



## Seamer & Irton CP School

### Pupil Premium Statement 2017/18

At Seamer and Irton CP School the Pupil Premium funding is used to provide and train staff to deliver proven intervention programmes in maths and English. These intervention programmes target pupils who have fallen behind in maths or reading, identify their barriers to learning and help to narrow the gap between themselves and their peers.

We also use the funding to subsidise visits and educational opportunities to make them affordable for all children and enrich their educational experience. This might include the provision of music lessons or I.T. equipment, for example. Every child eligible for Pupil Premium Funding will receive some form of intervention to support their learning outcomes regardless of their level of ability.

There are currently 42 pupils in receipt of pupil premium grant (10% of school roll).

There are a wide variety of barriers and the school is successful in identifying them. The school's Head Teacher (Mr. Wanless) and SENCO (Mr. Caffrey) have responsibility for coordinating the provision for disadvantaged pupils.

Headline figures from the 2017 data	% of pupils achieving the expected standard		School Gap	National Gap
	Pupils in receipt of pupil premium grant	Pupils not in receipt of pupil premium grant		
Year 1 (phonics check)	50	72	22	
KS1 Reading, writing and maths	16.7	54.9	38.2	18.1
KS2 Reading, writing and maths	40	61.8	21.8	19.6



1. Summary information					
School	Seamer & Irton CP School				
Academic Year	2017/18	Total PP budget	£52253	Date of most recent PP Review	30.11.17
Total number of pupils	411	Number of pupils eligible for PP	42	Date for next internal review of this strategy	30.11.18

2. Current attainment (2017 KS2 assessment data)		
	<i>Pupils eligible for PP (Seamer &amp; Irton CP School)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard or better in reading, writing and maths	40%	66.7%
Progress in reading	0.4	0.2
Progress in writing	-2.3	0.1
Progress in maths	-5.2	0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Low levels of attainment in reading, writing and number on entry to school. Baseline data shows that these areas have been low over the last 3 years.
B.	Speech, language and communication in early years and into KS1. This slows progress in reading, writing and maths in KS1.
C.	Low outcomes and progress in maths. Some pupils struggle to retain basic knowledge and skills and the ability to reason and problem solve.
D.	Exposure to higher order reading skills may be limited for some pupils.
<b>External barriers</b>	
E.	Low attendance rates of pupils eligible for free school meals.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<b>Improve outcomes for pupils at the end of EYFS from their baseline assessments.</b>	<ul style="list-style-type: none"> <li>Pupils eligible for pupil premium in EYFS make good progress from their baseline assessments in reading, writing and number.</li> </ul>
B.	<b>Improve communication and language outcomes for targeted pupils so that they can thrive in all areas.</b>	Improve language development in all year groups through implementation of the Language Link programme. Implement a programme of screening and interventions across all age groups. <ul style="list-style-type: none"> <li>All pupils screened by November 2017</li> </ul>

		<ul style="list-style-type: none"> <li>• Identified pupils receive interventions</li> <li>• Measureable progress made at re-tests</li> <li>• Pupils failing to make progress receive referrals for specialist S&amp;L therapy</li> </ul>
<b>C.</b>	<b>Raise outcomes in maths.</b>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils accessing maths interventions make at least expected progress (3 CM points) in maths over the year.</li> <li>• Progress in maths at the end of KS2 for pupils eligible for pupil premium improves from the 2017 level (-5.2)</li> </ul>
<b>D.</b>	<b>Increase the numbers of pupils making good progress in reading by the end of KS2.</b>	<ul style="list-style-type: none"> <li>• Raise the progress measure in reading above the 2017 KS2 measure (-1.5)</li> <li>• 20% of pupils eligible for pupil premium achieve the higher standard in reading</li> <li>• KS1 reading &amp; phonics intervention increases the number of disadvantaged pupils achieving the expected standard.</li> </ul>
<b>E.</b>	<b>Vulnerable pupils (PPG, LAC) have good attendance and make progress at least in line with pupils not eligible for PP.</b>	<ul style="list-style-type: none"> <li>• Attendance of vulnerable pupils remains above 95% and where this is not achieved actions are taken to engage the pupil and their family so that attendance is improving.</li> <li>• Provision maps are completed that include measureable targets for pupils and entry/exit data to show progress</li> <li>• Attendance data shows FSM eligible group have rates in line with other pupils.</li> <li>• Pupils eligible for PP make progress at least in line with pupils not eligible.</li> </ul>

