



CALE GREEN PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY REVIEW AND GOVERNOR REPORT 2016/17

JULY 2017



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WHAT IS THE PUPIL PREMIUM GRANT? HOW CAN I APPLY FOR PUPIL PREMIUM FUNDING?

The Pupil Premium Grant (PPG) is a government grant in addition to the main school funding that schools receive in their annual budgets. We believe that appropriate use of this money is the best way to close the gap in educational inequalities between children in schools.

Pupil Premium Funds are received for: Every child who qualifies for Free School Meals (FSM) currently, or has qualified in the past 6 years - £1320 per eligible pupil. The pupil premium for 2016 to 2017 will include pupils recorded in the January 2016 school census who are known to have been eligible for free school meals (FSM) since May 2011, as well as those first known to be eligible at January 2016.

Eligibility for funding has been extended to all children who:

- Have been looked after for one day or more
- Were adopted from care on or after 30th December 2005 left care under
- Had a special Guardianship Order on or after 30th December 2005
- Had a Residence Order on or after 14th October 1991.
- Service children - £300
- Looked After Children (LAC) and post-LAC £1900

The early years pupil premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds. 3- and 4-year-olds in state-funded early education will attract EYPP funding if they meet at least 1 of the following criteria and their family gets **one** of the following:

Income Support, income-based Jobseeker's Allowance, income-related Employment and Support Allowance, support under part VI of the Immigration and Asylum Act 1999, the guaranteed element of State Pension Credit, Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190), Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit or Universal Credit.

Children will also attract funding if: they are currently being looked after by a local authority in England or Wales, they have left care in England or Wales through: an adoption, a special guardianship order or a child arrangement order.

Children must receive free early education in order to attract EYPP funding. They do not have to take up the full 570 hours of early education they are entitled to in order to get EYPP. Children become eligible for free early education at different points in the year depending on when they turn 3 years of age. **Please note that 4-year-olds in primary school reception classes who already receive the school-age pupil premium are not eligible for EYPP funding.** This means that in the financial year 2015 to 2016, providers received £302.10 for each eligible child who takes up the full 570 hours of state-funded early education they are entitled to.

If a child is eligible for a Free School Meal (FSM) and a parent applies, this triggers the funding. If you think that your child might be eligible for FSM and you would like more information, please contact the school office. It is important to understand that not only will your child receive a free school meal, they will also be entitled to additional interventions and enrichment activities to support their education and well-being.

Schools are free to allocate and spend the Pupil Premium Grant in the way they deem most appropriate, however Cale Green Primary School is accountable for ensuring this grant is deployed effectively to progress the learning of eligible pupils. The senior leadership team, staff and governors rigorously evaluate how Pupil Premium money is spent and the impact targeted interventions are having on pupils' attainment, closing gaps and addressing barriers to learning. Vulnerable groups are identified early and appropriate interventions are put in place, funded by the Pupil Premium. The school tracks the progress and attainment of all children.

New measures will be included in the performance tables that will report on the achievement of those pupils covered by the Pupil Premium. Schools are required to publish online information about how they have used the Pupil Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium funding.

If you think that your child may be eligible for Free School Meals (and the additional funding attached) then please follow this link for further information:

<http://www.stockport.gov.uk/services/advicebenefitsgrants/benefits/freeschoolmeals/>

WHAT IS UNIQUE AND DISTINCTIVE ABOUT OUR SCHOOL?

CONTEXT: Pupils' stage of development on entry into school:

Pupils development on entry in is **significantly well below the expectation for their age** when assessed using the expectations set out in 'EYFS Development Matters' and our own baseline assessments. Pupils with English as an additional language and those eligible for Pupil Premium are also significantly above national average.

RAISE online showed: (Autumn 16)

- The school had a higher proportion of pupils (28.8%) benefitting from free school meals than schools nationally (25.2%). The attainment gap between this group of children and their peers in reading, writing and maths combined is closed by the end of Key Stage 2 and their progress also exceeds their peers nationally.
- A large majority of minority ethnic pupils (36.7%) speak English as an additional language (27.1%) and enter the school with little or no spoken English.
- The numbers of SEN children in the school (10.8%) is below the national average (16.6%).
- The school deprivation indicator has remained stable (0.25) for the past 4 years and is between the 60th and 80th percentile when compared to all schools nationally.
- Absence is below the national average at 4.1 % overall compared to an LA average of 6.8.

Cale Green Primary School is truly comprehensive and we celebrate our diverse and inclusive community. However, we recognise that as English is often not spoken in the home the level of spoken English on entry is often low. As a result we focus much of our additional bi-lingual support in the EYFS. In addition, many families do not access pre-school education resulting in low levels of social skills and social and communication difficulties. Health visitors and bilingual staff alongside Learning Mentors support children and their families to encourage participation in learning.

We have a nursery and provide extended provision from 7:45am to 6.00pm each day. In September 2016 there were 240 pupils on roll and 34 children in the nursery. By July 2017 there were 274 children on roll. The children are from a wide social mix with 44 children having free school meals by the end of July 2017

and 65 children identified as being 'disadvantaged'. Currently, children are offered small class sizes in EYFS, KS1 and in 2017/18 Year 3 to provide the children with the best possible start to their education and development.

Cale Green is one of the areas of highest social deprivation in Stockport. A Children's Fund profile recognised that Cale Green has a high incidence of 'risk factors' and categories it as an area where 'groups of young people or isolated individuals in the area (are) most at risk of social exclusion'. Cale Green is the only school in Stockport with a significant proportion of children from minority ethnic backgrounds whose families are recognised as living in an area of social disadvantage.

