

Pupil premium strategy statement (2017 - 2018)

Summary information					
School	Conisbrough Ivanhoe Primary Academy				
Academic Year	2017/2018	Total PP budget	£112,840	Date of most recent PP Review	Dec 2017
Total number of pupils	316 (exc F1)	Number of pupils eligible for PP	71	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
ATTAINMENT FOR 2016/17		
% achieving in reading, writing and maths	83%	70 %
% making progress in reading	100%	71 %
% making progress in writing	83%	76 %
% making progress in maths	100%	75 %
1. 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.	Low attainment in Key Stage 1 – reading and writing attainment is low and teaching of phonics needs to be addressed	
B.	Reading, Writing and Maths attainment needs to be improved across KS2	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	89% of children in bottom 30% nationally IMD. 81% of children in bottom 10% nationally in terms of Education, Skills and Training Deprivation Domain	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Greater % of children passing phonics screening test and greater % achieving expected standard in Reading and writing at end of Key Stage 1	Smaller class to help a higher percentage of pupils make better than expected progress to help close the gap.
B.	Greater % of children achieving age related expectations throughout Key Stage 2	Smaller class in Year 3/4 and Year 5 and Year 6 to help a higher percentage of pupils make better than expected progress to help close the gap.
C.	Parents engage with school more and contribute to their child's learning	Strengthened engagement of parents, through parent workshops and regular parents evenings with class teachers.

3. Planned expenditure

Academic year **£112,840**

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?
A. Greater % of children passing phonics screening test	Implement whole school RWI programme	Low attainment in KS1 phonics screening pass rate	*Monitor and feedback lesson observations using coaching style to improve practice * Whole school staff training on delivering the programme *RWI trainer to work with school on regular basis to ensure quality of provision	SLT Early Years Leader Literacy Leader	Termly
A. Greater % achieving expected standard in Reading and writing at end of Key Stage 1	Small Year 2 class	Only 46% of PP children achieving expected standard in writing and 62% in Maths. Small class will ensure a better teacher: child ratio and allow for greater teacher input.	<ul style="list-style-type: none"> • Closely monitor evidence in pupils' work that indicates sufficient or better progress • Monitor and track progress of pupils to increase % of pupils achieving expected standard 	SLT	Termly through Progress meetings
B. Greater % of children achieving age related expectations throughout Key Stage 2	Small Year 3/4 , small Year 5 class and small Year 6 class	Only 56% of PP children achieved expected standard in reading and 45% in writing at the end of KS2. Small class will ensure a better teacher: child ratio and allow for greater teacher input.	<ul style="list-style-type: none"> • Closely monitor evidence in pupils' work that indicates sufficient or better progress • Monitor and track progress of pupils to increase % of pupils achieving expected standard 	SLT	Termly through Progress meetings
Total budgeted cost					See below

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?
A. Greater % of children passing phonics screening test	RWI one to one sessions delivered by teachers in an afternoon	We wanted an experienced teacher to deliver a large proportion of interventions, in an aim to close the gap at a quicker rate.	<ul style="list-style-type: none"> • All teachers to identify children for reading intervention • Assessment lead to monitor and track progress of vulnerable pupils and report to SLT 	Assessment lead Class teachers	Termly

A/B. Greater % of children achieving expected standard in Reading, writing and Maths at end of Key Stage 1 and 2	Small classes in key years to ensure targeted interventions delivered by a teacher.	Lowering the class size will mean the teacher and LSA can work on closer the gap at a faster rate whilst also delivering personalised learning to the whole group.	<ul style="list-style-type: none"> • Closely monitor evidence in pupils' work that indicates sufficient or better progress • Monitor and track progress of pupils to increase % of pupils achieving expected standard 	SLT	Termly at progress meetings
Total budgeted cost					See below
iii. Other approaches					
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?
A/B. Greater % of children achieving expected standard in Reading, writing and Maths at end of Key Stage 1 and 2	Leadership time – analysis and evaluation. Monitoring and review of provision and impact on achievement and attainment	High quality evaluative analysis of pupil and group level data to ensure assessment lead has a good understanding of the performance of pupils eligible for pupil premium.	Assessment lead to scrutinise data termly and feedback to teachers, SLT and governors.	Assessment Lead	Termly
A. Greater % of children passing phonics screening test	CPD for all staff. All staff to receive regular training from RWI lead as well as RWI trainers.	Feedback from support staff relating to extra training requirements and feedback from lesson observations.	RWI Lead to monitor impact of the training and meetings with further lesson observations throughout the year.	RWI Lead	Half Termly
Total budgeted cost					£120,780

4. Review of expenditure			
Previous Academic Year		2016 - 2017	
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)
A. Greater % of children passing phonics screening test	Implement whole school RWI programme	Good impact. Phonics screening pass rate (for PP children) was 64% which is just below national average but a significant improvement on the 50% pass rate of the previous year.	Next year we aim to continue to develop staff with continued monitoring and training in delivering RWI programme to build on this successful intervention.

A. Greater % achieving expected standard in Reading and writing at end of Key Stage 1	Smaller Year 2 class with 6-8 pupils for Literacy and Maths	Mixed impact. The small class all made good progress with 75% of eligible PP children making expected or more than expected progress in Maths and Reading.	The small class will continue next year, however the class will run throughout the day and not just in a morning. This will enable children to have a more consistent approach and allow the class teacher to develop writing across the curriculum – impacting on writing attainment.
B. Greater % of children achieving expected standard in Reading, writing and Maths at end of Key Stage 2	Small Year 3 class and small Year 4/5 class	Good impact. All children in the small class 4/5 class all expected progress and 80% making more than expected progress and. The small year 3 class had mixed impact with 50% of eligible PP children making expected progress in Maths.	Smaller classes have seen good or excellent progress so will continue in KS2 next year. However the small classes will be in year 3, 5, and 6.

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)
A. Greater % of children passing phonics screening test	RWI one to one sessions delivered by teachers in an afternoon	Good impact. Success criteria met and phonics screening pass rate was significantly improved from the previous year and only slightly below national.	One to one sessions proved invaluable to the phonics screening, next year we will make sure the targeted children receive the one to one sooner.
A/B. Greater % of children achieving expected standard in Reading, writing and Maths at end of Key Stage 1 and 2	Small classes in key years to ensure targeted interventions delivered by a teacher.	Good impact. The small classes made good or excellent progress and SATs results were excellent in year 6.	Smaller classes have seen good or excellent progress so will continue in KS1 and KS2 next year. However the small classes will be in year 3, 5, and 6.

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)

<p>A/B. Greater % of children achieving expected standard in Reading, writing and Maths at end of Key Stage 1 and 2</p>	<p>Leadership time – analysis and evaluation. Monitoring and review of provision and impact on achievement and attainment</p>	<p>Mixed impact. Book scrutinies have shown a more joined up approach across school and more consistent marking.</p>	<p>Leadership time has proven invaluable for the assessment co-ordinator. It has provided opportunities for in depth progress meetings and a detail analysis of data. We will continue with this approach next year and involve phase leaders in monitoring and moderation for each phase.</p>
<p>A. Greater % of children passing phonics screening test</p>	<p>CPD for all staff. All staff to receive regular training from RWI lead as well as RWI trainers.</p>	<p>Good impact. Good training and continued support has meant a much improved pass rate in the phonics screening</p>	<p>This approach has been very successful and will continue on in the new school year.</p>