

1. Summary information					
School	Unsworth Primary School				
Academic Year	2016-2017	Total PP budget	£51160	Date of most recent PP Review	N/A
Total number of pupils	224	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Sep 2017

2. Current attainment		
In 2016 there were six pupils in Y6 eligible for pupil premium. One pupil had SEN whilst at the school. One pupil = 17%	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age-related expectation (ARE) or above in reading, writing & maths	68%	53%
% making expected progress in reading	68%	66%
% making expected progress in writing	68%	74%
% making expected progress in maths	85%	70%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	A number of pupils eligible for pp also have complex SEN/D (9 pupils in 2015-2016).	
B.	No pupils eligible for pp achieved 'greater depth' in any subject in Y6 2016.	
C.	Most pupils eligible for pp were below age related expectations in Y4 2016 (in all subjects).	
D.	Some pupils eligible for pp are affected by social, emotional and mental health issues.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance – pupils eligible for pupil premium had lower attendance rates than other pupils at the school during the academic year 2015-2016 (gap of -1.76%)	

F.	Some pupils eligible for pupil premium do not receive any support from home with their homework.	
G.	Some pupils eligible for pupil premium cannot afford to pay for school trips, music tuition etc and do not experience a range of enrichment experiences outside of school.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Pupils with SEN/D make expected progress in reading, writing and maths by end of year (EOY). All eligible pupils will have an individualised programme of support which will be monitored on the school's SEN/D provision map.	Individual targets for each pupil – see cohort specific SDP priority area 3.
B.	More pupils have achieved greater depth in one or more subjects by EOY. Pupils with potential to achieve GD will be identified and given additional tuition to achieve GD by EOY.	Across the school, 9 pupils eligible for pp funding will have achieved GD in reading; 5 pupils in writing and 6 pupils in maths.
C.	Accelerated progress for pupils eligible for pupil premium in Y4 in R/W/M by EOY after additional provision and/or tuition .	See targets in cohort-specific SDP priority area 3.
D.	A reduction in anxiety for some pupils and a reduction in behaviour incidents for other pupils. One to one mentoring or therapeutic interventions will be provided to affected pupils including additional support at lunchtime to reduce impact in afternoon sessions.	Fewer reported lunchtime incidents. Improved outcomes for pupils needing therapeutic support.
E.	Attendance gap between pupils eligible for pupil premium and other pupils has closed by end of year. The Attendance Officer visits school fortnightly.	-1.76 gap has closed. Attendance officer can demonstrate impact of home visits/meetings with parents.
F.	Eligible pupils attend weekly homework club and complete homework tasks with support from an adult.	Attendance register shows all sessions attended and pre-learning tasks completed.
G.	Eligible pupils experience a wide range of enrichment activities .	Pupils experience residential holiday and school trips. Some pupils learn a musical instrument. Some pupils receive homework support packs.

5. Planned expenditure	
Academic year	2016-2017
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?
Improve staff understanding of social, emotional and mental health issues in children.	Programme of CPD for all staff. Training for Parent Support Advisor in CBT approaches.	EEF Behaviour interventions – targeted interventions produce the greatest effects. Whole school CPD ensures consistency of approach. Some emotional and mental health issues re barriers to attainment and progress of some pupils.	Survey staff understanding pre and post training to measure impact. Monitor impact on individual pupils via pastoral provision map.	TA SC	Surveys conducted Oct 2016 and July 2017. Impact will be reported in summer term 2017.
Improve staff understanding of provision for more able pupils.	Programme of CPD for all staff. Joint leadership project on the more able pp child with local cluster schools.	EEF mastery learning and meta-cognition and self-regulation approaches show high and moderate impact for low cost. These approaches will be used to enable more able pupils to achieve 'greater depth'	Teaching staff will have an appraisal objective linked to this outcome. Professional reading and a programme of CPD will be planned for staff meetings and training days.	CR	Case studies will be developed and monitored across the year. Case studies will be presented to all staff at training day in Sep 2017.
Close the attainment gap between pp pupils and other pupils in Y5 in R/W/M.	Additional small group tuition provided by a TA; one to one tuition provided by a teacher.	Short regular sessions additional to normal teaching. EEF one to one tuition shows moderate impact if planned to complement day to day teaching.	Implemented over a time-limited period e.g. 6-12 weeks. Planned with class teacher. Structured programmes.	TA	Following the interventions.
Total budgeted cost					£4000
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?

