs) completed by all staff evaluated and altered where required to ensure effective progress is made

Teaching assistants make significant impact upon rates of progress by the end of KS2 to ensure attainment gap is closed for PP children

Governors can effectively challenge the use and impact of PP funding

School 2015: National PP Award winner (PP Awards)

Website is compliant with new Dfe requirements:

In the previous academic year:

- how the pupil premium allocation was spent
- the impact of the expenditure on eligible and other pupils

The current academic year:

- the amount of the school's allocation of pupil premium grant
- details of the main barriers to educational achievement
- how the allocation will be spent to address the barriers and why these approaches were taken
- how the school will measure the impact of the pupil premium and the date of the next pupil premium strategy review.

School Data

In school data for end of year 15-16 (July) - working below but accessing attainment objectives = working within but the cohort has not met all + met all objectives

Gap in attainment measured over the academic year from July to July

(If PP is a – in comparison this means that their attainment was above that of non PP children

N/A data not available)

CURRENT YEAR	WRITING ACADEMIC RESULTS JULY 2016									
	KS1		Y3		Y4		Y5		Y6	
	PP	NON PP	PP	NON PP	PP	NON PP	PP	NON PP	PP	NON PP
Y3 Attainment Profile	2=	2=								
PP comment	Gap increasing (0.18 to 0.23)									
Y4 Attainment Profile	2-	2-	3=	3=						
PP Comment			Gap increasing (0.03 to 0.30)							
Y5 Attainment Profile	2-	2-	3=	3=	4=	4=				
Comment					Gap increasing (-0.03 to 0.37)					
Y6 Attainment Profile	2=	2=	N/A	N/A	4=	4=	5=	5=		
PP Comment							Gap closing (0.66 to 0.53)			

CURRENT YEAR	READING ACADEMIC RESULTS JULY 2016									
	KS1		Y3		Y4		Y5		Y6	
	PP	NON PP	PP	NON PP	PP	NON PP	PP	NON PP	PP	NON PP
Y3 Attainment Profile	2=	2=								
PP comment	Gap closing (0.82 to 0.48)									
Y4 Attainment Profile	2-	2=	3=	3=						
PP Comment			Gap increasing (-0.07 to 0.23)							
Y5 Attainment Profile	2=	2=	3=	3=	4=	4=				
Comment					Gap increasing (-0.03 to 0.0.37)					
Y6 Attainment Profile	2=	2=	N/A	N/A	3=	3M	5-	5=		
PP Comment							Gap closing (1.02 to 0.83)			

CURRENT YEAR	MATHS ACADEMIC RESULTS JULY 2016									
	KS1		Y3		Y4		Y5		Y6	
	PP	NON PP	PP	NON PP	PP	NON PP	PP	NON PP	PP	NON PP
Y3 Attainment Profile	2=	2=								
PP comment	Gap increasing (0.18 to 0.31)									
Y4 Attainment Profile	2-	2=	3=	3=						
PP Comment			Gap increasing (0.30 to 0.50)							
Y5 Attainment Profile	2=	2=	3=	3=	4=	4=				
Comment					Gap increasing (-0.14 to 0.54)					
Y6 Attainment Profile	2-	2=	N/A	N/A	4-	4=	5=	5=		
PP Comment							Gap closing (1.05 to 0.83)			

Pupil Premium Strategy 16-17

ACTIONS Whole School	RESOURCES	EVIDENCE SOURCE	PROGRESS REVIEW DATE	EVALUATION By whom when	SUCCESS CRITERIA
Ensure that PP children are identified on all documents that monitor performance Review and evaluate progress regularly – at least half termly in teams, fed back to SLT/Govs	Time for Planning Days PPA taken in teams SLT meetings	Tracking System Standards Meetings Analysis from SIMS RAP plans RAISE Team Meetings	Half termly for all documents linked reviewed And actions taken	SLT Team Leaders Teachers and TAs	Data analysis comparing PP and peers shows gap is narrowing National figures for all children
Ensure Breakfast club available to PP children and priced at affordable rates	2x Staff Learning resources and toys Foodstuffs Training for Food hygiene and Safeguarding courses	Register for Breakfast club SIMS data	Regular meetings with breakfast club staff Promote cub via letters, website, parents evening	HT/SLT Half termly	Pupils have a settled start to the day Attendance is positive Learning needs are met e.g games played are social/educational Homework, reading can be done
KS1 and 2 have improved opportunities for sport to promote competition, well being and health	2 x TA sport specialism	Sport participation Representation of school at events Selection at higher levels	Half termly RAPS	Teams SLT	Increased engagement in sport and competitions improves focus, engagement and progress in academic subjects Pupils gain a sense of school identity/pride by competing successfully against other schools
School trips and enrichment activities are subsidised to enhance curriculum offer	Trips Visits Participation in competitions and events	Curriculum planning Outcomes in books Photographs Portfolios (e.g Sports)	Termly	Teams SLT	Pupils enjoy learning, curriculum is engaging, enriched by real experiences so that application of skills is meaningful to pupils and outcomes improved

