

Pupil premium strategy statement (primary)

1. Summary information					
School	Troon Community Primary School				
Academic Year	2018-19	Total PP budget	60,760	Date of most recent PP Review	July 2018
Total number of pupils	164	Number of pupils eligible for PP	48	Date for next internal review of this strategy	Half Termly

2. Current attainment		
8 pupils eligible for PP in 2018 cohort	<i>Pupils eligible for PP (Troon CP school)</i>	<i>All Pupils (national average = 0.0)</i>
% achieving in reading, writing and maths	38%	65%
average score for progress in reading	-2.3	-1.9
average score for progress in writing	-2.2	-2.1
average score for progress in maths	-3.6	-1.7

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Oral language skills and vocabulary on entry are lower for pupils eligible for PP than other pupils.
B.	Pupil premium children need more intensive support (sometimes 1:1) with acquisition of phonics and spelling throughout the school
C.	Many of our Pupil premium children are less numerate and take longer to grasp key mathematical concepts
D.	Less of our PP children are achieving at Greater Depth
E.	Lack of emotional resilience/ Poor social / behaviour skills
F.	Limited experiences and understanding of the wider world
G.	Fine/ gross motor skills
External barriers (issues which also require action outside school, such as low attendance rates)	
H.	Attendance rates (Average attendance for PP children is lower than Non PP children) and punctuality

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Speech and Language support in the early years is effective and children are able to communicate confidently	Observation and assessment show children are communicating effectively and developing a wider vocabulary. Less incidents of children becoming frustrated because of communication difficulties.
B.	PP children achieve as well in their Phonics screening as non-PP children. PP premium acquire and use a range of spelling strategies confidently across KS2 in line with ARE	Phonics screening in Y1 show PP children in line with National attainment Rising Star spelling tests show that PP children are making expected or better progress
C.	PP children achieve as well in R,W and Maths as their peers -tracking data and end of key stage assessments	Progress and attainment of PP children
D.	More PP children are working at Greater Depth in all subjects	Achievement in line or better with NA at Greater depth at the end of KS1 and 2
E.	Children become emotionally resilient and apply this to their learning. They have high self-esteem and a good range of coping strategies Children are supported by Thrive practitioners, EP, Learning Mentor and Walk on Water Counsellors	Improvements in attitude to peers and to their learning – Thrive assessments show improvement
F.	PP children will have access to a wide range of experiences and opportunities within school and after school.	All children able to participate in all activities including trips and residential
G.	Children are supported effectively to develop their fine and gross motor skills using a wide range of strategies including Funky fingers, Fun Fit	Children develop a fluent cursive script and achieve their pen licence Children are able to join in confidently with a wide range of sporting activities
H.	Improved attendance and punctuality for PP children Monitored by HT, Family Liaison Officer and EP	Attendance is in line or better than NA

5. Planned expenditure

Academic year

2018 - 2019

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?
Children are able to decode effectively and become confident spellers	RWI – small groups Rising Stars KS2 spelling programme to be introduced and discrete spelling lesson taught every week. Rising Stars spelling Assessments	RWI assessments will be carried out each half term ensuring fluid movement between groups Spelling assessments will be tracked each half term Book Looks and Learning walks will focus on high expectations	One TA responsible for all RWI assessments English Lead collating and analysing all Rising Star assessments	Judith Rail Roisin Gray	Half Termly
Improve higher order reading comprehension skills	Cracking comprehension – reading lesson every week Use of online resources and support Continue with Accelerated Reader across KS2	Visited partner school to see Cracking comprehension in use and how weekly lesson explicitly taught higher order skills. This school has consistently achieved high results in reading. This approach is working well – more children achieving their word millionaire status	Close monitoring of weekly reading lessons and progress on Accelerated Reader Progress and attainment data End of KS maths data	Roisin Gray	Half Termly
Improved maths skills and knowledge in times tables, arithmetic and reasoning	Engage with the maths hub – 2 teachers to lead Times tables Rock stars Fast Arithmetic Training for all staff on increasing opportunities for maths reasoning problems.	Ability to access maths specialists within the maths hub and to receive learning walk and quality assurance. Visit to partner school Feedback from maths hub	Lesson Observations, Book Looks and Learning walks Performance management and ensuring high quality CPD Progress and attainment data End of KS maths data	Lucy Askew Charlotte Kirby	Half Termly

