

Pupil Premium Strategy Statement St Nicholas Priory Primary

1. Summary information					
School	St Nicholas Priory Primary				
Academic Year	2018-19	Total PP budget	£274 520	Date of most recent PP Review	
Total number of pupils	392	Number of pupils eligible for PP	191	Date for next internal review of this strategy	Oct 2018

Three Year Trend

1. 2016 progress and attainment				
	<i>Pupils eligible for PP (Priory)</i>	<i>Whole School Figure (Priory)</i>	<i>Progress score (Priory)</i>	<i>National figures for Pupil Premium (National all children)</i>
Reception GLD	38%	36%	N/A	54 (69)
Year 1 phonics	N/A	N/A	N/A	N/A
Key Stage 1 reading	N/A	N/A	N/A	N/A
Key Stage 1 writing	N/A	N/A	N/A	N/A
Key Stage 1 maths	N/A	N/A	N/A	N/A
Key Stage 2 reading	47%	52%	-2.2	53% (66%)
Key Stage 2 writing	79%	76%	2.6	64% (74%)
Key Stage 2 maths	47%	51%	-1.3	64% (76%)

1. 2017 progress and attainment				
	<i>Pupils eligible for PP (Priority)</i>	<i>Whole School Figure (Priority)</i>	<i>Progress score (Priority)</i>	<i>National figures for Pupil Premium (National all children)</i>
Reception GLD	61.5%	55%	N/A	56% (71%)
Year 1 phonics	41%	65%	N/A	50% (83%)
Key Stage 1 reading	N/A	N/A	N/A	N/A
Key Stage 1 writing	N/A	N/A	N/A	N/A
Key Stage 1 maths	N/A	N/A	N/A	N/A
Key Stage 2 reading	65%	57%	-2.5	63% (71%)
Key Stage 2 writing	67%	70%	-0.06	66% (76%)
Key Stage 2 maths	65%	67%	-1.7	63% (75%)

2. Current attainment and progress (2018 Key-stage 1 and 2 Results)				
	<i>Pupils eligible for PP (Priority)</i>	<i>Whole School Figure (Priority)</i>	<i>Progress score (Priority)</i>	<i>National figures for Pupil Premium (National all children)</i>
Reception GLD	59%	55%	N/A	57% (72%)
Year 1 phonics	64%	88%	N/A	84% (83%)
Key Stage 1 reading	47%	57%	N/A	63% (75%)
Key Stage 1 writing	47%	53%	N/A	55% (70%)
Key Stage 1 maths	41%	59%	N/A	63% (76%)
Key Stage 2 reading	64%	62%	0	64% (75%)
Key Stage 2 writing	62%	63%	+0.1	67% (78%)
Key Stage 2 maths	87%	90%	+3.1	64% (76%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Quality First Teaching with a focus on disadvantaged learners due to the diversity of barriers
B.	Current attainment levels of some disadvantaged pupils.
C.	Pupils' social, emotional and mental health needs can impact on readiness to engage with learning.
D.	Levels of pupils' vocabulary and oral language skills upon entry to school and in general.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Attendance
F.	Consistency of learning opportunities outside school (eg home reading routines and homework support) including parent confidence when supporting their children
G.	In some cases, access to role models to develop ambitious aspirations.
H.	In some cases, access to enriching opportunities and cultural experiences.

