

1. Summary information					
School	Unsworth Primary School				
Academic Year	2017-2018	Total PP budget	£51,160	Date of most recent PP Review	N/A
Total number of pupils	226	Number of pupils eligible for PP	41	Date for next internal review of this strategy	Sep 2018

2. Current attainment			
In 2017 there were three pupils in Y6 eligible for pupil premium. One pupil = 33%		<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		100%	61%
% achieving age-expectation or above in reading		100%	71%
% achieving age-expectation or above in writing		100%	76%
% achieving age-expectation or above in maths		100%	75%
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 (11 pupils in 2016-2017).		
B.	No pupils in the Y5 cohort 2017 are on track to achieve greater depth in any subject (9 pupils).		
C.	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>			
D.	Attendance – pupils eligible for pupil premium had lower attendance rates than other pupils at the school during the academic year 2016-2017 (gap of -0.8%)		
E.	Some pupils eligible for pupil premium do not receive any support from home with their homework.		

F.	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.	Some 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, 11 pupils eligible for pp funding will have achieved GD in reading; 6 pupils in writing and 8 pupils in maths.
C.	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.
D.	Attendance gap between pupils eligible for pupil premium and other pupils has closed by end of year. The Attendance Officer visits school fortnightly.	-0.8 gap has closed. No pupils eligible for pp are PA. Attendance officer can demonstrate impact of home visits/meetings with parents.
E.	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.
F.	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	2017-2018
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 all staff in sensory processing disorder.	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.	CC/GE SC	Surveys conducted following training. Impact will be reported in summer term 2018.
Improve staff understanding of provision for more able pupils in terms of greater depth in all subjects (not just core).	Programme of CPD for all staff. Task Team research programme.	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	Research will be developed and monitored across the year. Research will be presented to all staff at training day in Sep 2018.
Achieve greater depth with one pupil in Y6 cohort 2018 and one pupil in Y2 cohort 2018.	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.	WS DR	Following the interventions.
Total budgeted cost					£6000
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/GE HD	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. A&P Committee to receive half termly updates on pupil progress.	CR/AR WS/TA	Planning and impact monitored termly.
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 month. 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 NB	Review attendance figures each term with full governing body. Report the first two terms attendance figures to governors.

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.	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. Training for Y5 cohort and MDS team. Employ external coaches twice weekly for lunchtimes.	EL PH QFirst Sports LD Communitree	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 – reviewed 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.	TA	Staff satisfaction survey following trip. Parent and pupil survey.
Total budgeted cost					£19,000

6. Review of expenditure				
Previous Academic Year		2016-2017		
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 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	At the beginning of the process staff surveyed felt their knowledge was patchy in this area. Following training their awareness rose significantly and their understanding and approach to individual pupils with barriers in this area changed. The school's PSA completed her Enhanced Evidence Based Practice Programme in CBT.	The school and individual pupils have benefited greatly from the expertise this has developed. The PSA led the mental health training in October 2016 and continues to work with Healthy Young Minds (formerly CAMHS) to receive supervision advice on particular cases. The school's early identification processes have been greatly enhanced due to her expertise and a number of individual pupils are receiving her support.	£6000 PSA costs for one to one therapy. £500 PAD costs for all staff

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.	This area was linked to TA appraisal. Each TA selected a child for a case study in order to analyse the impact of pp spending on the child. These case studies will be reported on in September 2017. The cluster project did not result in any significant learning for the school. Additional provision for more able pupils resulted in one pupil in Y6 and one in Y2 achieving greater depth in R/W/M in KS1 and KS2 SATs 2017. Both pupils were at age previously.	Good use was made of Trello for research/reading around the subject. Most TAs committed to conducting their reading and commenting on Trello. TAs are left to conduct this research across the year at their own pace. This needs to be formalised into a planned programme to ensure the CPD happens. The cluster project needed a facilitator. Only the audit process was successful due to a lack of commitment and time due to other demands on leaders across all of the schools. It may be worth allocating a number of middle leaders to act as the drivers for future projects or committing funding to one senior leader across the schools.	No costs other than meeting time during the school day.
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.	Across the school year, a number of opportunities were taken to provide additional teaching and TA support in Y5. This included one to one and small group teaching and small group support from a highly qualified TA across the Spring term 2017. This resulted in accelerated progress for all pupils in Y5 from their Y4 position: Reading 52% (2016) to 82% (2017) Writing 39% (2016) to 73% (2017) Maths 52% (2016) to 76% (2017)	Quality first teaching in Y5, combined with targeted one to one tuition and additional TA support, from a qualified teacher, has resulted in outstanding progress across all core areas by the end of Y5. It is essential that additional support/intervention is led by the class teacher supported by high quality intervention TAs and/or teachers.	£1000 for additional TA support in R/M/W for Y5 from Jan-April 2017. £750 for one to one tuition for pp pupils.
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

