



1. Summary information					
School	Carr Mill Primary School				
Academic Year	2017-18	Total PP budget	£200,753	Date of most recent PP Review	n/a
Total number of pupils	280 + Nur	Number of pupils eligible for PP	151	Date for next internal review of this strategy	April 2018

2. Current attainment		
	Average / %	National
Standardised scores in reading at KS2 (100 is the expected level)	106	104
Standardised scores in spelling, grammar & punctuation at KS2 (100 is the expected level)	106	106
Standardised scores in mathematics at KS2 (100 is the expected level)	105	104
% achieving expected standard or above in reading, writing & maths (or equivalent)	66%	61%
Progress score in reading at KS2 for PP pupils	2.2	-1.5 (Local Authority)
Progress score in writing at KS2 for PP pupils	-0.2	-0.5 (Local Authority)
Progress score in mathematics at KS2 for PP pupils	1.8	-0.1 (Local Authority)

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	Oral language skills in Reception are low for pupils eligible for PP in terms of understanding language and speech skills which can slow reading progress in subsequent years and impacts on all areas of the curriculum.
B.	Middle and higher-ability children, at times, need to be challenged more, to develop further their problem-solving skills in maths, so that they reach the very highest standards (Ofsted April 2017).
C.	Pupils should be provided with a wide range of curriculum opportunities to develop extensive, life-long skills.

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

D.	Home/family circumstances impacts upon the learning of some pupils who are eligible for pupil premium funding. Some families report challenges that they face at home which leads to not completing homework, negativity at home and challenging behaviours.
----	--

4. Desired outcomes (Desired outcomes and how they will be measured) **Success criteria**

A.	Children will have an increased positive attitude generally and towards their schoolwork which leads to higher results.	Homework completed and in on time. Increased results and positive attitude to school life.
B.	Children in the Early Years Foundation Stage will have improved oracy skills which will impact upon their communication, language and literacy development.	Children in EYFS will make excellent progress in their literacy and other curriculum areas.
C.	Middle and higher-ability pupils will be challenged in all lessons to enable them to reach the very highest standards.	All pupils achieve the very highest standards.
D.	Pupils will be on time for school and ready to learn. Their attitude to learning will improve and they will make excellent progress.	Emotional well-being for targeted pupils improved. Readiness for learning in lessons improved which impacts upon pupil outcomes for key groups.

5. Planned expenditure

Academic year	2017/18
----------------------	----------------

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?
To improve academic success for targeted groups of PP pupils. Misconceptions will be addressed in small groups and targeted pupils will make good progress. Pupil's confidence and independence in lessons will improve. Targeted pupils will catch up quickly and make age related expectations.	Provide Additional Support in Key Stages – 1 x experienced teacher to provide 1 to 1 and small group intervention 3 days a week. Installation of library support room. 2 days Easter school to provide Y6 with additional support. Small groups' additional support by L3 TA. Read, Write Inc 1 to 1 intervention support by L3 TA. TA's briefing time for focused analysis of progress of PP pupils. EYFS-CLLD support: Early Talk Boost resources and specialist training.	Data analysis shows that specific PP pupils are not at ARE in specific areas of the curriculum. A library support room will provide a further base to lead groups for intervention successfully. Following analysis, pupils are targeted for additional provision in reading, writing and maths to ensure they catch up to ARE. PP Pupils in EYFS have low oracy skills and therefore require specialist support to develop this early in their education.	Monitor focused intervention books / additional work and analyse termly data to measure impact of extra sessions. Tracking of the key groups and support given. Observational data and assessments termly. Monitor morning briefings and analysis of PP pupils to track progress.	AM/ VH/ KA/ CD/ SH	End of each term
Total budgeted cost					£55,500.00