Improved speech and language – children are more articulate and able to use a wider vocabulary	Early referral to SALT High ratio of adults in early years to enable good modelling and extra support Early Talk Boost groups Invest in high quality resources for learning environments	Children are making good progress from low starting points in the Early Years.	Progress monitored by the SALT and SENDCO Lesson Observations and Learning walks	Sarah Johns	Half Termly
Children make good and accelerated progress in lessons due to well trained and targeted Teaching assistants and smaller teaching groups	Each class is supported every morning by a well-trained TA in English and Maths Precision Teaching Booster/ Extension/ Intervention sessions Class sizes kept to a maximum of 25 where possible	Looking at previous year's progress data from interventions	Lesson Observations, Book Looks and Learning walks Performance management and ensuring high quality CPD Progress data	Julie Lamb Lucy Askew Roisin Gray	Half Termly
Total budgeted cost					£48,373
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?
% of children working at Greater depth in RWM in line with NA	Enrol children on Writer's Block programme Maths lead – weekly sessions with MA pupils in Y6	Evaluation of programme and learning conferences showed children more confident and creative writers Increased progress in writing – Big Writes Evaluation of intervention and learning conferences showed children more confident and fluent mathematicians Increased number of children getting to GD	Evaluation of programme and learning conferences Moderation of writing across schools Book Looks SAT results	Julie Lamb Lucy Askew	Half Termly

Raised self-esteem Improved behaviour for learning Able to manage feelings and emotions Resilient learners Support for the most vulnerable families – referrals for support	Thrive Walk on Water counsellor EP working across the MAT Family Liaison Officer	Strength and difficulties questionnaires Thrive assessments Review of actions on EP reports/ Provision map Visit to partner school	Strength and difficulties questionnaires Thrive assessments Review of actions on EP reports/ Provision map Success/ Impact of referrals made	Natalie Buckland Sarah Johns	Half Termly
Children have access to the same opportunities as Non PP children	Subsidising trips/ residential	If the trips were not subsidised then PP children would miss out on these experiences and would not be able to apply them to their learning.	Pupil Premium champion and governor will ensure access for all PP children	Julie Lamb Lauren Seymour	Half Termly
Total budgeted cost					£10,540
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?
Improved attendance and punctuality	EWO – 2 day SLA Attendance clinics Half termly traffic light letters Rewards for good attendance introduce family rewards - £100 Tesco shopping voucher Reintroduce weekly trophies in assemblies for punctuality and attendance as per children's request. EWO to support with 2 late gates over the year to challenge on missed learning time.	Attendance policy reviewed and amended Attendance clinics reduced number of PAs previously Overall attendance was in line with NA but PP children are still not attending as regularly as non PP.	Family Liaison Officer to monitor attendance weekly and liaise with head and EWO	Julie Lamb Natalie Buckland	Half Termly

School Improvement /Training to meet increased needs of the most vulnerable children	<p>Training on ASD/ PDA for all staff</p> <p>Aspiring heads training</p> <p>Learning to Lead training</p> <p>Makaton training</p> <p>Precision Teach training</p>	<p>PM reviews showed some gaps in knowledge</p> <p>MAT survey showed clear areas for development.</p> <p>Previous success of MAT leads sharing good practice and supporting each other with action planning</p>	<p>Action Plans show impact on whole school issues</p> <p>Performance Management reviews show objectives have been met and impact of training ILPs show increased progress</p> <p>Staff are confident to lead on whole school improvement.</p>	<p>Julie Lamb</p> <p>Sam Jones</p>	Half Termly
Total budgeted cost					£2,000

6. Review of expenditure			
Previous Academic Year		2017-18	
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)
Children are able to decode effectively and become confident spellers	RWI – small groups One TA responsible for all RWI assessments RWI KS2 spelling programme Rising Stars spelling assessments	RWI assessments will be carried out each half term ensuring fluid movement between groups Spelling assessments will be tracked each half term Book Looks and Learning walks will focus on high expectations	Decision made to move away from RWI spelling in KS2 as Rising star assessments do not match coverage and are therefore not a true reflection of children’s ability. Next year we will buy in to the Rising Stars programme for KS2 to match the progress tests. RWI for FS and Y1 is going well – 100% of children passed their phonics screening test at the end of y1 – Outcome: continue to fund TAs to ensure small groups of same ability. Change RWI Spelling programme at KS2 to Rising Stars