ACTIONS EYFS	RESOURCES	EVIDENCE SOURCE	PROGRESS REVIEW DATE	EVALUATION By whom when	SUCCESS CRITERIA
Early identification of need both before and on entering Nursery.	Home visits Get ready for Nursery Sure Start project. Outside agencies, SALT and Health visitors, Community Nursery Nurse.	Information gathering sheet completed during home visits "Get ready for Nursery" letters given out if eligible i.e. not already part of the 2 yr program. Parents of children with specific needs are signposted to our Community Nursery Nurse who will then make a follow up appointment to see how she may be able to support those families.	A child's level of development and specific needs are assessed and reviewed after they have attended Nursery for 2 weeks.	Nursery team Parents SLT HT Standards Meetings termly	Home visits take place and any specific needs, e.g. speech and language issues, are identified and discussed with parents. Those children who are eligible attend "Get ready for Nursery".
Increased support needed for those children with low PSE, health and self care and language development	Increased staffing	Assessments show children who are operating below what is typical for their age.	Ongoing assessments.	Nursery team SLT HT Standards Meetings Termly	Children make progress in these areas and their independent skills improve.
To improve physical development.	First Funs Pen Pals Large playground play-purchase balance bikes donated by Friends of Zetland.	Planning Photos Observations Balance bikes purchased and used.	Termly	Nursery team SLT HT	First Funs and Pen pals are being implemented. Bikes and scooters are being used regularly.
Involving parents by providing workshops on reading, writing, maths. Working with parents to support behaviours in the home and school as needed.	Time for planning, creating resource packs and implementing workshops. Additional resources may need to be purchased for packs.	Workshops take place.	Ongoing	Parents questionnaire completed afterwards to assess effectiveness. Team review comments.	Parents have a better understanding of how they are able to support their child with their learning in the early years.
Support for parents to provide guidance and activities to promote learning at home covering key areas of development	Firm Foundation Packs	Base line assessments indicate need to promote opportunities for learning beyond Nursery to help impact upon progress	Parent evening	Nursery team SLT HT	Parents develop use of Firm Foundation packs and enjoy using them to provide quality time and learning experience with their child
TA focused support on individual children to support Speech and Language following referrals 2x pm sessions	Developed according to Speech and Language reports	EYFS Reception planning and assessments	Weekly and in summary after support has concluded	EYFS Reception and TA	Children make accelerated progress in response to specific Speech and Language support
Additional staffing provides small group daily input for CLL, key words and one to one reading for PP children to accelerate progress	Differentiated using assessment information	EYFS Reception planning and assessments	Weekly and at entry, mid-point and exit according to EYFS assessment timetable	EYFS team SLT HT Standards Meetings Termly	PP children progress towards GLD targets Gaps in learning identifies and focused on Key words and phonics strategies used to improve reading and writing skills to improve standards at entry to Y1
Additional staffing provides small group daily input for maths TAs provide additional modelling of key concepts with identified PP children	Differentiated using assessment information	EYFS Reception planning and assessments	Weekly and at entry, mid-point and exit according to EYFS assessment timetable	EYFS team SLT HT Standards Meetings Termly	PP children progress towards GLD targets Gaps in learning identifies and focused on

Additional staffing provides small group daily input for PRIME with a focus on sharing and self-regulation TAs provide additional modelling of key concepts with identified PP children	Differentiated using assessment information	EYFS Reception planning and assessments	Weekly and at entry, mid-point and exit according to EYFS assessment timetable	EYFS team SLT HT Standards Meetings Termly	PP children progress towards GLD targets Gaps in learning identified and focused on
Curriculum theme, EYFS environment and activities ensure boys are engaged in and supported with their learning needs	As required by EYFS team	Data trend from EYFS GLD outcomes 2014-16	Weekly and at entry, mid-point and exit according to EYFS assessment timetable	EYFS team SLT HT Standards Meetings Termly	PP children progress towards GLD targets Gaps in learning identified and focused on