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>School to reach in line/above national average for attendance.</p> <p>Pupil's health and well-being needs are met – removing barriers to learning.</p> <p>Families are supported and able to provide a nurturing environment to facilitate learning.</p>	<p>Provide a Pastoral Manager with specific responsibility for attendance and safeguarding. They should engage parents and refer to agencies to support where possible (e.g. source parenting classes). 1 Learning Mentor to provide specific support through interventions and day to day support. 1 pastoral support worker and councillor 3 days per week. Education Welfare Officer (EWO).</p> <p>Conversion of girls' toilets into pastoral intervention room.</p>	<p>Pupil premium/ disadvantaged pupils across school need support sessions with some accessing a 'meet and greet' initiative through Breakfast Bistro prior to the school day. This will provide our disadvantaged and most 'in need' children with breakfast to help start the school day in the correct way and address their readiness for learning.</p> <p>Support pastoral sessions will address any barriers to learning that the children may have and their social, emotional and well-being issues will be targeted. Behaviour and attitude to learning need to improve for targeted children. A new base will provide a structured intervention room for those 'most in-need' pupils.</p>	<p>Monitoring of attendance records. Pastoral lead's records.</p> <p>Change in attitude and readiness for learning of key groups.</p>	JJ	<p>End of each term</p> <p>Total Budgeted Cost:</p> <p>£78,200</p>
<p>Aspirations and confidence of eligible pupils will improve and increase. They will increase skills: resilience, collaborative learning and independence.</p>	<p>Subsidise opportunities for experiential learning including school trips and resources (Y6 residential).</p> <p>Curriculum enhancement through WOW days to engage and support children in their classroom learning through a broad and balanced curriculum.</p> <p>Aspirations Week resources for planned experiences and visitors to inspire the pupils.</p>	<p>Children have often not had the opportunity to experience life in the outdoors and the wider world. They will have the opportunity to discover/develop new skills: outdoor activities, teamwork, resilience, collaborative learning and independence.</p> <p>Children will broaden their knowledge base of curriculum areas through specific activities to spark curiosity about a topic which will enrich their learning (e.g. visitors, forest schools).</p> <p>Children will have many opportunities to develop life-long skills throughout the week and increase their knowledge of future job opportunities and life chances.</p>	<p>Formal feedback on residential experience and informal discussions about skill development.</p> <p>Pupil/parent voice.</p> <p>Monitor pupils' attitudes to their peers.</p>	VH/ SH	July 2018

	<p>2-day audit from LA consultant to support.</p> <p>Development of school friendship garden.</p>	<p>Specialised support for our pupils regarding their personal development, welfare and behaviour.</p> <p>The friendship garden will provide activities for targeted PP pupils for group work and will also improve their self-esteem, attitudes towards others and development of team-building skills.</p>			<p>Total Budgeted Cost:</p> <p>£29,000</p>
<p>Families are supported with ensuring children can attend extended provision.</p>	<p>Provide breakfast (Breakfast Bistro staffing and resources) for targeted disadvantaged pupils – 5 x per week.</p> <p>Stay and Play sessions (after school) are provided to PP pupils 2 times a week.</p> <p>Provide extra-curricular after school clubs for PP pupils.</p>	<p>Some PP pupils require support with uniforms and places at breakfast & after school club to support families.</p> <p>Pupils gain the opportunity to attend an enrichment club to develop art skills e.g. photography, textiles.</p> <p>Digi-Smart after school club provides targeted support for children who require further intervention.</p>	<p>Pupil /parent voice.</p> <p>Pastoral records.</p> <p>Breakfast / after school club records.</p>	JJ	<p>July 2018</p> <p>Total Budgeted Cost:</p> <p>£20,000</p>
<p>iii. Other approaches</p>					
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>Music tuition and art sessions are undertaken by PP pupils to widen their educational experiences and further develop potential.</p>	<p>To provide funding for music lessons and specialist lead art lessons to specific PP children.</p> <p>Curriculum enrichment of music and drama trips.</p>	<p>Many of our most 'in need' pupils are interested in wider curriculum opportunities and would excel at creative sessions such as music lessons / specialist art sessions if they are given the opportunity.</p> <p>PP pupils to be given the opportunity to experience trips to the theatre / watch a live orchestra (Royal Liverpool Philharmonic).</p>	<p>Feedback from schools' music services teachers.</p> <p>Performances/work undertaken by children who partake in wider opps sessions.</p> <p>Pupil / parent voice.</p>	DC/ VH	<p>July 2017</p> <p>Total Budgeted Cost:</p> <p>£17,600</p>