## 5. Planned expenditure

Academic year

2017/18

The three headings below demonstrate how we 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?
Improve outcomes for pupils in reading, writing and number by the end of EYFS.	Planning to provide opportunities for progression and extended challenge through teacher focus groups. Language Link programme to support early language development.	By focussing on the ELGs and providing clear next steps we expect pupil progress to be more rapid. By ensuring higher levels of challenge we expect pupil outcomes to be higher. Language Link will identify SLCN earlier and allow early targeted intervention.	This target is part of the School Development Plan and will be addressed through performance management and governor monitoring.	SK	July 2018
Increase the numbers of pupils making good progress in reading by the end of KS2	Review whole school approach to reading development.	We want to raise the level of challenge for all pupils and increase the number of pupils achieving the expected standard in reading.	Subject leader monitoring. Rigorous assessment and tracking procedures.	NF MT SK	July 2018
Improve outcomes in maths	Promote fluency in reasoning and problem solving through whole school training, commitment to cross curricular maths, introducing Dynamo Maths and regular assessment using White Rose.	Pupils' scores have been lower in reasoning elements of tests in recent years. Dynamo will address the needs of individuals who may exhibit dyscalculia. Regular assessment will promote resilience and allow careful tracking of performance.	Subject leader monitoring of maths books and teaching.  Tracking data.	SS  SM	July 2018
Improve the effectiveness of teaching in the school.	Increase levels of challenge and pupil engagement by introducing Kagan strategies to daily teaching.	Kagan is an internationally recognised approach to staff development and offers an opportunity to further develop our lesson study approach that was introduced last year.	A designated member of staff will lead this initiative and training and this includes monitoring its impact.	NK	July 2018
<b>Total budgeted cost</b>					<b>£32491.93</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve communication and language outcomes for targeted pupils so that they can thrive in all areas.	Train staff in "Language Links" programme and screen all pupils in EYFS by October 2017. Allocate staffing and resources to allow this intervention to flourish.	This is a proven intervention that has been used successfully by other local schools. It is supported by the Scarborough Pledge and Opportunities Fund.	Tracking of targeted pupils. Intervention outcomes reports to HT	RC JW	July 2018
Improve KS2 outcomes in reading, writing and maths.	Y5 and Y6 booster groups. Additional TA staff to lead interventions in upper KS2.	This approach has been used over several years and has had a marked impact on pupil outcomes at the end of KS2.	KS2 assessment data will show the progress made by pupils receiving booster provision. Provision maps will detail effectiveness of additional provision.	JW	July 2018
Raise pupils' aspirations and motivation through an enriching curriculum, including off-site visits.	All visits and activities to remain free to PPG pupils, including residential visits and music lessons.	The school has used PP funding for this purpose over several years and strongly believes in the value of a broad and balanced curriculum that provides wider life skills.	SBM to ensure the pupils eligible for PP grant receive separate billing information and are aware of this offer.	LM	July 2018
Improve outcomes in KS1 reading and phonics for disadvantaged pupils.	KS1 reading / phonics intervention group.	A highly qualified and skilled teacher will be used to deliver this intervention.	Tracking of targeted pupils. Intervention outcomes reports to HT	NK	July 2018
<b>Total budgeted cost</b>					<b>£33 112.76</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Vulnerable pupils (PPG, LAC) make progress at least in line with non-vulnerable group.	Early intervention by class teachers. Effective use of monitoring to identify additional needs.	2016/17 data shows FSM group had highest absence rate. This had a negative effect on their academic progress.	Monthly attendance monitoring reports to staff. Tracking of disadvantaged groups, including parent meetings and pupil voice.	ZE TC	July 2018
<b>Total budgeted cost</b>					<b>£4 469.89</b>