4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria (how they will be measured)</i>
A.	<p>To create extra capacity in the leadership team to improve the quality and consistency of teaching.</p> <p>To ensure quality first teaching (accurately pitched and with high expectations) for disadvantaged pupils.</p>	<ul style="list-style-type: none"> As part of school self-evaluation, SLT monitoring will identify pedagogical, content knowledge and curriculum design development priority areas for disadvantaged pupils. How do we implement a plan to support ALL adults in paedagogy, subject knowledge and planning for PP SPAG, issues identified– training through coordinator and external support from county. Pivotal – behaviour training. Centre of Early excellence – looking at family group model. Providing enhance nurture experiences (smaller groups in year 2) External coaching on personal pathways through curriculum – disengagement, boy related issues. SLT will provide (or facilitate) and deliver professional development focused on addressing these priority areas. Year group RAPs will prioritise needs of vulnerable groups. <p>CPD programme (staff meetings), split meeting to look at specific cohorts. Standards Leader to provide training around visible learning and immediate assessment within the lesson. (John Hattie) Marking policy.</p> <ul style="list-style-type: none"> Monitoring will confirm 100% good quality of teaching. Provision for disadvantaged pupils will be prioritised in performance management. See RAP for tracking progress. Attainment gap between disadvantaged pupils at Priory and National Non-Disadvantaged Pupils will decrease (by 5%)
B.	<p>To ensure subject leads are able to provide support to accelerate progress of all Pupil Premium pupils in their year group</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<ul style="list-style-type: none"> Disadvantaged pupils will make accelerated progress in reading, writing and maths. Focus on KS1 outcomes closing gap by 10% towards national. Gaps in pupils' learning (or prior learning) will be identified through accurate assessment, including formative assessment, as a continuous part of the teaching sequence and at summative assessment points (standardised scores). Data analysed regularly by standards leads Gaps in pupils' learning/prior learning/ misconceptions will be addressed through targeted planning and teaching. Additional interventions will be provided for pupils where appropriate. Each year group has timetabled hours for interventions. In the best case scenario this uses teachers. Where there is not possible teaching assistants with strengths in group teaching are used. This time must be protected.
C.	<p>To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.</p>	<ul style="list-style-type: none"> Whole school focus on behaviour Multi layered approach – see case studies Additional adults to lead behaviour, weekly tracking. School behaviour tracking system will identify pupils who need support and appropriate support will be provided. This will be evident in record keeping. Nurture tracking. Disadvantaged pupils are accessing targeted learning in class, enabling them to make accelerated progress. Standardised scores used to measure progress of disadvantaged children needing to make rapid progress. This is monitored half termly. Pupil progress and standards leads discuss. Appropriate intervention will be provided at point of need. Mental health champion to be trained. Reward systems supported financially

D.	<p>To develop teaching of oracy and writing. Link to low attainment for disadvantaged in KS2 SPAG (36%)</p> <p>To develop the reading culture within the school in terms of quantity of reading taking place and quality of experiences with texts.</p>	<ul style="list-style-type: none"> • Reading skills will be explicitly taught to ensure children have a toolbox of skills to use when 'stuck' rather than reliance on teaching reading through comprehension activities • Quality texts will be used to inspire English learning in school and beyond • Teachers will read to their classes daily • The English planning will promote opportunities for children to develop speaking and listening (developing vocabulary) skills prior to writing to embed knowledge, practise skills in a non-judgemental way and develop confidence when putting pen to paper • Children will have more opportunities to write creatively and independently • Gaps in oracy skills will be identified and addressed in the Early Years and intervention provided early to improve classroom readiness • Book based learning in reception and year one to increase comprehension.
E.	<p>To improve the attendance of disadvantaged pupils (currently 85% for academic year so far Sept 17-June 18).</p>	<ul style="list-style-type: none"> • More disadvantaged pupils will attend breakfast club (19 cv at 2017/18). • Attendance of disadvantaged pupils will exceed the % for national non-disadvantaged pupils (96.4% is the most recent national figure for % for national non-disadvantaged, from Autumn 2016 and Spring 2017). • Monitor monthly as well as termly in line with all pupils • Early intervention in reception. • Attendance rewards in reception
F.	<p>To ensure a cohesive approach between home and school to support pupils' progress.</p> <p>Parents are reading and supporting children's learning at home confidently</p>	<ul style="list-style-type: none"> • Family Support Worker will support families, as appropriate, and will log support which will decrease over time. 11 families being worked with at present. • Weekly figures will show an increase in the quantity of reading at home (numbers). • Parents to feel supported asking for support when needed to help their children at home • Parents to access workshops and learning opportunities in school • Parents to feel more confident coming into school (break down home/school barrier) Community leader to launch initiative here.
G.	<p>Experts and role models from the local community (and further afield) will visit school regularly.</p> <p>To ensure the curriculum is enriched with experiences, visits and visitors.</p>	<ul style="list-style-type: none"> • Curriculum will provide pupils with access to role models/local heroes within lessons and with visitors. • Children will access more information about positive role models in the community and future career opportunities in KS2 • Trips subsidised and year groups will provide stimulating, aspirational visits to enhance curriculum. Increased number of trips ie at least one per half term along with a local visit or visitor; expert, local community, library, local museums / venues.
H.	<p>To broaden the range of cultural and sporting opportunities at school.</p> <p>To establish and develop further links with the community.</p>	<ul style="list-style-type: none"> • The school will engage with local sporting competitions and ensure disadvantaged pupils access this. • Local walking visits (including to the local library and local places of worship) will be planned to engage pupils with locality. • Cultural celebration day raising the profile of the diverse cultures of local area (possible hall display/parents' evening exhibition) • Clubs at school will be monitored to see how well they are accessed by disadvantaged pupils • Teachers and PBL team will establish links with the community. • Support for costumes and link with theatre group and performing arts.