Ofsted recognise Cale Green as being a 'good' school. In February 2017 Ofsted commented that *'The treasure in your school is the strong sense of community...community cohesion is not an initiative from a past era but a living reality. Pupils who come to this school are given the skills and confidence they need to be positive contributors to life and society in Britain today ...they are friendly and upbeat ...keen and eager to please ... you and your leaders have sustained the position of the school as the heart and hinge of this local community. Your commitment and devotion to the pupils and their parents is valued. Parents trust you and have every confidence that their children are in safe hands, will learn well and make good progress.'*

We benchmark our overall performance through working towards external accreditation for much of the school's work. We have recently been awarded the Local Authority Inclusion Quality Mark with ambassador status. We currently hold the ICT Mark, Green Flag, Sustrans Gold Award, 3rd Basic Skills Quality Mark, Eco Schools Green Flag Award and Enhanced Healthy Schools awards. We are aiming to achieve the Artsmark and the Young Carers award in 2017/18.

Cale Green is a vibrant, truly comprehensive school with children from a wide range of different backgrounds, reflecting the community found in the Cale Green and Davenport area.

Each child within the school is seen as an individual with something unique and positive to offer. Our aim is to guide each child to fulfil their potential in a structured, caring and stimulating environment in order to provide **the best possible education for the children of Cale Green.**

We aim to ensure that the school is orderly and hardworking and that children are prepared through a rich broad and balanced curriculum for life in modern British society.

WHAT IS DISTINCTIVE ABOUT OUR PUPIL PREMIUM OFFER?

- There is a whole school priority and commitment to raising standards, closing gaps and addressing barriers to learning - we are committed to 'Closing the Gap' between vulnerable pupils and the rest of the school population – the progress these groups in school make are at the heart of school improvement.
- We have capacity and flexibility in school know that all children are different and have different needs and use our knowledge to allocate spending for best value and need; if we feel that a child would benefit from additional, personalised support, we will invest pupil premium and support that child in a bespoke way.
- Barriers to learning are identified for all pupils and individual support by class teachers is offered to groups and individuals. Provision for intervention is often 1:1 and personalised. Additional interventions are led by qualified teachers and highly-skilled teaching assistants designed to close gaps in learning and target individuals to accelerate progress across the school.
- The school employs a Senior Leader as Pupil Premium Champion (Mrs Nicola Lewis) to oversee pupil premium spend and impact across the school.
- The governor responsible for overseeing Pupil Premium is the chair of governors, Louise Skelhorn, reflecting further the school's commitment and priority given to disadvantaged pupils and their families.
- Regular reports on the progress of pupils supported by Pupil Premium were given to the Governing Body and Teaching and Learning committee. Meetings regularly discuss strategies and their impact.
- Early intervention was and remains a priority.
- Spending was evaluated and reviewed regularly to address any additional barriers to learning to ensure interventions have maximum impact on closing any gaps in attainment between the disadvantaged and non-disadvantaged cohorts both in school and when compared to all children nationally - the leadership team alongside the pupil premium champion and governors analysed attainment and progress of children in receipt of PPG to ensure that interventions were effective.
- Extended learning out of school hours via Breakfast Club and After School Club (wrap around care), Easter 'Revision' clubs, NWGT association workshops and an extensive programme of enrichment and engagement activities support learning.
- The school provided daily access to a lunchtime homework / ICT access club – with experienced TA available to support pupils.
- Daily access to library facilities was provided to promote reading and research.
- Class teachers assessed the performance of PPG pupils as a vulnerable group within their class and report to SLT during pupil progress meetings specifically. The progress made by this cohort in school is linked to appraisal outcomes for all teaching staff.
- Attendance had and continues to have a high priority in school. Children and their families are supported by a learning mentor and the EWO to ensure children are in school and ready to learn.
- Emotional, social and wellbeing support was offered by the school to all children and their families.

- 2 outstanding teachers were specifically appointed to support pupils and close any gaps in attainment. Additionally, high quality teaching and support staff are in post across the school including language assistants and mentors.
- ‘Able disadvantaged’ children were tracked specifically and planned for to ensure they continue to progress and achieve their potential.
- For all children, **NO STONE IS LEFT UNTURNED** when supporting children to be the best learners and people they can be.
- The pupil premium offer is transparent and accessible to all

HOW DO WE DECIDE HOW TO SPEND THE FUNDING?

The school has appointed an outstanding teacher as ‘Pupil Premium Champion’ to oversee and report on the effectiveness and impact of the spending of the PPG. At Cale Green our key objective in using the Pupil Premium Grant is to close the gap in attainment between pupil groups as historically, levels of attainment nationally for FSM pupils (those eligible for free school meals), in terms of learning and progress is lower than that of non-FSM.

We have robust systems in place at school to track and monitor progress. This data is used alongside our detailed knowledge of the children and their families to target intervention, support and enrichment across the whole school that will work towards eliminating barriers to learning and progress or developing able pupils further. In doing so, we allow each pupil to thrive and make progress to work within or above national year group expectations.

At Cale Green we also recognise that the children in our school may face additional challenges or complex situations that result in barriers to their learning or ability to flourish as individuals. These may be linked to: Special Educational Needs, Mental Health and wellbeing, behaviour difficulties, attendance, English as an additional language, communication skills or less support received from home. Some of the interventions we provide are put in place to develop children’s social and emotional well-being or behaviour which we know can be a significant barrier to learning.

For children who start school with low attainment on entry, our aim is to ensure they make accelerated progression in order to reach / exceed age-related expectations as they move through the school.

To inform our decision-making regarding spending of the Pupil Premium Grant, a range of evidence, research and guidance is used. This includes a termly analysis of progress data for all children by all class teachers – the findings of which are shared with the headteacher and governing board, reading of good practice documents in using Pupil Premium Funding, analysis of RAISEonline, ASP and FFT data, staff attendance at training, actively sharing good practice within local schools, using the Sutton Trust Toolkit, listening to and acting upon pupil and parental voice and our knowledge and understanding of the children and their families.

