Pupil Premium Review 2017 – 2018

Tang Hall Primary School's Pupil Premium Profile 2017 - 2018	
Total number of pupils in the school: (Reception to Year 6)	190
Number of PP – eligible pupils:	98
Amount per pupil -	£1320
Total pupil premium budget:	127,400
Date for next internal review of strategy	July 2018

Evidence of School Performance	
School's pupil premium statement	We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect. We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way.
Key Statements from Ofsted Reports relating to the performance of disadvantaged pupils	The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is well above average. From their low starting points, all groups of pupils make good progress so that, by the end of Key Stage 2, attainment is average
Summary of school performance data	Pupil Premium children's attainment in 2017 was not at the expected standard. This is a key area to focus upon for the next year.

Current Attainment -		
	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium
% achieving the expected standard or above in reading, writing and maths	0%	50%
% achieving the expected standard or above in reading	0%	58%
% achieving the expected standard or above in writing	57%	79%
% achieving the expected standard or above in maths	14%	43%

Barriers to future attainment (There is an increased likelihood that pupils eligible for PP will exhibit these characteristics/be subject to these factors)

In-school barriers (issues to be addressed in school)

A.	Inhibited communication skills and a vocabulary deficit, leading to general underachievement in all subjects, but especially Reading and Writing
B.	Lower frequency of reading at home leading to reduced literacy levels
C.	Low levels of pre-school nutrition leading to a reduction in readiness for learning
D.	Low aspirations (both of ability and for the future)

External barriers (issues which also require action outside school)

E.	Family and home-related issues (e.g emotional and relationship difficulties, lower academic aspiration, behaviour expectations etc)
F.	Attendance/punctuality issues
G.	Reduced home reading
H.	Limited parental support with activities such as homework to support with Maths and English
I.	Limited experience of out-of-school personal development opportunities/experiences (e.g unformed organisation, sporting and dance, music)

Desired Outcomes (Desired outcomes and how they will be measured)

1.	Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups. (ASP and O Track attainment and progress figures) (Barrier A, B, D, G, H)	O-Track data to show diminishing differences between 'Disadvantaged' and Other pupils throughout the school, taking into account individual pupils' varied starting points and cognitive ability (eg SEND).
2.	Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils. (Integris Attendance data) (Barrier D, E, F)	The difference between attendance data for disadvantaged and other pupils continues to diminish over time.
3.	Increased in-school reading for targeted pupils, fostering a love of reading and a greater likelihood of reading at home, either independently or with support from a family member. (Reading records, conversations with sample targeted pupils termly; standardised reading test results) (Barrier A, B, E, G, H)	Reading ages rapidly increase for the targeted pupils during the period of the intervention.
4.	Eligible pupils are ready for learning during the day, particularly for the whole morning. (Lesson observation and learning walk outcomes describing pupil engagement, pupil conversations) (Barrier C, E, F)	During lesson observations, learning walks etc all pupils are observed to be engaged in their learning, and none describe being hungry.
5.	Targeted children begin to widen their experience of having time socialising and learning away from home and the classroom. (Registers and pre- and post-questionnaires from educational visits, registers showing attendance of different groups at after school clubs) All pupils who wish to attend after-school clubs are able to, and those who are less keen are encouraged to do so. (Club registers and results from satisfaction surveys) (Barrier D, I)	All children have access to educational visits, especially those with a residential element for UKS2. Pupils to be participating in after school clubs.
6.	Speech, language and communication skills for all pupils to increase across school with a particular focus on this within the EYFS (as early as possible, starting within Nursery). (Barrier A)	Discussions with pupils to reflect improving language and communication skills. Records of SaLT to demonstrate progress for individual pupils. O-Track data within EYFS to show diminishing differences between 'Disadvantaged' and Other pupils.

7.	Parents to be more involved in and supportive of their child's education and understand how they can enhance their child's learning. (Parent questionnaires, attendance at open morning, English/Maths information meetings) (Barrier B, D, E, H)	Parents offered a range of sessions that will enable them to support their child more at home and understand the impact that this can have on their child. (Phonics, English and Maths) Website to provide hints and tips for how a parents can support their child at home. Opportunities for parents to come into school are offered (Inspire morning)
8.	Pupils to have higher aspirations for themselves and for their future. (Barrier D, I)	Pupils in school to be able to talk about how they learn. All pupils across school to be able to talk about their work and explain their achievements. Pupils to be provided with opportunities to promote high aspirations including visits and visitors. Questionnaire about career ideas and the perceived value of education.