2. Planned expenditure					
Academic year					
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?
<p>A.</p> <p>To create extra capacity in the leadership team to improve the quality and consistency of teaching.</p> <p>To ensure quality first teaching (accurately pitched and with high expectations) for disadvantaged pupils</p>	<p>Pupil Premium lead and head teacher will spend a day very half term;</p> <ul style="list-style-type: none"> Analyzing data Monitoring target groups of children Monitoring the use of disadvantaged cover Identify CPD opportunities to improve adult knowledge and confidence <p>SLT will deliver CDP as identified 3 times over the year</p> <p>To provide the English and maths leaders with 2xhalf days a term release to:</p> <ul style="list-style-type: none"> Use of lead practitioner to work with targeted teachers and teaching assistants to develop pedagogy. Book and planning scrutinies Ensure Priory's approach to teaching key skills is used consistently across the curriculum and school eg reasoning, reading skills, clear learning objectives and success criteria <p>KS1 Deputy; family groups – track progress of Pupil Premium</p> <p>KS2 Deputy; time to look at PP and multiple deprivation – progress tracker</p> <p>Training on CLIPs</p>	<p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers</p> <p>DfE Disadvantaged Pupils Good Practice Research Report, November 2015 identified the importance of the focus on high quality teaching.</p> <p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership</p>	<p>By evaluating against success criteria identified in this strategy.</p> <p>Through performance management of deputy heads, lead practitioner, Pupil Premium lead, maths and English leads.</p> <p>Standards leads, for each year group, will monitor Quality of Teaching using data, book scrutiny, learning walks, monitoring the learning environment, planning, children's behaviour and observations.</p> <p>Half termly pupil progress meetings will show disadvantaged pupils are making expected, and where required, accelerated progress.</p>	<p>Deputy heads, lead practitioner, Pupil Premium lead, maths and English leads.</p>	<p>On an on-going basis as part of the senior leadership monitoring cycle.</p>
Total budgeted cost					72,000

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>B.</p> <p>To ensure all staff feel confident when supporting children at class, group and 1-1 level</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<p>To ensure teachers are adapting learning according to findings from formative assessment effectively.</p> <p>PPA time will be used effectively to complete summative gap analysis which will inform future planning and teaching.</p> <p>To release class teachers from Y1-Y6 to work with disadvantaged pupils on a fortnightly basis to close the gap/address targeted needs/work with disadvantaged pupils who are also SEND to ensure planning is enabling these children to progress.</p> <p>Use of pre teaching; pre reading, vocabulary work.</p> <p>Standards Leader to implement intervention plan; To facilitate ad hoc and planned interventions. To address gaps identified using formative assessment.</p> <p>Standards Leads leader to train teacher on PIT assessment</p>	<p>High quality assessment for learning, alongside high expectations, ensures learning is appropriately pitched, positively impacting on rates of progress and overall attainment.</p> <p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers</p> <p>The Education Endowment Foundation 'Making Best Use of Teaching Assistants' Guidance Report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and manage their own learning.</p>	<p>Maths and English leads will monitor whether key objectives that have not been secured will be revisited within teaching sequences.</p> <p>Deputy heads, SENCO and standards Leaders will monitor and ensure that teachers identify pupils who need additional intervention to secure key objectives and interventions are effective.</p> <p>Deputies will monitor the class teacher release for impact</p> <p>Standards Leads will monitor reading at home and put in adult support – plan timetable, additional adult time needed here; volunteers, parent helpers, librarian.</p> <p>Same day interventions</p>	<p>Assistant Head of School, SENCO, Phase leaders, maths and English leads.</p>	<p>On an on-going basis as part of the senior leadership monitoring cycle.</p>