Improved speech and language – children are more articulate and able to use a wider vocabulary	Early referral to SALT High ratio of adults in early years to enable good modelling and extra support Training – Early Talk Boost	Progress monitored by the SALT and SENDCO Lesson Observations and Learning walks	Clear progress seen in lesson observations and when looking at FS profile scores. More children being signed off from the SALT by the end of FS than previously Outcome: Continue with this provision
Children make good and accelerated progress in lessons due to well trained and targeted Teaching assistants and smaller teaching groups	Each class is supported every morning by a well-trained TA in English and Maths Precision Teaching Booster/ Extension/ Intervention sessions Class sizes kept to a maximum of 25 where possible	Lesson Observations, Book Looks and Learning walks Performance management and ensuring high quality CPD Progress data	Strong impact seen due to smaller group and 1:1 teaching Evidence in Fresh Start group, Easy Read, Maths interventions, Write from the Start and writing support. Outcome: Continue with this provision

<p>Children are excited and engaged by their learning therefore they attend well and make good progress</p> <p>Children are able to access a wide range of resources to support their learning</p>	<p>Immersive learning environments Maths Ladders Fast Maths Big Write Accelerated Reader and word Millionaires Reading Tea Parties Class Yoga Music lessons Espresso</p>	<p>Lesson Observations, Pupil Conferencing and Learning walks Book Looks Assessment data – Classroom Monitor and Accelerated Reader</p>	<p>Children say that Maths ladders ensure they can progress at their own pace and that they are in charge of their learning. Fast Maths shows a great impact in the arithmetic scores at the end of KS2. Children are very motivated to read through the reading tea parties and KS2 are proud of their word counts on accelerated reader. Outcome: Continue with this provision but add in Fast Arithmetic Also introduce Book Worm badges to tea parties.</p>
<p>Total expenditure - £42,989</p>			
<p>ii. Targeted support</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>
<p>% of children working at Greater depth in RWM in line with NA</p>	<p>Enrol children on Writer's Block programme</p> <p>Maths lead – weekly sessions with MA pupils in Y6</p>	<p>Evaluation of programme Monitor progress in writing – Big Writes</p>	<p>Targeted children made good progress in their creative writing. Gave them valuable literary experiences to use in their own writing.</p> <p>MA pupils excelled. 39% of our children achieved GD at the end of KS2 – higher than NA Outcome: Continue with this provision</p>
<p>Raised self-esteem Improved behaviour for learning Able to manage feelings and emotions Resilient learners</p>	<p>Learning Mentor Thrive Walk on Water counsellor</p> <p>EP working across the MAT</p>	<p>Strength and difficulties questionnaires Thrive assessments</p> <p>Review of actions on EP reports/ Provision map</p>	<p>Pastoral support for children is of a very high quality This was noted by our SIP Outcome: Continue with this provision and look to appoint a Family Liaison Officer next year to support the most vulnerable families and to signpost to external agencies</p>

Children have access to the same opportunities as Non PP children	Subsidising trips/residentials	Pupil Premium champion and governor will ensure access for all PP children	All children who wanted to go on a residential attended. Outcome: Continue with this provision
Children are not excluded – they are well supported and happy in school	Continue 1:1 support for learning and behaviour for three children at risk of exclusion	Lesson Observations Progress made with behaviour and learning	No PP children were excluded Outcome: Provision was effective but no longer needed
Total expenditure - £12,903			
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)
Improved attendance	EWO – 2 day SLA Attendance clinics Half termly traffic light letters Rewards for good attendance	Attendance policy reviewed and amended Attendance clinics reduced number of PAs Overall attendance was in line with NA	Will continue with this approach due to success in reducing number of PAs and still work to do here. Also will introduce family rewards - £100 Tesco shopping voucher Reintroduce weekly trophies in assemblies for punctuality and attendance as per children's request.
School Improvement /Training	Aspire – development of middle leaders (Ofsted action)	Action Plans show impact on whole school issues Performance Management reviews show objectives have been met	Middle leaders attended wide range of training – implemented action plans well Enabled good networking and sharing of good practice across the MAT.
Total expenditure - £967.52			

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Provision Map

Pupil Tracking

RWI Assessments

Rising Star Spelling Progress Tests

Abacus Progress Tests

Accelerated Reader Star Tests