As so many individual projects and interventions are provided at Cale Green, it is essential that the impact of these in terms of ‘closing the gap’ is closely monitored, recorded and reported to ensure that the PPG is used to provide the best interventions and enrichment opportunities possible to address the individual needs of our children. The chair of governors is the governing board’s ‘Pupil Premium Champion’.

HOW IS THE IMPACT OF SPENDING RECORDED, REPORTED, MONITORED AND REVIEWED?

The school's evaluation of its own performance is rigorous. Tracking over time is thorough so we can quickly identify any dips in performance and target intervention and support to promote improvement. Intervention is recorded in detail in the school's Raising Achievement Plans.

The PPG champion oversees the tracking of pupils who are eligible to benefit from the PPG. It is her responsibility to observe the pupils in this particular cohort regularly in their classes and discuss their progress with teachers, monitor the impact of interventions offered, ensure children are accessing the wide range of additional enrichment activities, monitor attendance and punctuality alongside the learning mentor and report on the progress in attainment and quality of provision provided in terms of having an impact on the children to the head teacher, governing board and parents. Tracking and monitoring is undertaken termly alongside all staff. 'Raising Achievement Plans' are evaluated and modified termly to ensure funding is being spent where it is most needed – to close any gaps in attainment, to enrich experiences, address barriers to learning and to raise aspirations.

The Pupil Premium Champion worked alongside the school's leadership team to track the spending and impact of spending throughout the year. The school evaluated performance, especially in-year progress, rigorously. School leaders identified any dips in performance and targeted intervention and support to promote improvement. Intervention was recorded in detail in the school's Raising Achievement Plans, In-year progress reviews and Headteacher's Reports. The action plan was reviewed in December 2016 and again in April 2017. Interventions put in place for the Spring / Summer terms after analysis of data / pupil observations. An evaluated action plan was submitted to the headteacher and governors in July 2017.

The Pupil Premium Strategy will be reviewed in September 2017. The updated strategy and governor's report for the year 2016/17 will be published on the website in October 2017

During the Summer term, a strategic review of the Pupil Premium Offer and impact of spending' was completed by the Pupil Premium Champion and reported to the governing board. Decisions have been made collectively with staff, school leaders and governors about spending allocation for the next academic year.

SECTION 2

2016/17 SUMMARY INFORMATION

In July 2017 there were 44 children eligible for FSM and 65 children in total (including FSM) who qualified for PPG through adoption or through the Ever 6 criteria.

School	Cale Green Primary				
Academic Year	2016/17	Total PP budget	£103, 520	Date of most recent PP review	Review of action plan : July 16 Review of Pupil Premium Strategy : September 2016
Total number of pupils	270 (July 2016) 274 (July 2017)	Number of pupils eligible for PP	65 PUPILS (44 FSM)	Date of next review for current strategy.	Review of Pupil Premium Action Plan: December 2016 / April 2017 Update Pupil Premium Strategy: December 2016 / April 2017 Final review of 2016/17 strategy: September 2017

CURRENT ATTAINMENT EYFS / YEAR 1

EYFS DATA	READING 2016	READING 2017	WRITING 2016	WRITING 2017	NUMBER 2016	NUMBER 2017	GLD SCHOOL 2016	GLD 2017
All pupils	68%	79%	68%	71%	73%	83%	66%	
PP eligible	82%	FSM 43%	82%	FSM 43%	91%	FSM 57%	82%	

YEAR 1 PHONICS	ALL PUPILS SCHOOL	LA	NATIONAL	PP	PP LA
Attainment Pass 2016	83%	82%	81%	75%	68%
Attainment pass 2017	89%	82%	Provisional 81%	FSM 100% (no data PP at time of print) non FSM 85%	80%

CURRENT ATTAINMENT END OF KS1 BASED ON END OF KEY STAGE ASSESSMENT RESULTS

Year 2 Overall Reading	2016/17			
	Pupil Premium (??children)	School	LA	All children National
% children 'Met' at the end of KS2	FSM (8) 75	83%	77%	78% provisional
% children 'Greater Depth Standard' at the end of KS1	FSM (8) 25	25%	28%	25% provisional

Year 2 Overall Writing	2016/17			
	Pupil Premium (??children)	School	LA	All children National

% children 'Met' at the end of KS2	FSM (8) 50%	70%	69%	68%
% children 'Greater Depth Standard' at the end of KS1	FSM (8) 25%	28%	17%	16%

Year 2 Overall Maths	2016/17			
	Pupil Premium (??children)	School	LA	All children National
% children 'Met' at the end of KS2	FSM (8) 50%	70%	76%	75%
% children 'Greater Depth Standard' at the end of KS1	FSM (8) 13%	23%	22%	21%

CURRENT ATTAINMENT END OF KS2 BASED ON END OF KEY STAGE ASSESSMENT RESULTS

Year 6 Overall Reading	2015/16				2016/17				
	Pupil Premium (10 children)	school	LA	All children National	Ever6 FSM (10 children)	School	FSM (4)	LA	All children National
% children 'Met' at the end of KS2	70%	59%	69%	66%	60%	80%	75%	81%	79 prov%
% children '110+'	0	20%	22%	19%	20%	20%			25%

Year 6 Overall Writing	2015/16	2015/16	2015/16	2015/16	2016/17	2016/17		2016/17	2016/17
	Pupil Premium (10 children)	school	LA	All children National	Pupil Premium (10 children)	School	FSM (4)	LA	All children National
% children 'Met'+ at the end of KS2	60%	74%	76%	74%	80%	80%	75%	77%	76 %prov
% children '110+'	0	4	15	15	10%	3%	25%	17%	18 %prov