<p>C.</p> <p>To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.</p>	<p>FSP will liaise with professionals from external agencies to support families/pupils.</p> <p>FSP will pro-actively engage with priority pupils.</p> <p>Audit teachers/ TAs for what support they think pupils need – use of counsellor / FSP. How much support is there? Is it enough?</p> <p>Weekly meeting – children of most concern</p> <p>School behaviour tracking will identify pupils who need support and appropriate 1:1 or group support and this will be provided through SLT support, use of counsellor, FSP targeted intervention, nurture support.</p> <p>Becoming a well-being school.</p> <p>Mental Health Champion</p> <p>Part of VNET inclusion Inclusion alternatives – use of another setting</p> <p>Speech and language time</p>	<p>Maslow's Hierarchy of Need: Basic needs must be met before self-actualisation (and learning) can take place.</p> <p>The EEF has found that improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective.</p> <p>A pupil who is supported to develop self-regulatory skills is able to focus attention, control emotions and manage thinking, behaviour and feelings.</p>	<p>Monitoring of Quality of Teaching will show a positive climate for learning and developing learning behaviours.</p> <p>Behaviour tracking for identified pupils will show a reduction in recorded incidents of poor conduct/behaviour. Learning passport monitoring.</p>	<p>Head, deputies, PP lead, SENCO, FSP, counsellor, nurture lead</p>	<p>On an on-going basis as part of the senior leadership monitoring cycle.</p> <p>Termly inclusion meeting with head, SENCO, FSP</p>
Total budgeted cost					102,000

i. 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?
<p>D.</p> <p>To develop teaching of reading and vocabulary</p> <p>Narrow the vocabulary gap</p> <p>To develop the reading culture within the school in terms of quantity of reading taking place and</p>	<p>Reading skills will be explicitly taught to ensure children have a toolbox of skills to use when 'stuck' rather than reliance on teaching reading through comprehension activities</p> <p>Quality texts will be used to inspire English learning in school and beyond</p> <p>Teachers will read to their classes daily</p> <p>The English planning will promote</p>	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>Studies indicate that when children spend</p>	<p>English leader will monitor</p> <p>Pupil's progress in reading will be monitored through summative assessments and discussed at pupil progress meetings.</p> <p>Standards leader to lead on accelerated reading.</p>	<p>English lead</p> <p>EYFS/KS1 phase leaders</p> <p>SENCO</p>	<p>On an on-going basis as part of the senior leadership monitoring cycle.</p> <p>Termly inclusion meeting with Head of School, Assistant Head of School and SENCO.</p>