6. Review of expenditure				
Previous Academic Year 2016/17		Total PP budget: £48 873.00		
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
Improve outcomes for pupils in reading, writing and number by the end of EYFS	Plan to provide opportunities for progression and extended challenge through TF groups.	Overall GLD went down slightly from 2016 but pupil premium pupils performed well from low baselines. 80% achieved the expected standard in reading and writing and 60% in maths. The % of pupil exceeding went up in reading and writing from 2016 and the APS in maths was 1.98. GLD for pupils eligible for PP was 75% 75% of PP pupils achieved expected+ in maths	Focussed planning for specific ELGs was certainly beneficial and there will be a particular focus on increasing challenge in writing in 2017/18.	
Improve KS2 outcomes in reading, writing and maths.	Y5 and Y6 booster groups and 1:1 tuition.	Maths interventions were more successful than literacy returning average scaled scores above 100.	We will continue with booster provision from September 2017 but review the methods used in reading following whole school training.	
Improve the effectiveness of teaching	Lesson Study approach to assess	Staff feedback reported improvements to teaching following observations.	Continue this approach and connect it to a whole school target to introduce Kagan structures to daily teaching.	<b>£16 089.14</b>
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 (and whether you will continue with this approach)	Cost
Improve communication and language outcomes for targeted pupils so that they can thrive in all areas.	Train staff in "Language Links" programme and screen all pupils in EYFS.	All screening completed and interventions in place.	Re-testing after the summer break was not helpful as many pupils had regressed. Language Link will be a key intervention strategy in 2017/18.	
Improve outcomes in maths	Review maths interventions and how impact is assessed. Train staff in problem solving approaches and cross-curricular opportunities for maths.	The Y1 intervention group made an average of 4 points progress during the year. The Y4 group made 3.3 points on average.  Staff training and resources in place.	Numberland interventions are now much more closely aligned to the whole class curriculum and assessments are more meaningful. Dynamo maths has been introduced to screen for dyscalculia and provide structured support.	
Improve outcomes in reading, writing and maths for groups in Y3	Allocate additional staff to support learning in Y3 including proven interventions	Mathletics intervention and Rapid Writing had a positive impact on pupil progress for targeted groups. Y3 pupil premium progress exceeded cohort average in reading, writing and maths.	Rapid Writing will be developed further for use as an Y3 intervention.	
Raise pupils' aspirations and motivation through an enriching curriculum	All visits and activities to remain free to PPG pupils.	The school scored very highly on the Stirling Children's Wellbeing scale – 63.9 against 45.1 quintile average.	A broad and enriching curriculum remains a key element of our school ethos.	<b>£48 568.20</b>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
All pupils use web-based support programmes to improve outcomes in maths and writing.	Use IT suite and resource centre manager to run Homework Club. Promote rewards for pupils for achievement in Mathletics/Spellodrome. Provide laptops for PP pupils unable to access IT at home.	Pupil premium pupils averaged more than 11 hours per pupil of Mathletics during the year 2016/17.	Mathletics remains an important resource to promote independent learning and parental engagement. Spellodrome will be promoted in the same way during 2017/18.	
Improve level of parental and pupil engagement.	Regular learning conversations with Inclusion Officer/SENCO. Pupil voice interviews for all PP pupils.	All parents involved in partnership with the school and able to support their child's development.	Pupil voice is an important element for every pupil with an Inclusion passport. The school will continue to work hard to raise the level of parental engagement.	<b>£1 172.81</b>

## 7. Additional detail

**Total spend 2016/17: £65 830.15**

**See SBM for a full breakdown of costings.**