Year 6 Overall Maths	2015/16						2016/17		
	Pupil Premium (10 children)	school	LA	All children National	Ever6FSM (10 children)	School	FSM (4)	LA	All children National
% children 'Met' +at the end of KS2	70%	67%	74	70%	60%	73%	100%	78%	75 %

% children '110+'	10%	19%	19%	17%	20%	17%			23%
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Year 6 Overall GPS	2015/16	2015/16	2015/16	2015/16	2016/17	2016/17
	Pupil Premium (10 children)	school	LA	All children National	Pupil Premium (10 children)	School
% children 'Met' + at the end of KS2	90%	93%	77%	72%	70%	83%
% children '110+'	20%	19%	25%	23%	30%	27%

ABSENCE COMPARISON

Year	Nat all pupils	School All pupils	FSM school	Non FSM school
2014/15	3.9%	3.8%	4.5%	3.5%
2015/16	4.0%	4.0%	4.4%	4.0%

PERSISTENT ABSENCE COMPARISON

Year	Nat all pupils	School All pupils	FSM school	Non FSM school
2014/15	2.8%	2.2%	3.6%	1.6%
2015/16	3.3%	3.3%	1.7%	4.1%

OVERVIEW AND EVALUATION OF MAIN BARRIERS AND OF IMPACT OF FUNDING 2016/17

Total PPG received	£103,520	
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Total PPG expenditure	£122,653	(Staffing: 0.5 Reading Recovery, 0.8 Numbers Count, 0.6 Pupil Premium Teacher/ intervention/ enrichment
PPG remaining	-£19, 133	Deficit met by school budget

* Additional financial resources from the school's budget were used provide additional activities, facilities and interventions that were aimed at 'closing the gap', enriching the curriculum and learning experiences of all the children including those in receipt of PPG funding.

Cale Green took a whole school approach to raising standards. During 2016/17, the Pupil Premium Grant was used primarily to support disadvantaged children to make sure gaps between groups of children close and that opportunities are provided for children to enhance their learning provision and opportunities. Funding was also used to provide intervention and support that was designed to make sure gaps are closing and standards are being raised for all children across the school.

BARRIERS TO FUTURE ATTAINMENT (For pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed at school, such as poor oral language))	
A	Baseline assessments show low language and communication on entry. particularly amongst disadvantaged children, thus hindering reading and writing development and progress
B	Emotional and social difficulties: some children across the school demonstrate behaviours indicative of low engagement and low aspiration which have a direct impact on their attainment and progress
C	Raise attainment of underperforming pupils across the school in R, W M
D	Engaging EAL families in school and child's learning effectively
E	Poor application of number skills and number bonds and times tables facts are hindering progress in maths
EXTERNAL BARRIERS	
(Issues that require action outside school, such as low attendance rates)	
F	Attendance rates for pupils – increasing parental engagement
G	Raise profile of Young Carers and package of support available in school
H	General low access to wider opportunities and experiences beyond school for many children and families
I	Too many disadvantaged are late for the start of the school day. This reduces their learning time and has an impact on progress and attainment
J	Parental engagement and homework completion can be a barrier for children especially disadvantaged cohort – access to resources at home.

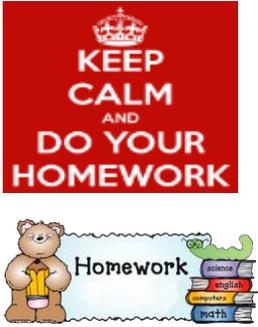
ACTIVITY	COST	DESIRED OUTCOME	CHOSEN STRATEGIES/ INTERVENTION	EVIDENCE OF IMPACT
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			SUPPORTING EVIDENCE / RATIONALE WHERE APPROPRIATE STAFF LEAD	
<p>A</p> <p>ATTENDANCE</p> 	<p>See Breakfast Club</p> <p>£400</p>	<p>BARRIER F</p> <p>To increase attendance</p> <p>Children have more time to learn</p>	<p>Class awards / high profile attendance celebration / breakfast club subsidy / 100% attendance awards / daily + weekly monitoring of attendance</p> <p>Attendance awards (100)</p>	<p>Increase in numbers of children attending 'fix it' time over the year and positive child and parent feedback.</p> <p>Evidence in books of children's responses to marking moving the learning on more effectively – particularly in English and maths.</p> <p>Decrease in 'late' pupils (late book) barrier to learning</p> <p>Pupils and parents supported where needed 1:1 or group support by learning mentor – positive impact on breaking down barriers to learning noted by staff – children more positive in school at start of day.</p> <p>'Daily check-ins' in breakfast club and support offered / incentives are having positive effect on children being ready to start the school day.</p>
<p>A</p> <p>ACCESSIBILITY AND PARENTAL ENGAGEMENT</p> <p>FAMILY SUPPORT</p> 	<p>£5000</p>	<p>BARRIERS H, I, J</p> <p>For school / home to be more accessible</p> <p>Engage all parents in child's learning</p> <p>Greater transparency and accessibility</p> 	<p>Bilingual TA in foundation stage</p> <p>Use bilingual support to engage parents in school policy</p> <p>Breakfast club open from 7:45 for parents, carers and siblings</p> <p>Art workshops</p> <p>Phonics / maths workshops</p> <p>Animoto / regular open school class visits</p> <p>Performances throughout the school year</p>	<p>Greater parental engagement</p> <p>Increase in attendance by families at consultations</p> <p>Play bag initiative successful – first language. Extending to maths play bags</p> <p>RSE / Anti-bullying greater parental engagement and involvement – all children accessing curriculum</p> <p>Increased numbers of parents supporting pupils at home in EYFS impact on high levels of progress from low starting points</p> <p>High attendance at performances – all children involved</p> <p>Increasingly high numbers of parents at Friday Assembly</p> <p>High attendance at parent consultations – lists kept by HT and appointments followed up by staff if parents cannot make that date.</p>