<p>quality of experiences with texts.</p>	<p>opportunities for children to develop speaking and listening skills prior to writing to embed knowledge, practise skills in a non-judgemental way and develop confidence when putting pen to paper</p> <p>Children will have more opportunities to learn vocabulary</p> <p>Gaps in oracy skills will be identified and addressed in the Early Years and intervention provided early to improve classroom readiness</p> <p>Appropriate Speech and Language intervention will be provided at point of need.</p> <p>Book prizes and Christmas books</p>	<p>25 minutes a day reading suitably challenging books which they successfully comprehend they make good progress.</p> <p>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader.</p> <p>Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read.</p> <p>Teachers are able to closely track quantity of reading and analyse comprehension of texts.</p> <p>DfE Updated Departmental Plan January '18, Priority 1: Closing the word gap. Boosting access to high quality early language and literacy both in the classroom and at home ensuring more disadvantaged children leave school having mastered the basics of literacy that many take for granted.</p>			
<p>E.</p> <p>To improve the attendance of disadvantaged pupils (currently 92%) to match or exceed national figure for non-disadvantaged pupils.</p> <p>Targeted disadvantaged pupils will attend breakfast club.</p>	<p>Priory MAT attendance strategy</p> <p>Attendance lead will monitor daily & monthly attendance and then address informally then formally. This will be followed up by SLT/EWO as required.</p> <p>Promote good attendance in line with the strategy</p> <p>Continue a free breakfast club for disadvantaged pupils</p> <p>Home tutoring provided for exceptional circumstances.</p>	<p>Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.</p> <p>Breakfast clubs improve attendance and punctuality: A 2016 survey (by Magic Breakfast) of school leaders found that 89 per cent reported that their breakfast provision had led to improved levels of attendance at school.</p>	<p>Attendance will be monitored by attendance lead weekly</p> <p>Attendance will be reported termly to governors through the SEF</p> <p>Number of children attending breakfast club will be monitored weekly</p>	<p>Attendance lead</p> <p>SLT</p>	<p>Termly and as required for specific families</p>
<p>F.</p> <p>To ensure a cohesive approach between home</p>	<p>Family Support Worker will support families, as appropriate, and will log support which will decrease over time.</p>	<p>Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their</p>	<p>Family Support Worker records will be kept to monitor support given, and impact.</p>	<p>Teachers, Family Link Worker. SLT</p>	<p>Termly</p>

<p>and school to support pupils' progress.</p> <p>Parents are reading and supporting children's learning at home confidently</p>	<p>Weekly figures will show an increase in the quantity of reading at home</p> <p>Maintain and improve where possible the attendance of parents at shared events and parents' evening</p> <p>Parents are encouraged to ask for support when needed to help their children at home.</p> <p>Parents access opportunities in school Community leader to lead on this when they return in September.</p>	<p>child's education was the single greatest predictor of age 16 achievement.</p> <p>Parental involvement positively affects children's' academic performance and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education.</p>	<p>Monitor parental attendance at shared</p> <p>Parent questionnaire Sept and June</p>	<p>Parents</p>	
<p>G.</p> <p>Experts and role models from the local community (and further afield) will visit school regularly.</p> <p>To ensure the curriculum is enriched with experiences, visits and visitors.</p>	<p>Curriculum will provide pupils with access to role models/local heroes within lessons and with visitors.</p> <p>Children will access more information about positive role models in the community and future career opportunities in KS2</p> <p>All classes to experience an engaging visit and visitor per term, minimum.</p>	<p>Research into Building Learning Power found that this approach encourages meta-cognitive talk, and enhances pupils own self-regulation and ability to plan, monitor, evaluate and make changes to their own learning behaviours.</p> <p>The Ofsted Framework requires a broad and balanced curriculum to inspire pupils to learn.</p>	<p>Monitoring of books and pupil perception will be carried out by Standards Leads and subject leaders</p>	<p>SLs and subject leaders</p>	
<p>H.</p> <p>To broaden the range of cultural and sporting opportunities at school.</p> <p>To establish and develop further links with the community.</p>	<p>The school will engage with local sporting competitions and ensure disadvantaged pupils access this.</p> <p>Local walking visits (including to the local library and educational venues) will be planned to engage pupils with locality.</p> <p>Clubs at school will be monitored to see how well they are accessed by disadvantaged pupils</p> <p>Teachers and PBL Lead will establish links with the community.</p> <p>Pupils will be signposted to exhibitions in Bristol and sports clubs.</p>	<p>The Ofsted Inspection Framework focuses on:</p> <p>How well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.</p>	<p>School visitors and visits will be recorded and teachers by subject leaders</p> <p>Club registers will be monitored.</p>	<p>Subject leaders</p> <p>PP lead</p>	
Total budgeted cost					96,000