

Pupil Premium Strategy Statement: Carfield Primary School

1. Summary Information					
School	Carfield Primary School		Total Planned expenditure for PP	£182,520.40	
Academic Year	2017/18	Total PP predicted funding	£171,600	Date of most recent PP Review	Jan 2017
Total number of pupils (June 17)	613	Number of pupils eligible for PP (June 17)	147 (130 who receive funding)	Date for next internal review of this strategy	September 2017

2. Current attainment – based on KS2 test outcomes								
	All Pupils (Carfield) 73 Pupils	All Pupils (Sheffield)	All pupils (National)	Pupils eligible for PP (Carfield) pupils	Pupils eligible for PP (Sheffield average - 2016)	Pupils not eligible for PP (Carfield) pupils	Pupils not eligible for PP (Sheffield average - 2016)	Pupils not eligible for PP (National - 2016)
% combined at KS2 ARE	63%		61%	40%	37%	72%	61%	60%
% at ARE in KS2 Reading	78%	70%	71%	65%	47%	83%	70%	71%
% at ARE in KS2 Writing	82%	78%	76%	60%	61%	87%	81%	79%
% at ARE in KS2 GPS	77%	75%	77%	55%	57%	85%	78%	78%
% at ARE in KS2 Maths	69%	74%	75%	55%	55%	74%	77%	75%
Average Scaled Score KS2 Reading	106		104					104
Average Scaled Score KS2 Maths	103		104					104
Average Scaled Score KS2 GPS								105

3. The best things about PP pupils at Carfield
<p>The children at Carfield who are eligible for PP funding work hard in class and during intervention and the majority enjoy coming to school. The children, especially the older ones, want to succeed in their learning and demonstrate resilience and perseverance when working independently, with a group or when working 1:1 with an adult. They are polite, friendly and are respectful of adults and of each other. All staff at Carfield know the children eligible for PP funding and know what their needs are and plan to overcome any potential barriers to learning. The staff are dedicated to ensuring the best outcomes for these learners.</p>

4. 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.	Progress of PP pupil is inconsistent in some year groups and not enough PP children make accelerated progress in order to diminish the difference. Teacher targeting and high quality teaching is needed to ensure these pupils achieve age related expectations.
B.	Attainment of PP pupils in Maths is generally lower than their attainment in Reading, Writing and SPAG. Consistency in teaching and policy needs to be embedded so that these pupils achieve age related expectations in Maths.
C.	Attainment of PP pupils in Writing is significantly below that in Reading in most year groups. Consistency in teaching and policy becomes more embedded to ensure these pupils achieve age related expectations in Writing.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for FSM are 94.2% (below the level for all children of 96.8%) (Based on figures for Sept to June 2017). This reduces their school hours and causes them to fall behind on average. Therefore teachers provide catch-up sessions.

5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Levels of progress of pupils eligible for PP are consistently good or better.	Pupils eligible for PP make accelerated progress in maths, reading and writing. Measured by teacher assessments. The percentage of pupils eligible for PP at or above ARE increases throughout the year.
B.	Attainment in Maths for pupils eligible for PP is consistently good or better.	Attainment in Maths for pupils eligible for PP is in line with their attainment in Reading and Writing. Difference in % attainment in Maths between pupils eligible for PP and those who are not, is diminished.
C.	Attainment in Writing for pupils eligible for PP is consistently good or better.	Attainment in Writing for pupils eligible for PP is at least at national expectations. Difference in % attainment in Maths between pupils eligible for PP and those who are not, is diminished.
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves.

6. 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	Cost	When will you review implementation?
Levels of confidence and motivation increase in pupils eligible for PP. Levels of progress and attainment of pupils eligible for PP are consistently good or better.	Strong teachers in school work alongside other teachers, e.g. newly and recently qualified teachers to ensure all children are engaged and motivated in lessons and receive the quality first teaching that they need. Supply costs needed to cover strong teachers.	We want to improve engagement in lessons for all pupils and to enable to enable PP pupils to learn to the best of their abilities.	Lesson observations and work scrutiny carried out regularly. Progress and attainment of children eligible for PP funding is monitored half-termly.	PP leader, SLT	£2,000	July 2018
Levels of progress and attainment in Maths of pupils eligible for PP are consistently good or better.	Release time for KS1 and KS2 Maths leaders to monitor standards and coach and support teachers to secure improvements in maths teaching and improved outcomes for children in Maths.	We would like to ensure that all children have access to their entitlement in Maths learning key concepts and skills and being able to apply these in a range of contexts.	Monitoring by maths subject leaders.	Maths leaders.	£615	July 2018
Levels of confidence and motivation increase in pupils eligible for PP.	Grants and Carfield Friends funding received – initial project to be run by Forest School leader. To be led in-house from September 2017. 18 children eligible for PP funding have attended regularly in Summer 2 term 2017.	Forest School approaches to learning have been shown to increase engagement and motivation in pupils.	Monitoring by Y3 staff overseeing project. Feedback to PP Leader.	Y3 teachers	£142 from grant/Carfield Friends	July 2018
Levels of progress and attainment in all subjects of pupils eligible for PP are consistently good or better.	Release time for subject leaders to monitor standards and coach and support teachers to secure improvements in teaching across the curriculum and improved outcomes for children in all subjects.	We would like to ensure that all children have access to their full entitlement across the curriculum being able to apply these in a range of contexts.	Monitoring by subject subject leaders.	Subject leaders.	£420	July 2018