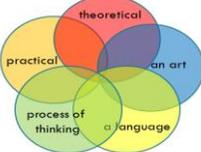
<p>A</p> <p>ABLE PUPILS</p> 	<p>£2400</p>	<p>BARRIER C</p> <p>Ensure pupils identified as being 'able' or 'able disadvantaged' at EYFS / KS1 continue to be set challenging targets and achieve their full potential</p> <p>Disadvantage does not affect access to opportunity</p>	<p><i>EEF Overall, the pattern is that small group tuition is effective</i></p> <p><i>Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i> Subsidy / NWGT association events and in school</p> <p>Staff training: 'mastery' in writing and maths</p> <p>Specific resources purchased in EYFS to further engage high achieving pupils</p> <p>Subsidy for 'able' musicians to enable attendance at performances across Manchester</p> <p>Subsidy for choir to attend Manchester events across the year</p> <p>Year 6 2 x terms HA group English and maths to accelerate learning led by PP Champion</p> <p>RAP termly review used to discuss progress of individual 'able' pupils and check that they continue to achieve their potential in their progress and attainment</p>	<p>Attendance at events increased – more children accessed over the year</p> <p>Parental feedback positive</p> <p>Children's aspirations raised (pupil voice)</p> <p>All identified 'able' pupils including 'able disadvantaged' continued to work at or above expected levels and achieve / exceed targets set in maths, GPS, reading and writing</p> <p>KS2 SATs results (see summary) – increased numbers of children achieving higher levels when compared to previous years.</p>
<p>B</p> <p>BREAKFAST CLUB</p>	<p>Staffing funded by school budget</p>	<p>BARRIERS A, F, H AND I</p> <p>To be accessible and affordable for parents</p> <p>To increase % attendance and punctuality</p> <p>Provide 'natural' environment for speech and language</p> <p>To promote healthy eating</p> <p>To provide an additional link to home / provide time to address SEMH</p>	<p>Y6 SATs week subsidy</p> <p>Staffing cost subsidy</p> <p>Cost of food subsidy</p> <p>Additional enrichment i.e. healthy eating / fruit-tasting mornings / hand washing</p> <p>Resources purchased</p> <p>RA approaches used to address barriers to learning and provide emotional support as children enter school</p>	<p>Attendance list (broken down into significant groups)</p> <p>Parental engagement and feedback.</p> <p>Positive attitudes to learning observed – children ready for school</p> <p>Accessible for parents and affordable</p> <p>Staff have breakfast with children – promoting talk in a natural environment</p> <p>Opportunities for staff to 'check in' with children are taken daily</p> <p>Profile of healthy eating raised (healthy options)</p> <p>Activities provided link to school priorities of reading and SEMH</p>

		<p>To allow early intervention in the day for specific pupils – increase a positive mind-set</p>		
<p>C</p> <p>COUNSELLING</p> 	<p>£1500</p>	<p>BARRIERS B AND G</p> <p>To provide specific emotional support for pupils (as identified by SENCO, staff and parents)</p> <p>Staff to work in partnership with parents / professionals to provide best possible value for money / care / intervention to support individual children and their barriers to learning</p>	<p>Qualified councillor intervention funded by school</p> <p>1:1 groups sessions with learning mentor</p> <p>Family support offered by learning mentor and bilingual community teacher</p> <p>Small group 'learning mentor sessions tackling resilience and self-esteem for individuals</p>	<p>Pupil / parental voice – positive outcomes for children</p> <p>Teacher voice – increase in participation for individuals receiving support in classroom and attitudes to learning observed</p> <p>Greater parental engagement (and wider family) observed for particular individuals</p>
<p>D</p> <p>DIET</p> 	<p>See Breakfast Club</p> <p>£500</p>	<p>BARRIER H</p> <p>To raise profile of healthy eating and the importance of nutrition and a healthy diet with children and parents.</p> 	<p>Joint initiatives between Breakfast club and Healthy Eating / KOSSW Week</p> <p>Gardening club equipment subsidy</p> <p>Additional sports equipment purchase subsidy (in addition to Sports Premium)</p> <p>Opportunities to deliver curriculum through science</p> <p>Cookery / family learning 2 x hour workshop</p>	<p>Science work on health and nutrition - books</p> <p>Gardening club</p> <p>KOSSW</p> <p>Increased parental engagement / positive feedback / healthier lunchboxes (attendance at workshops)</p> <p>Y6 links with high school established – food technology</p> <p>Healthier choices in Breakfast Club</p>

<p>E</p>  <p>EMOTIONAL WELLBEING</p> <p>Nurture Groups</p>	<p>£400</p> <p>BCLUB</p> 	<p>BARRIER B</p> <p>To ensure pupils Emotional, social, mental health is at the heart of school experience.</p> <p>To address and support pupils with emotional barriers to learning.</p>	<p><i>EEF On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</i></p> <p>RSE workshops offered 3 x yearly to parents in Y4-6 Small group intervention on 'pride, resilience, self-esteem 1 x weekly, 10 weeks Year 6 NWGT Workshops Transition to new phases / classes carefully planned and recorded Seeing the Autism training for T / TAs Restorative approach training for parents / staff and governors Breakfast Club Morning 'check in' for individuals to target emotional barriers to positive mind set at school Mentor support Self-esteem small groups 'Happy 2B Me'</p>	<p>RSE curriculum embedded HMI Case Study Evidence in PHSE books Positive feedback from 'hard to reach' parents working group Y6 exit questionnaire Positive children attitudes / experiences (pupil voice) Y6 Chamaeleon project Social stories used throughout the school for specific pupils Pupils voice – restorative approaches Open-door policy Parent View</p>
<p>E</p> <p>ENRICHMENT AND VISITS</p> 	<p>£3750</p> <p>See 'transport'</p> 	<p>BARRIERS H AND I</p> <p>To raise attainment of underperforming pupils in Year 6 – maths, reading comprehension and spelling To extend and support pupils working above national expectations To ensure disadvantage is not a barrier to opportunity To raise aspirations</p>	<p>Full programme of class visits / enrichment activities organised in school. Guitar tuition fully subsidised for school for all KS2 classes 1 hour weekly Subsidised residential trips for Y3, Y5 and Y6 Subsidised trips for all classes Y6 Shakespeare Project</p>	<p>Newsletters outlining activities Work in children's books show greater depth of learning experiences as a direct result of enrichment Pupil voice positive about experiences and what they have gained All children made progress against targets set by guitar teacher Links between curriculum music and tuition strengthened Good attendance at concerts within school and wider community – Town Hall / Academy / Bridgewater Hall/ Theatre</p>