Ensure pupils with SEN/D meet expected progress targets in R/W/M. Ensure pupils with additional needs meet targets in learning plans.	Provide additional one to one teaching provision from specialist teacher. Additional TA interventions for one to one support in literacy, maths and social skills.	EEF one to one tuition shows moderate impact particularly if planned to complement day to day teaching, if delivered by a specialist teacher and if a structured, time-limited programme is used.	Provision will be mapped termly on a costed provision map. Pupil attainment and progress will be monitored termly at pupil progress meetings.	CC	Learning plans reviewed each term. Pupil progress meetings held each term with the HT and DHT and each class teacher. Class attainment and progress reported termly to governors.
Ensure targeted pupils achieve age expectation in R/W/M. Ensure targeted pupils achieve greater depth in reading and maths.	Additional one day weekly teaching support for Y6 one to one and small group tuition; additional tuition for more able pupils.	See one to one tuition above. EEF mastery learning and meta-cognition and self-regulation approaches show high and moderate impact for low cost. These approaches will be used to enable more able pupils to achieve 'greater depth'	One to one session planning will be monitored and impact discussed at pupil progress meetings. All teachers will conduct a case study of the effectiveness of provision for a more able child.	CR WS	Planning and impact monitored termly. Case studies presented at training day – Sep 2017.
Total budgeted cost					£26, 000
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?
Close the attendance gap between those eligible for pp and other pupils.	To monitor the attendance of PP pupils and take actions through direct work with parents e.g. pre-referral meetings, home visits, reward systems/incentives.	Pre-referral meetings, first day phone calls and home visits have reduced absence rates in previous years.	Monitor attendance figures of all pupils each fortnight. Discuss impact of incentives with targeted pupils. Analyse all attendance and absence figures at the end of each term according to different groups i.e. gender, SEN, PP.	CR SR	Review attendance figures each term with full governing body. Consider whether to renew service level agreement with Attendance Team in Feb 2017.

Targeted pupils complete homework tasks.	Provision of a homework club for targeted pupils. Provide resources for pupils for home learning e.g. book packs etc.	Whilst homework as an approach has low impact, high quality feedback combined with small group tuition has moderate to high impact. Homework club also allows for pre-tutoring.	Homework sessions will be observed and the quality of homework tasks evaluated. Training for TAs on feedback and meta-cognition approaches.	WS TA	Termly report on effectiveness of homework provision to HT. Pupil survey conducted.
Reduce reported incidents in class and on playground. Reduce impact on afternoon learning.	Additional one to one pastoral support for children with behaviour difficulties at lunchtime.	Planned programme of outdoor learning to build self-esteem and health. See EEF outdoor learning benefits.	A planned programme of activity tailored to individual needs.	EL PH	Monitoring of planned programme. Incident logs monitored to show reduction in incidents.
Medical needs are met and do not adversely affect learning.	Provide on-going medical support for pupils with conditions and support in writing health care plans with parents.	Some pupils' medical needs impact on their learning opportunities due to appointments, absence and feeling unwell. Having a person to discuss their needs and concerns with makes a difference to their confidence.	Via care plans – reviewee as needed. Discussion with medical specialists and parents.	CCh	Health care plans monitored at least annually with parents. Pupils' views sought as part of review.
Eligible pupils have same opportunities for enrichment activities as other pupils.	Provide funding for pupils eligible for pupil premium to go on day trips, take part in enrichment activities at school including music tuition or theatre trips.	Some pupils have very limited enrichment opportunities. This allows for planned enrichment such as music tuition, trips etc.	Monitor involvement and plan specific trips e.g. theatre experiences.	CR CC	Annual review of pupil involvement in trips, extra-curricular experiences etc.
Eligible pupils attend residential adventure holiday.	Provide funding for Y6 pupils to attend residential adventure holiday at Robinwood.	Planned programme of outdoor learning to build self-esteem and health. See EEF outdoor learning benefits. Allows for pp pupils to take part.	Senior leaders to accompany trip and liaise with Robinwood staff to ensure the objectives for the trip are met.	WS TA	Staff satisfaction survey following trip. Parent and pupil survey.