ACTIONS KS1	RESOURCES	EVIDENCE SOURCE	PROGRESS REVIEW DATE	EVALUATION By whom when	SUCCESS CRITERIA
Teaching Assistant (TA) focused support on individual children to support Speech and Language following referrals 2x pm sessions	Developed according to Speech and Language reports	KS1 planning and assessments	Weekly and in summary after support has concluded	KS1 and TA	Children make accelerated progress in response to specific Speech and Language support Support narrows attainment gap in phonics for individual children
Additional TA staffing to provide small group support in Letter and Sounds Pupil Premium children receive greater time and input to close gaps in phonics age expected attainment	Differentiated tasks using Letters and Sounds program Input provided covers Y1 phonic expectations	SPAG assessments	Weekly and half termly Assessment are in line with Y1 phonic expectations	Year 1 and 2 team	Children's progress accelerates identified by Raising Achievement Plans Assessments direct support required for individuals as they progress through the year to ensure progress in phonics is maximised.
Additional targeted support to accelerate progress in key areas of maths and literacy including in school and after school. Focus on vulnerable groups identified by assessment data.	Differentiated work to accelerate progress	KS1 planning and assessments	Weekly and half termly	KS1 team	Children's progress accelerates
One to one time to support individual need	Differentiated work to support and accelerate progress	KS1 planning and assessments	Weekly and half termly	KS1 team	Childs progress accelerates
Emotional Literacy Support Assistant provided to respond to individual need as identified	Provided according to need identified. This may include referrals to relevant agencies such as Play therapy, Educational Psychologist, School Nurse etc	ELSA planning and records	Weekly and summary when support has concluded	ELSA, child, parents and teacher	Child's emotional well-being improves as needs have been met
Additional time to support after school clubs and enrich learning opportunities	Craft Club	Arts and crafts covered	N/A	N/A	Activities and crafts brought home to parents enrich and promote sense of enjoyment and value in school

ACTIONS Lower KS2	RESOURCES	EVIDENCE SOURCE	PROGRESS REVIEW DATE	EVALUATION By whom when	SUCCESS CRITERIA
Emotional Literacy Teaching Assistant provision for EYFS2 to KS2	ELSA x2 TAs Time for planning, assessment and review	Progress of individuals on assessment tracker RAPs C Poms Books Attendance	End of ELSA session Impact sheet	HT/SLT inc Safeguarding Team	Emotional needs and circumstances improve enabling progress and engagement to improve as a result
Additional targeted support to accelerate progress in key areas of maths and literacy including in school and after school	Differentiated work to accelerate progress	Year 3 and 4 planning and assessments	Weekly and half termly	Year 3 and 4 team	Children's progress accelerates identified by Raising Achievement Plans
Additional TA staffing to provide small group support in Spelling, Punctuation and Grammar	Differentiated SPAG tasks using Letters and Sounds program	SPAG assessments	Weekly and half termly	Year 3 and 4 team	Children's progress accelerates identified by Raising Achievement Plans
Additional TA staffing to provide small group support guided reading and reading comprehension	Reading books and targeted work	Weekly records and reading assessments/test	Weekly and half termly	Year 3 and 4 team	Children's progress accelerates identified by Raising Achievement Plans
Additional TA support to one to one learning needs	Differentiated work to support and accelerate progress	KS1 planning and assessments	Weekly and half termly	KS1 team	Childs progress accelerates

ACTIONS Upper KS2	RESOURCES	EVIDENCE SOURCE	PROGRESS REVIEW DATE	EVALUATION By whom when	SUCCESS CRITERIA
Ensure additional TA or teacher time provided to PP children who are off target in maths, reading, SPAG, writing	TA/teacher	RAP Data tracking Evidence in books	Half termly Weekly	DHT/Team	Pupils attitudes to learning, misconceptions are rapidly addressed and progress improves
Additional enrichment time provided for PP children to practice/overlearn key skills in maths and reading	TA/ Teacher	RAP Monitoring of pupils who access additional time Outcomes in books/assessment tests	Weekly	DHT/Team	Key skills are revised so that confidence and application improves
Curriculum offer in literacy ensures that content extends pupil's understanding and use of language	Curriculum resources	Outcomes in books Engagement in lessons Texts chosen e.g Shakespeare, Byron, Blyton	End of learning sequence	DHT/Team	Pupil's literary knowledge, understanding and application improves Pupils can apply understanding to a wider variety of texts The quality of writing improves in terms of content.

Embed and apply spelling scheme through additional teaching time and homework focus	Schnoell Spelling scheme	Weekly spellings and independent writing	Weekly spelling Independent work	DHT/Team	Pupils develop a breadth and depth of vocabulary to which they can spell, understand and apply
PP children have access to small group reciprocal reading support	TA	Guided reading notes and evaluations	Weekly	TA/teacher	Use of higher order questioning improves pupils skills in summarising, retelling, analysing, justifying and evidencing answers
For PP children to access learning opportunities through outdoor education Tasks focus on team work and problem solving skills,	Zenith Leisure	Half termly planning shows links to the curriculum theme	Half termly		Practical learning experiences improves pupils understanding of key attainment skills Pupils enjoy breadth of study offered showing positive attitudes to learning and self direction/regualtion,
Emotional Literacy Teaching Assistant provision for EYFS2 to KS2	ELSA x2 TAs Time for planning, assessment and review	Progress of individuals on assessment tracker RAPs C Poms Books Attendance	End of ELSA session Impact sheet	HT/SLT inc Safeguarding Team	Emotional needs and circumstances improve enabling progress and engagement to improve as a result

MILESTONES

SDIP plans for PP linked to whole school targets

RAP plans produced linked to individual needs and reviewed half termly

Diary dates for parental events in place at the beginning of each half term