<h1>EYPP</h1>	<p>£1800</p>		<p><i>EEF Research Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families</i></p> <p><i>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i></p> <p>1x day language support learning mentor Bilingual mentor 1 x weekly Small class sizes / additional staffing Tapestry</p> <p>Wellcom training and support</p>	
<h1>H</h1> <h2>HOMEWORK</h2> 	<p>£2000</p>	<p>BARRIERS C, E, H, J Extending learning time To support Y6 pupils - programme for SATs revision</p> <p>Provide for pupils who may not have resources such as computers at home – addressing poverty</p> <p>Access for pupils to a qualified member of staff to support learning</p> <p>Access to high quality texts</p>	<p>Lunchtime homework club open daily. Staff support available daily Homework policy and practise designed to support key skills in core areas Additional Booster classes in Spring term (1:1)</p>	<p>Increased numbers of children completing homework tasks across KS2 Y6 attendance regularly 2/3 times weekly Positive parental feedback Evidence in end of year progress and attainment</p>

<p>I</p> <p>INTERVENTIONS AND IMPACT OF TRAINING</p> 	<p>£1100</p>	<p>BARRIER C</p> <p>To raise attainment of underperforming pupils in Year 6 and across the school in maths, reading comprehension and spelling.</p> <p>To individualise support Target support for children to address misconceptions, gaps, and weaknesses</p> <p>To ensure children taught by skilled staff – quality first teaching</p>	<p>EEF There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p> <p>(See also Reading, writing, Maths)</p> <p>Motor Skills United 2 x weekly (Y1/2/3)</p> <p>Formative assessment training (all staff)</p> <p>Lesson Study training and tasks – staff</p> <p>Governor training – Governor Mark Award</p> <p>Marking policy update</p> <p>Suite of safeguarding training for all staff</p> <p>Training in Leicester Inference Project</p> <p>Strategies to support EAL pupils</p> <p>Restorative Approaches training for staff</p> <p>Mastery approach to maths</p>	<p>RAPs updated termly and results analysed to inform spending decisions and understanding of pupil progress and attainment - all staff involved</p> <p>Evidence across the school of children responding to effective feedback in order to make further progress</p> <p>Evidence in books shows that children have a dialogue with teachers</p> <p>Children respond to feedback and assess their own work often using success criteria</p> <p>Planning evidence shows children have responded well to 'Restorative Approaches' and it is being embedded as part of everyday school life</p>
<p>L</p> <p>LOOKED AFTER CHILDREN</p>	<p>See also</p> <p>U - uniform</p> <p>C - counselling</p> <p>Nurture groups</p> 	<p>BARRIERS B, C, H</p> <p>To raise attainment of underperforming pupils in maths, reading comprehension and spelling</p> <p>To ensure disadvantage does not mean lack of opportunity</p>	<p>Uniform subsidy for individual pupils</p> <p>Counselling funded (see above)</p> <p>Resources for home funded</p> <p>Access to Learning Mentor 1:1</p> <p>Package of family support offered</p> <p>Breakfast Club and After School Club subsidy</p> <p>Access to family activities – art workshop</p>	<p>All children have equal access to opportunities in school</p> <p>All staff aware of barriers children face and work collectively to address barriers to support children and their families</p> <p>Parental / child feedback after sessions demonstrate positive / impact seen in classroom and home.</p>

 <p>L LUNCHTIME CLUBS</p>	<p>£800 'see Sports Premium and homework'</p> 	<p>BARRIERS C, D, H, J Extending the learning time in school Addressing poverty by providing support and resources in school (accessibility and equal opportunities) To encourage speech, language and communication opportunities outside classroom To promote healthy lifestyles / enrichment / raise aspirations</p>	<p><i>EEF Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.</i> Outdoor play equipment purchased to develop learning opportunities and communication in outdoor environment Happy2Bme' intervention (emotional wellbeing) Reading for Gold intervention KS1 'Brainbox Club' maths intervention Motor Skills United Y3 2 x 30min weekly</p>	<p>See 'Sports Premium' report Outstanding break / lunchtime behaviour Children able to access playtime timetables and structure their play Pupil voice / school council involvement positive Visits from other schools to observe our good practice Reading for Gold – certificates and pupils voice</p>
<p>M MATHEMATICS</p> <p>Mathematics is ...</p> 	<p>£1900 'see outstanding teachers'</p>	<p>BARRIERS A, C AND E To raise attainment and close gaps across the school in maths To support children to attain national standards or Year Group Expectations in maths To extend the learning opportunities for children across the school</p> 	<p><i>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</i> <i>EEF Overall, the pattern is that small group tuition is effective Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i> First class @ Number 3 x weekly Y1First class @ Number 3 x weekly 38 weeks Y3 numeracy support programme PLUS 1 1 pupils Y3 Summer 2 hours weekly PP champion support maths 'closing the gap'. Y4 1:1 intervention 38 weeks 3 children Plus 1 Y4 2.5.hours weekly Support 8 children reducing class sizes, closing the gaps PP champion</p>	<p>Mastery approach in maths embedded in school EYFS / KS1 / KS2 results 2016 Impact evident in school books and moderating activities undertaken by staff – children working a much higher levels of attainment than prior years. Expectations are high throughout the school Challenging targets are set and pupil progress tracked robustly Gap tasks and lesson studies undertaken by staff show increased awareness of working at mastery - positive impact on 'challenge' and pupil progress</p>