Total budgeted cost £21,000

6. Review of expenditure				
Previous Academic Year		2015-2016		
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 mathematics teaching for all through CPD and purchase of new resources	Provide funding for all staff in Abacus and numicon training	<p>Improved teaching resources for all pupils. Improved staff knowledge for EYFS and KS1 staff in use of numicon.</p> <p>By the end of YR 70% of pupils met age related expectations in number compared to 52% on entry. By the end of Key Stage 1 83% of pupils achieved age related expectations compared to 73% nationally. 27% of pupils achieved greater depth compared to 18% nationally.</p>	<p>Numicon has been an excellent resource for all pupils and has helped basic understanding of place value.</p> <p>Staff new to the school need to have some training in using the numicon apparatus. A follow-up day has been planned.</p>	<p>£2000 training costs</p> <p>£1000 numicon resources</p>
Improve access to music provision and individual tuition.	Arrange whole-class musical tuition on an instrument for all Y3 and Y5 pupils and individual pupils in other classes.	<p>All pupils in Y3 and Y5 were able to learn a musical instrument together (recorder and brass). Some pupils were also funded to have individual music tuition (voice, brass, ukelele and guitar).</p> <p>One pupil was invited to sing in the Bury Youth Choir which had considerable impact on his self-esteem.</p>	The impact of this approach is difficult to quantify. It can only be judged by individual case studies. Pupils report that being involved in music ensembles makes them feel good about themselves and increases their self-confidence.	£1000 for tuition
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