Levels of progress and attainment in all subjects of pupils eligible for PP are consistently good or better.	Additional resources to be purchased throughout the year to ensure improved outcomes for children eligible for PP funding. E.g. this may be the purchasing of additional maths resources, to build on those purchased last year, to ensure concepts are understood in a concrete form before moving onto pictorial or abstract learning.	We would like to ensure that all children have access to their entitlement in learning key concepts and skills across the curriculum and being able to apply these in a range of contexts.	Monitoring by PP leader and subject leaders.	PP lead, subject leaders	£3000	July 2018
Levels of confidence and motivation increase in pupils eligible for PP. Levels of progress and attainment of pupils eligible for PP are consistently good or better.	Training costs to further ensure quality first teaching. Training needs will be either identified at an individual level at staff appraisal or at a whole school level that will be delivered through PDM, twilights or INSET. It may also involve individuals or groups accessing training outside school.	We want to improve engagement in lessons for all pupils and to enable to enable PP pupils to learn to the best of their abilities.	Monitoring of effectiveness of training carried out. In addition, lesson observations and work scrutiny carried out regularly. Progress and attainment of children eligible for PP funding is monitored half-termly.	PP leader, SLT	£4000	July 2018
Total budgeted cost					£10,035	

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	Cost	When will you review implementation?
Levels of progress and attainment of pupils eligible for PP are consistently good or better.	One to One and group specific teaching in English and maths. Taught by Pupil Premium Champion.	Some of the students need targeted support to catch up. Sutton Trust research shows that this is an effective tool for accelerating progress.	Progress will be regularly monitored (fortnightly book check; targeted children's books checked weekly). Interventions with little impact are amended /	Pupil Premium Leader. PP Champion.	£14240	July 2018
Levels of progress and attainment of pupils eligible for PP are consistently good or better.	Targeted TA support in class and through 1:1 and group intervention.	TAs providing 'extra' for children eligible for PP. This is done in class where possible. Some children benefit from targeted support through intervention.	Progress will be monitored half-termly, after an intervention has been completed. Interventions with little impact are amended / replaced.	Pupil Premium Leader.	£107,501.40	July 2018
Levels of progress and attainment of pupils eligible for PP are consistently good or better.	Supply costs to cover class teachers for Pupil Progress meetings. Focus on children eligible for PP funding, barriers to learning and what is being done to overcome these barriers.	Staff need thorough understanding of children eligible for PP funding and how they can raise their progress and attainment. They need to be able to communicate this knowledge and understanding.	Progress and attainment of children eligible for PP funding is monitored half-termly.	Pupil premium leader, Head teacher	£2500	July 2018
Levels of progress and attainment of pupils eligible for PP are consistently good or better.	Deputy Headteacher works with targeted teachers, e.g. newly and recently qualified teachers in order to ensure quality first teaching.	All staff need to be able to plan and teach consistently good and outstanding lessons. Sutton Trust research shows that quality first teaching is the most important factor in diminishing the difference between children eligible for PP funding and those who are not.	Lesson observations and work scrutiny carried out weekly. Progress and attainment of children eligible for PP funding is monitored half-termly.	Pupil premium lead	£14642	July 2018
Levels of progress and attainment of Looked After Children (LAC) are consistently good or better.	Resources and TA support targeted to Looked After Children in order to improve their progress and attainment.	Specific funding is released for LAC. This needs to be specifically used to raise their progress and attainment.	Progress and attainment of LAC eligible for PP funding is monitored half-termly.	Pupil premium lead	£3800 (from LAC funding)	July 2018
Total budgeted cost					£138,883.40	
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	Cost	When will you review implementation?
Increased attendance rates for pupils eligible for PP.	Data manager spends half a day a week analysing the attendance of pupil premium children, following up persistent absenteeism and liaising with outside agencies to improve attendance.	We can't improve attainment for children if they aren't actually attending school.	Thorough briefing of all staff about existing absence issues. All staff working together to ensure attendance of PP children is improved. Outside agencies involved as necessary.	Data Manager	£3898	Half-termly by DM and DHT
Levels of confidence and motivation increase in pupils eligible for PP.	Many targeted interventions in place for identified students. <ul style="list-style-type: none"> • Groups to give emotional support and focus on positive behaviours. • 1:1 Emotional and behavioural support from the Learning Mentor. • Effective Feedback • Therapeutic play • Circle of friends • Reading buddies • School Council 	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	PP Leader, Learning Mentor	£18204	July 2018
Levels of confidence and motivation increase in pupils eligible for PP. Increased attendance rates for pupils eligible for PP.	Financial assistance to attend residential visits, trips and enrichment activities (30% discount).	Pupils eligible for PP need to engage in all areas of school life if they are to achieve their potential.	Ensure identification of target pupils is fair, transparent and properly recorded.	PP Leader, Business Manager	£6500	July 2018
Levels of confidence and motivation increase in pupils eligible for PP.	Increased take-up in leadership roles and clubs by pupils eligible for PP. Children who join clubs that are provided by external providers receive 30% discount.	Leadership roles, e.g. peer mediators; school council improve confidence and self-esteem of children eligible for PP funding. Extra-curricular clubs provide experiences and opportunities for pupils eligible for PP funding.	Uptake in clubs/leadership roles monitored both termly and yearly as appropriate.	PP Leader	No cost attached	July 2018

Levels of confidence, motivation and feelings of security increase in pupils eligible for PP.	Costs to convert two rooms and furnish the 'Oasis', a learning space and sensory room. A significant proportion of the children using these facilities are eligible for PP funding.	We want to ensure that all children are ready for learning both in class and out of it and that they are confident, motivated and feel secure in a range of situations in school.	Half-termly monitoring on effectiveness of resource and its suitability for the children being supported.	Inclusion Lead, Learning Mentor.	£5000	July 2018
Total budgeted cost					£33,602	