			Y6 2 hours weekly per week 12 pupils PP champion Training in 'mastery' in maths for all staff. T led 3 x 60 mins intervention support T led – cover provided in class	
O OUTSTANDING STAFF	 £72, 583	BARRIERS A, C, D, E AND J To provide additional, outstanding teaching for individuals and small groups to 'close the gaps' in core areas across the school To provide language support to pupils and families with EAL To ensure quality-first teaching is at the heart of closing the gaps	<i>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</i> <i>EEF Overall, the pattern is that small group tuition is effective Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i> See interventions, maths, literacy, reading, nurture groups Reading Recovery (Summer term 2016)/ EY specialist employed full time Additional bilingual support 1 day per week in EYFS Pupils Premium Champion Teacher 0.6 EAL support 3 x mornings per week 1:1 Y4 KS1 PP teacher 0.5 2 terms	Outstanding teacher / SMT leads Pupil Premium in school Experienced Early Years teacher lead English / literacy interventions in EY / KS1 TA training in all other interventions
O	£8900	BARRIERS B, C AND H To ensure all children achieve KS2 National Award for swimming by the time they leave Y6 Develop 'skills for life'	<i>EEF Adventure education usually involves <u>collaborative learning experiences</u> with a high level of physical (and often emotional) challenge. Practical problem-solving,</i>	All children in Y6 achieved National KS2 award All children achieved KS2 and NC L2 awards Feedback from families – now swimming regularly as a result of children enjoying and being able to swim – wellbeing Pupil voice positive – experiences of residential

<p>OFFSITE PROVISION</p> <p>(ENRICHMENT)</p> 		<p>For poverty to not be a barrier to opportunity</p> <p>Building confidence whilst enriching learning experiences</p>	<p><i>explicit reflection and discussion of thinking and emotion (see also Meta-cognition and self-regulation) may also be involved.</i></p> <p>Swimming lessons – transport and cost of additional lessons Bikeability contribution Z-ARTs Trip subsidy Swimming lessons Subsidised residential activities Challenge 4 Change Shakespeare Project Year 6 Nursery and Reception nur4esery rhymes One Voice Initiative Sports attendance Simply Books awards – promoting love of reading</p>	<p>Evidence provided to support Artsmark application (2016/17)</p>
<p>P</p> <p>PUNCTUATION, SPELLING AND GRAMMAR</p> 	<p>£650</p>	<p>BARRIERS A, C AND E</p> <p>To raise attainment of underperforming pupils across the school in reading comprehension and spelling</p>	<p>Grammar resources purchased Training in grammar for teachers Y4 phonics and spelling group 1.5 hours 12 weeks Y5 summer handwriting / phonics catch up group Y6 handwriting intervention group</p>	<p>Increase in confidence – evidence pupil interview note Increased attainment in GPS - significant % higher in KS2 SATs results when compared to National attainment. Evidence in books across the school when moderating show grammar is beginning to be embedded across the school and applied across the curriculum</p>
<p>R</p> <p>RESOURCES</p>	<p>£320 £3000</p>	<p>BARRIERS A, B,C, D, E, G AND H</p> <p>To provide opportunities for enrichment For children to participate in whole school / class events Use up-to-date technology across the curriculum</p>	<p>Recorders class set Boom whackers class set Purchase of music and costumes for productions (x3) Computing / ICT specialist teaching and resources</p>	<p>Pupil voice / parental feedback / turnout high for all events</p>

				
<p>R</p> <p>READING AND LITERACY</p>  	<p>£10,350</p>	<p>BARRIERS A, C, D AND E</p> <p>To raise attainment of underperforming pupils and all pupils in all aspects of literacy</p>	<p>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. EEF On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p>Daily guided group reading 4 [pupils, 38 weeks, Y2 Y1 2 x 20 min weekly phonics booster phase 3 Reading for Gold 1 x weekly Y1 Narrative therapy group 5 x 45 mins weekly Y2 phonics games group 2 x weekly JH Leicester Inference Project (and training) Y2-6 2 x 45min TELL weekly groups for 6 pupils Y2 Daily guided group reading 4 children LSS support buy-back for 3 pupils 3 x 30 mins weekly Y3 Toe-by-Toe 4 children Y3 1:1 readers 3 mins daily x 4 pupils Y4 phonics and spelling groups 2 x 4 pupils 10 weeks 45 mins Y4 daily readers 12 x 10mins 3 x weekly Y4 Toe by Toe intervention</p>	<p>Pupil responses regarding additional support very positive Parental voice at Parent Consultation - parents can see improvements Children making progress over the year (evidence tracking grids) / books Attainment at key stages (see 'summary')</p>

			<p>4 hours weekly reading support PP champion Y4</p> <p>Y4 Summer term handwriting / phonics / dyslexia friendly techniques 1 x 30 min weekly</p> <p>Y5 Lester Inference</p> <p>Y6 2 terms handwriting intervention and resources 1 x 30 mins weekly</p> <p>Book prizes linked to star charts</p> <p>Book prizes for entering competitions</p> <p>Y6 4 hours weekly small group literacy support</p> <p>Y6 Leicester Inference Project</p> <p>Teacher training in formative assessment, moderation activities, Looking at expected standards in writing</p>	
<p>S SPORT PREMIUM</p> 		See 'Sport Premium Report'	See 'Sport Premium Report'	See 'Sport Premium Report'
<p>S</p> <p>SPEECH AND LANGUAGE</p> 	£3,650	<p>BARRIERS A, C, D</p> <p>To raise attainment of all pupils when communicating about their learning and in everyday life</p> <p>To accelerate the progress made in language for the high proportion of pupils starting school with EAL and their families</p>	<p>BARRIERS A,</p> <p><i>EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</i></p> <p><i>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i></p>	