Ensure pupils with SEN/D meet expected progress targets in R/W/M.	Provide additional one to one teaching provision from specialist teacher.	<p>The progress of all pupils with SEN/D was monitored termly through their learning plans and pupil progress meetings.</p> <p>There were 26 pupils across the school identified as having SEN/D. 8 of these ended the year at age related expectations in reading, 5 in writing and 8 in maths. 4 pupils achieved age related in all three subjects.</p>	<p>Pupils identified as having SEN/D can be complex due to the school's resourced provision. In 2015-2016 seventeen pupils had a statement, an EHC Plan or were at SEN Support+. Five of these pupils were also eligible for pupil premium.</p> <p>Additional support is provided to these pupils which allows them to make expected progress even though they may not achieve age related expectations.</p>	£9000
Ensure targeted pupils make expected progress and achieve age-related expectation in maths.	Additional support for Y6 daily for maths from TA specialist.	<p>Six pupils received additional one to one and small group tuition across the spring term, 2016.</p> <p>Four pupils achieved age related expectation in reading, four in writing and five in maths. One of the pupils had SEN during his time at the school but was no longer identified as having SEN by the time he left the school.</p>	Additional support for the Y6 pupils 2016-2017 will be provided by a teacher during the Spring term 2017.	£3500
Ensure pupils with additional needs meet targets in learning plans.	Additional TA interventions for one to one support in literacy, maths and social skills.	<p>No pupils with SEN/D in the 2016 cohort achieved age expectation due to their complex needs. One did not take KS2 SATs in reading and one did not take the tests in maths.</p> <p>Additional support for a range of pupils in literacy, maths and social skills across the school ensured that they met the small-stepped targets on their learning plans.</p>	<p>TA support will continue. Teachers will be responsible for quality first teaching and will plan for the interventions conducted by TAs.</p> <p>The impact of this will continue to be monitored by the SENCO.</p>	£9000
Ensure targeted pupils achieve age expectation in R/W/M.	Additional one day weekly teaching support for Y6 one to one and small group tuition (spring term)	<p>Six pupils received additional one to one and small group tuition across the spring term, 2016.</p> <p>See impact above.</p>	One to one teaching will be increased in 2016-2017 and will start earlier. It will also focus on more able pupils in order to increase their attainment and progress from their prior attainment.	£3500
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)	Cost
Reduce reported incidents in class and on playground. Reduce impact on afternoon learning.	Additional one to one pastoral support for children with behaviour difficulties.	Fewer recorded lunchtime incidents. Improved attention reported during afternoon. Increased opportunities for social interaction for targeted pupils due to support from the adult.	This will continue for the pupils who need lunchtime support.	£1300
Targeted pupils complete homework tasks.	Provision of a homework club for targeted pupils.	Increased completion of homework tasks and improved access to internet.	Pupils involved in homework club really value the adult support in organising and researching their homework tasks and are proud to share their work with their teacher.	£3500
Medical needs are met and do not adversely affect learning.	Provide on-going medical support for pupils with conditions and support in writing health care plans with parents.	Pupils with medical needs all have regularly updated health care plans. More liaison is taking place with parents and external specialists.	This will continue for those pupils needing health care support.	£1000
Eligible pupils have same opportunities for enrichment activities as other pupils.	Provide funding for pupils eligible for pupil premium to go on day trips and take part in enrichment activities at school or attend theatre trips etc.	All eligible pupils engaged in musical tuition including brass and strings. Individual pupils were identified as having potential to achieve particularly well. This resulted in one child joining the Bury Youth Choir. All eligible pupils took part in trips and additional theatre visits.	Enrichment remains an important part of the school's curriculum offer. Some pupils express anxiety about their parents ability to pay for trips etc. Pupil premium funding removes that anxiety.	£2000

Eligible pupils attend residential adventure holiday.	Provide funding for Y6 pupils to attend residential adventure holiday at Robinwood.	<p>A number of pupils were able to attend the adventure holiday as the costs were funded through pupil premium. Without this, they may not have been able to go.</p> <p>All pupils reported their enjoyment of the holiday and that they enjoyed new experiences which helped their confidence.</p>	<p>The adventure holiday can be the first experience some children have had of a holiday. They love the activities and the experience of staying away with their classmates.</p> <p>Some children really shine in the activities which are very different from their usual physical activities e.g. archery, climbing.</p>	£2,250
To make the best use of pupil premium funding and improve action planning and impact.	Additional training for the Headteacher and the SENCO in the best use of pupil premium funding.	<p>The HT and the SENCO attended additional training in order to improve strategic planning for the use of pupil premium funding.</p> <p>The HT also trained to become a Pupil Premium Reviewer – funded by the Bury teaching School Alliance.</p> <p>This resulted in additional research and a stronger focus on interventions that were evidence-based.</p>	The HT will conduct a review of provision and practice for 2016-2017 and create a Pupil Premium Strategy. The appraisal of all TAs will be linked to pupil premium case studies and the local cluster HTs will develop a programme to look at the use of pp funding for the more able pupil.	£1000

7. Additional detail

In order to be more effective we will:

1. Create a pupil premium strategy statement in order to be more strategic in pupil premium spending and to be more specific when reporting on impact for individual pupils. The strategy will result in greater clarity and improved achievement due to the specific focus on spending. The strategy will be published on the website in September 2016.
2. The Head Teacher and School Business Manager will meet termly to update the pupil premium provision map. The governing body will receive a written report each term from the HT. The Attainment and Progress committee will receive an update once per term from the HT. A governor will monitor the end of year website strategy report.
3. Measurable targets for pupils eligible for pupil premium will be set and agreed with class teachers. The progress of pupils eligible will be monitored termly by the HT and discussed at pupil progress meetings. The progress of pupils in each cohort will be available to governors in the HT's termly report.