--	--

6. Review of expenditure

Previous Academic Year	2016-17
-------------------------------	----------------

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																												
<p>Improve understanding and language acquisition within the Foundation age pupils, measured by assessments and observation.</p>	<p>Review the texts available to ensure there is adequate numbers of texts exposing children to repetition, rich vocab alongside phonetically decodable texts in line with Read Write Inc programme.</p> <p>Work with parents to support with Early Talk Boost sessions in Nursery and FS2.</p>	<p>EYFS Pupils talk improved in EYFS and attainment increased in literacy/ communication and language (end of year progress: speaking increased by 38%, reading increased by 56%, writing increased by 53%).</p> <table border="1"> <thead> <tr> <th>EYFS ARE data</th> <th>Base (all)</th> <th>EOY (all)</th> <th>Base (PP)</th> <th>EOY (PP)</th> <th>Base (NPP)</th> <th>EOY (NPP)</th> </tr> </thead> <tbody> <tr> <td>Speak</td> <td>36%</td> <td>74%</td> <td>27%</td> <td>60%</td> <td>42%</td> <td>83%</td> </tr> <tr> <td>Read</td> <td>15%</td> <td>71%</td> <td>13%</td> <td>53%</td> <td>17%</td> <td>83%</td> </tr> <tr> <td>Write</td> <td>15%</td> <td>68%</td> <td>13%</td> <td>53%</td> <td>17%</td> <td>78%</td> </tr> </tbody> </table> <p>Although the progress made by EYPP children was less than EYNPP children, it was still outstanding for both groups of children.</p>	EYFS ARE data	Base (all)	EOY (all)	Base (PP)	EOY (PP)	Base (NPP)	EOY (NPP)	Speak	36%	74%	27%	60%	42%	83%	Read	15%	71%	13%	53%	17%	83%	Write	15%	68%	13%	53%	17%	78%	<p>Continue to offer speech and language support for pupils in EYFS to boost attainment and children gaining ARE in literacy</p> <p>Continue to target pupils for additional provision next year to ensure accelerated progress is made and ARE is attained.</p>	
EYFS ARE data	Base (all)	EOY (all)	Base (PP)	EOY (PP)	Base (NPP)	EOY (NPP)																										
Speak	36%	74%	27%	60%	42%	83%																										
Read	15%	71%	13%	53%	17%	83%																										
Write	15%	68%	13%	53%	17%	78%																										

<p>The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidenced in increased contributions within the classroom, pupil and parental voice and feedback.</p>	<p>Increase exposure to professionals and enrichment activities across the curriculum.</p> <p>Take Y6 children to York and expose to various activities.</p> <p>PSHE activities across the curriculum.</p>	<p>Y6 PP pupils who had the opportunity to attend the residential trip to York developed many skills including: team work; building resilience; collaborative learning and independence. They also produced excellent pieces of writing about their experiences.</p>	<p>Continue this approach as it offers many new experiences and builds skills outside of the classroom. PP children have had the opportunity to leave Carr Mill to visit other areas of England and engage, encourage team work, building resilience, collaborative learning and encouraging independence.</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	Cost
<p>Attendance of the group eligible for pupil premium improves and the difference diminishes between this group and others nationally. The percentage of those eligible who become PA reduces.</p>	<p>Incentives along with weekly Early Bird competition, termly chance to win a bike for 100% attendance, termly celebration and gold stars. Engage services of EWS and penalty notices.</p> <p>Home visits and involvement of school nursing service where appropriate.</p>	<p>Although PP attendance has not improved from 2015/2016 to 2016/2017 (94.07% vs 93.41%) it remains above NPP (93.41% vs 93.24% for 2016/2017).</p> <p>The number of incidents at the start of the school day involving these children has reduced due to them being prepared for the day ahead in a calm setting.</p> <p>PP pupils across school attended 'meet and greet' prior to the school day. This provided our disadvantaged and most 'in need' children with breakfast to help start the school day in the correct way and address their readiness for learning.</p> <p>Home visits and involvement of school nurse service has greatly improved the well-being for many vulnerable families thus improving engagement with school and learning.</p> <p>The number of PP pupils who were under the category of PA have reduced by 2% (17% 2015/16 vs 15% 2016/17).</p>	<p>This approach impacted greatly upon our most 'in need' pupils and ensured they were ready to learn at the start of the school day. We will continue with this support next year.</p>	<p>£181,985 (total PP budget 2016-17)</p>

7. Additional detail

Carr Mill Primary School gained a 'good' overall judgement from Ofsted (April 2017), with an outstanding judgement in two key areas: personal development, welfare and behaviour and Early Years provision. In the report they stated: Careful consideration is given to ensure that the pupil premium funding is spent wisely to break down barriers to learning. Leaders have a clear rationale for the allocation of the funds. This is used to pay for a wide variety of support. This includes some highly capable teaching assistants who work inside the classroom and on some very focused catch-up programmes. Leaders identify barriers that may hinder learning and they help pupils to overcome these effectively. As a consequence of this, disadvantaged children do at least as well as other children nationally by the end of key stage 2.'

Our school continues to have high expectations of all learners and are committed to gaining the best outcomes for pupils.