			<p>FS2 PP / AL interventions phonics and spellings by outstanding teacher Talking Tots Programme FS Play Club Bags and EAL Language support training parents 3 x Boogie Babies Sessions S and L support 2 x 45 mins weekly Narrative Therapy 2 x 45 min weekly Y1 LSS buy back 2 x pupils Y1 30 mins weekly Daily ELD intervention individually tailored phonics delivered by specialist SALT 1-2 2 x 45mins weekly Y1 ESOL classes (English classes for parents)</p>	
<p>T</p> <p>TRANSPORT AND TRAVEL</p> 	£2350	<p>BARRIERS B AND H To ensure that poverty not a barrier to opportunity. To provide experiences / develop language skills</p>	<p>Transport subsidy School Linking Network Project Pantomime subsidy FS-Y6 Entry to Halle subsidised Z ARTs / activities and Artsmark Mellor – School linking network trip subsidy KS2 guitar lessons paid for Shakespeare project subsidy Residential</p>	<p>Pupils voice positive / collaborative work between Cale Green and Mellor Primary School shows links are increasing over time. Evidence in books Parental feedback and numbers of children accessing performances high – increase from previous years Parental feedback tells is that many children go to High school and continue musical tuition funded now by parents See ‘enrichment’</p>
<p>U</p> <p>UNIFORM</p> 	£100	<p>BARRIERS H AND J To ensure children have the basic equipment they need for school. Develop a sense of ownership and belonging.</p>	<p>School uniform subsidy for identified families Spare PE kit bought for school</p>	<p>All children across the school have appropriate uniform and PE kit. Access to full curriculum by all.</p>
<p>Z</p> <p>ZERO CLUB</p>	£1000	<p>To promote zero tolerance of bullying / racism and promote the Modern British Values of democracy rights and responsibilities</p>	<p>Subsidised visits to places of worship School council Eco council 4th theme resources planning ‘Prevent’ / MBV training for all staff</p>	<p>Pupil voice / work in books shows increased understanding of a range of aspects of different faiths Very small number of racist incidents reported. All staff ‘Prevent’ trained Full PHSE curriculum in place and accessed by all children. Parents consulted and informed about content 4 x yearly Children aware of Modern British Values and how they apply to them - what they look like in day-to-day life</p>

				
TOTAL SPEND	£122,653	2016/17 Allocation total (Including Early Years Premium) £103, 602. Deficit of £19,051 met by school budget to provide full range of intervention and support.		

SECTION 3

HOW MUCH FUNDING WILL WE RECEIVE FOR THE ACADEMIC YEAR 2017/18

Cale Green will receive £87, 719 Pupil Premium funding FOR THE YEAR 2017/18.

The PPG grant will be used specifically to pay for outstanding intervention teaching in number, reading, English, Maths and Spelling. These spending decisions supports the school's priorities for development as outlined in the school improvement plan and raising achievement plans. The exact nature of interventions and opportunities funded by Pupil Premium has been and will be determined after rigorous data analysis of each child's progress and attainment undertaken by staff termly.

All interventions are chosen carefully to tackle underachievement, address barriers to learning, and support more able pupils with the ultimate aims of closing any gaps in attainment between groups of pupils / national performance in these areas and enriching the learning experiences of the children. Funding will also be spent to support individual pupils and their families further to provide them with enrichment or wellbeing opportunities that without additional intervention, they may not have accessed.

In addition to the PPG funding, Cale Green provided additional financial resources from the school's annual budget to pay for a number of additional interventions / activities /staff that will benefit all children and further support the objectives of 'closing the gaps' between groups of pupils and extending learning opportunities across the school.

PRIORITES 2017/18

BARRIERS TO FUTURE ATTAINMENT (For pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed at school, such as poor oral language))	
A	Gap between of PP children achieving greater depth in writing and mastery in maths to be closed– particularly focus KS2
B	Emotional and Social difficulties: some children in Year 6 demonstrate behaviours indicative of low engagement and low aspiration which have a direct impact on their attainment and progress- restorative approaches
C	Low levels of English and age-appropriate stages of development amongst many EAL children on entry to school – including new admissions with no English
D	Early intervention to ensure that GLD attainment for PP children in reception meets / exceeds national expectations despite low starting points on BASELINE entry
E	Speech, language and communication – phonics screening check to be at / above national
F	Low parental engagement– develop guided group reading and higher - order comprehension skills – tapestry / tales toolkit / 1:1
G	Year 6 cohort – many children have significant additional barriers to learning
H	Significant % of PP cohort multiple barriers to learning such as EAL / SEN / Young carers etc.
EXTERNAL BARRIERS (Issues that require action outside school, such as low attendance rates)	
I	Increase attendance rates for pupils eligible for PP which is below that of non-disadvantaged children especially PP / EAL due to extended absence for religious observance.
J	Very low levels of English on entry and within the home
K	Parental engagement and homework completion can be a barrier for children especially disadvantaged cohort – access to resources at home and at school during lunchtimes / afterschool.
L	Emotional and Social difficulties: some children in year 6 demonstrate behaviours indicative if low engagement and low aspiration (including anti-social behaviour outside school) which have a direct impact on their attainment and progress

The strategy for 2017/18 will be presented to the governing body by the Headteacher and Pupil Premium Champion during the Autumn term 2017. The strategy will be reviewed in December 2017, April 2018 and July 2018.