Planned expenditure					
Academic Year	2017.- 2018				
i. Quality of teaching for all					
Desired Outcomes	**Chosen action/ approach**	**What evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff Lead**	**When is the implementation to be reviewed?**

Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups.	£200 All teachers in school to be providing quality first teaching to all pupils within the class, ensuring that all pupils needs are being identified and addressed. Disadvantaged pupils to be identified within the class and all adults working within the class to be fully aware of these pupils. Provision maps to be in place so that all staff are aware of and understand the needs of the pupils. Regular monitoring and CPD (through staff meetings / training).	Ofsted guidance document – The Pupil Premium 2013 states that 'ensuring that all day to day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good' Supporting the attainment of disadvantaged pupils: articulating success and good practice (DfE November 2015) More successful schools prioritised quality teaching for all.	SLT monitoring calendar. Book looks and learning walks to check that disadvantaged pupils are identified within classes. Provision maps to be completed and reviewed half termly.		Continually reviewed through the monitoring calendar. Data analysis throughout the academic year. Provision maps to be reviewed by RH half termly at the start of each new half term.

Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups.	Provision spreadsheets to be updated with data termly and progress scores worked out for all disadvantaged pupils. Pupil progress meetings once termly focusing on the attainment and progress of the disadvantaged pupils.	Ofsted guidance document – The Pupil Premium 2013 states that 'ensuring that all day to day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good' Supporting the attainment of disadvantaged pupils: articulating success and good practice (DfE November 2015) More successful schools prioritised quality teaching for all.	SLT monitoring calendar. Provision maps to be completed and reviewed half termly. Data to be reviewed on the provision maps termly to review attainment and progress Pupil progress meetings termly	CP	Data analysis throughout the academic year at the end of each half term Pupil progress meetings to be held termly
Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year Groups Speech, language and communication skills for all pupils to increase across school with a particular focus on this within EYFS	Ensure teachers teach 'good' lessons. Pupils co-operate and peer tutoring is part of daily practice. Learners support each other.	Collaborative learning is described as having a +5 months impact on progress, so even limited experience of this should be beneficial Dfe November 2015 research suggests that 'Greater success for disadvantaged pupils was associated with schools using a combination of metacognitive, collaborative and peer learning strategies	All pupils regardless of ability to be showing that they are making outstanding progress in all areas of the curriculum – observed through learning walks and lesson observations.	CP/BP	Continually reviewed through the monitoring calender

Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils	Pastoral support worker ££ Promote behaviour policy particularly for pupils who have FSM and significant behaviour concerns to benefit the needs of all pupils within the school	In school findings show that behaviour interventions have enabled pupils to be more ready for learning Staff in classrooms can concentrate on teaching and learning. Effective and consistently applied behaviour management by all adults, learning in lessons is rarely interrupted and all adults instil in pupils a believe that they can achieve well, no matter what their starting point	Reviewing the frequency of the use of Reflection room for disadvantaged pupils Pupil conversations with targeted pupils and other pupils across school	CP/BP	Review records and logs at the end of each half term Pupil conversations to be held each term
Increased positive behaviours for learning evident for the vast majority of targeted pupils. Eligible pupils are ready for learning during the day, particularly for the whole morning. Pupils to have high aspirations for themselves and for their future.	Pastoral Support Worker £20,000 Providing additional support for pupils with a range of needs emotional, social, behavioural, attendance and punctuality etc to support pupils overcome barriers to learning to support them to make rapid progress.	Although EEF evidence for mentoring is not particularly positive, Tang Hall evidence shows the effectiveness of this approach. In-school data strongly suggests that working with parents and children to increase attendance is beneficial in attainment terms. In addition, behaviour interventions have enabled pupils to be more ready for learning.	CPOMs records for disadvantaged pupils to be reviewed.	CP/TP	Review records at the end of each term.

Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups. Parents to be more involved in and supportive of their child's education and understand how they can enhance their child's learning.	Release time of DHT. £25000 to support with • Addressing whole school variance • Ensuring quality first teaching • Sharing best practice • Ensuring more accurate data • Ensuring effective interventions • Increasing engagement of parents in learning.	DfE November 2015 research suggests that having a 'clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.' EEF research shows that 'The association between parental involvement and a child's academic success is well established, but evidence on how to actually improve attainment through parental involvement is limited - and existing evidence suggests that it is a considerable challenge.' Tang Hall DHT needs to use a range of different strategies to involve and engage parents as we support the EEF research that suggests 'parental involvement in learning may have wider benefits beyond boosting attainment outcomes.'	Deputy headteacher to be ensuring that their subjects are led effectively though monitoring, triangulation, scrutiny, observations, pupil conversations etc. Effective leadership of their phases outlined in job descriptions. Feedback from parents after engagement opportunities.	CP	As outlined on monitoring calendar.

Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups.

Speech, language and communication skills for all pupils to increase across school with a particular focus on this within the EYFS.

Parents to be more involved in and supportive of their child's education and understand how they can enhance their child's learning. | SENCO – release time £15000 Quality of teaching and sharing expertise for SEND pupils. Planning for and delivering interventions Develop Teaching Assistants practice Track pupil progress Monitor and Evaluate Provides knowledge and advice to staff | Early Years Toolkit (EEF) suggests potential gains of an extra 6 months for communication and language approaches. | SEND pupils to make rapid progress. Increased % of pupils attaining ARE as a result of support from SENCo. This to be identified in assessment information.

Work to be monitored in scrutiny.

Observations of lessons. | CP/BP | At the end of intervention cycles.

End of term when data is submitted

Lessons observations / book scrutiny as outlined in monitoring calendar. |
| Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups.

Speech, language and communication skills for all pupils to increase across school with a particular focus on this within the EYFS. | SALT £5000 Individualising support at all levels. Targeted speech and language support Clear strategies to support individual pupils. Barriers are overcome. Pupils make progress. | Early Years Toolkit (EEF) suggests potential gains of an extra 6 months for communication and language approaches. | Ensuring approaches for improving and targeting speech and language is in place from EYFS onwards ensuring that as a school we are focussing on this from as early as possible.

Pupils to be leaving the EYFS with an increase in their spoken language – this to be reflected in the attainment of EYFS pupils. | CP and BP | At the end of intervention cycles.

Periodically reviewed externally with SaLT specialist. |

Targeted children begin to widen their experience of having time socialising and learning away from home and the classroom.	Subsidising school trips and experiences £5700 Extending experiences and building confidence.	Collaborative learning is described as having a +5 months impact on progress, so even limited experience of this approach should be beneficial.	BP to maintain a record of contributions to educational visits, and use questionnaires etc to elicit responses from eligible pupils. Ensure this is reflected on PP monitoring spreadsheet.	BP	As and when each educational visit is organised.
Eligible pupils are ready for learning during the day, particularly for the whole morning.	Lunch time clubs £1000 Help pupils foster a positive learning attitude by having a positive lunchtime. Develop manners and co-operation skills.	At Tang Hall we realise the importance of meeting the needs of all pupils at all points within the day. An unsettled lunchtime could cause a disruptive afternoon. Clubs for targeted children allow them to have a calm and enjoyable lunch time in activities that they are engaged and interested in which leads to a more positive afternoon for both themselves and their peers within the class.	Reduced number of lunchtime sanctions.	Lunch time supervisors/CP	Records to be reviewed at the end of each half term.

Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups.	Year 6 Small group tuition £10000 Individualised support at all levels. Targeted support for pupils to address misconceptions, gaps and weaknesses.	The Pupil Premium 2013 suggests that funding is being used effectively if schools are 'systematically focused on giving pupils clear, useful feedback about their work'	This to be reviewed through pupils engagement in classroom lessons reflecting increased confidence. Attainment for PP in line with National at the end of KS2 Reading, Writing and Maths to be shown in data analysis.	CP	Pupils within the group to be reviewed each half term and adaptations made it needed (this to take in to account pupils engagement and progress)
Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups.	Year 1 and 2 Small group intervention £7000 phonics,. Individualised support at all levels . Small group work to extend pupils skills.	Whole school data at the end of 2016 reflects the attainment gaps in all key year groups between disadvantaged pupils and their non disadvantaged peers.	Increased attainment in Phonics, The gap in attainment between disadvantaged pupils and non disadvantaged pupils to be diminished.	CP/CS/GT	At the end of each term when data is inputted.

Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups. Speech, language and communication skills for all pupils to increase across school with a particular focus on this within the EYFS.	Additional Nursery Nurse for Nursery pupils.£25000 Early intervention. High adult child ratio. Supporting children to settle in.	Children's skill levels on entry to the Nursery class at 36 months are more typical of those of much younger children. (SEE Nursery data in additional detail – point 6) As a result of outstanding provision and high quality teaching, they make rapid gains in their learning, so that by the end of the Reception class their skills are moving closer to those typical for most four- and five-year-olds.	GLD to increase year on year at the end of EYFS – aim above 65% in 2017	CP/RH	At the end of each term when data is inputted. Review end of academic year and compare to year on year figures.
				Total Budget Spend	

ii. Targeted support					
Desired Outcomes	**Chosen action/ approach**	**What evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff Lead**	**When is the implementation to be reviewed?**

Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils	Attendance team to support targeted families (approx. £2 200) Attendance team to be identifying absence as soon as possible and reacting to this. Ensuring that parents are aware of their child's attendance and that fast track meetings are being held with parents where needed.	Attendance has been proven to be correlated with attainment.	Attendance team accountable to CP and attendance data analysed termly for targeted families.	MM	Termly

Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups. Increased in-school reading for targeted pupils, fostering a love of reading and a greater likelihood of reading at home, either independently or with support from a family member.	Before School Reading Club £5000 Extended learning time. Daily reading to develop reading skills. Pupils demonstrate a positive attitude to learning. Salford Reading Test scores demonstrate an upward trend.	Although EEF research suggests that extending the school day doesn't have academic gains, as a school we feel that as reading club is from 8.30am and extends into morning registration time that this is a beneficial use of pupils time. Not only are these pupils having a calm start to their school day ensuring that they are ready for learning but they are also being supported reading by adults from within school. This reading is in addition to any other reading that pupils do within the school day. EEF research 2016 suggests 'Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months'	TP Review Salford Reading Test scores demonstrate an upward trend in the scores of the disadvantaged pupils.	CP/TP	Termly when Salford tests are completed as per the monitoring calendar.

Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils	Breakfast Club £7000 Providing a free healthy breakfast ensure pupils start the day in a positive way to increase the attendance and reduce the number of lates.	See EEF report on Breakfast Clubs November 2016. EEF research 2016 suggests 'Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.' EEF 2016 reports that 'the pupils' concentration and behaviour improved too. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who actually attend, by creating better classroom environments.'	A significant uptake of breakfast club to be shown through attendance registers. Pupil conversations of pupils who attend breakfast club.	CP	Review the uptake half termly. Ensure that as required targeted pupils are encouraged to attend.

Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups. Increased in-school reading for targeted pupils, fostering a love of reading and a greater likelihood of reading at home, either independently or with support from a family member.	Parental Support Worker £10,000 Targeted family work to support families in overcoming barriers to the pupils learning and attendance to ensure that pupils of targeted families make rapid progress. Improved attendance. Reduction of families on CAF.	EEF research shows that 'The association between parental involvement and a child's academic success is well established, but evidence on how to actually improve attainment through parental involvement is limited - and existing evidence suggests that it is a considerable challenge.' EEF research that suggests 'parental involvement in learning may have wider benefits beyond boosting attainment outcomes.' The Pupil Premium (2013) supports 'Providing well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.'	Attendance of these pupils to be reviewed termly. Number of FEHA's to be reduced.	CP/BP	

				Total Budget Spend		

iii. Other approaches

Desired Outcomes	Chosen action/ approach	What evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When is the implementation to be reviewed?
Parents to be more involved in and supportive of their child's education and understand how they can enhance their child's learning.	Parents to be given opportunities to develop English and Maths skills that will enable them to support their child / children more at home and to realise the impact that this can have.	EEF research shows that 'The association between parental involvement and a child's academic success is well established, but evidence on how to actually improve attainment through parental involvement is limited - and existing evidence suggests that it is a considerable challenge.' EEF research that suggests 'parental involvement in learning may have wider benefits beyond boosting attainment outcomes.'	Parents to be more visible within school eg at parent open mornings and sessions. Attendance of parents at information meetings such as for phonics, reading and Maths.	CP/BP/MM	Review the impact after each parent involvement session.

Pupils to have high aspirations for themselves and for their future.	Pupils in school to be able to talk about how they learn. All pupils across school to be able to talk about their work and explain their achievements. Pupils to be provided with opportunities to promote high aspirations including visits and visitors.	EEF research suggests that 'Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.'	Pupils across school particularly in KS2 to be able to talk about their learning Pupil conversations and surveys to reflect the increase of these skills.	CP	Prior to introducing and then 3 months later.