<p>Ensure pupils with SEN/D meet expected progress targets in R/W/M.</p> <p>Ensure pupils with additional needs meet targets in learning plans.</p>	<p>Provide additional one to one teaching provision from specialist teacher.</p> <p>Additional TA interventions for one to one support in literacy, maths and social skills.</p>	<p>The progress of pupils with SEN/D has been monitored termly by the SENCO and in pupil progress meetings with the HT and DHT.</p> <p>All pupils with SEN/D have met their targets in attainment and progress and most learning plan targets have been met according to records.</p> <p>41 pupils are eligible for pupil premium. 11 of these have SEN/D.</p>	<p>Not all pupils with complex SEN/D can make similar progress to those pupils without additional needs i.e. a fixed number of steps. It is important to set progress targets for these pupils which reflect their starting point and their difficulties. These targets should still be challenging for those pupils.</p>	<p>£26000</p> <p>Two days specialist teaching across the whole year.</p>
<p>Ensure targeted pupils achieve age expectation in R/W/M.</p> <p>Ensure targeted pupils achieve greater depth in reading and maths.</p>	<p>Additional one day weekly teaching support for Y6 one to one and small group tuition; additional tuition for more able pupils.</p>	<p>One to one tuition was conducted by the Y6 and Y2 teachers and an additional intervention teacher from January 2017 until the SATs in May.</p> <p>Three pp in Y6 all achieved age related expectations with one achieving greater depth across all areas and one achieving greater depth in reading.</p>	<p>Interventions were successful because the focus was decided by the class teacher and at times provided by the class teacher.</p> <p>The one to one tuition for the more able children in Y6 and Y2 was a new approach this year and ensured greater depth was achieved.</p>	<p>One day intervention teaching weekly from January until May.</p>
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

<p>Close the attendance gap between those eligible for pp and other pupils.</p>	<p>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.</p>	<p>In 2015-2016 the attendance of pp pupils was 95.5% compared to 96.7% of all pupils in the school and 96.1% of all pupils nationally. The rate of persistent absence for pp pupils at the school was 9.1% which represents 3 out of the 33 pupils.</p> <p>Across 2016-2017 attendance was 95.6% of pp pupils compared to 96.4% of all pupils in the school. 5.1% (2 pupils) of pupils eligible for pp were persistent absentees in 2016-2017. These were different pupils from those who were PA last year. National figures are not yet available.</p>	<p>Following a full analysis of attendance for 2015-2016 a number of actions were put in place to improve the attendance of pupils eligible for pupil premium across 2016-2017.</p> <p>The fortnightly monitoring of attendance and the daily monitoring of targeted pupils has had an impact. Monthly incentive certificated for classes have also been popular with the children as they are linked to a small treat for the whole class.</p> <p>The decision to cease fining for term time holidays had a negative impact on attendance overall in 2016-17.</p>	<p>£14000</p> <p>£2000 for attendance SLA.</p> <p>£1000 admin costs for daily monitoring, incentives etc.</p>
<p>Targeted pupils complete homework tasks.</p>	<p>Provision of a homework club for targeted pupils. Provide resources for pupils for home learning e.g. book packs etc.</p>	<p>Pupils eligible for pupil premium were targeted for homework club. This involved a one hour weekly session after school with an experienced TA. This meant that the pupils involved were able to experience some consolidation of their learning and some pupils received some pre-teaching ready for the next week.</p>	<p>It is important that class teachers take responsibility for planning these sessions for the TA to deliver to ensure that time is well spent.</p> <p>The pupils really value this provision as they have access to a quiet space, adult support and materials to complete their tasks including internet access.</p>	<p>£1000 for two TAs to provide homework club weekly after school.</p>
<p>Reduce reported incidents in class and on playground. Reduce impact on afternoon learning.</p>	<p>Additional one to one pastoral support for children with behaviour difficulties at lunchtime.</p>	<p>Some pupils with additional needs have needed one to one support across lunchtime to reduce the risk of incidents occurring.</p> <p>These sessions have also allowed for targeted social skills and play skills to be developed. These sessions have included a range of other pupils acting as good role models.</p> <p>Recorded incidents have been reduced across the year since the support has been in place.</p>	<p>Additional training for the whole MDS team has been beneficial. The team have received support from the LA lead for well-being alongside the Y5 class who will act as paly leaders in 2017-2018.</p> <p>Some funding has been used to resource lunchtime games and equipment.</p>	<p>£3000 for TA lunchtime support</p> <p>£2000 for lunchtime resources, training for MDS team and lunchtime crew.</p>

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. Parents report that they value having a named person to contact in school.	This will continue for those pupils needing health care support.	£2000 for TA support to cover medical needs across school.
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.	All eligible pupils engaged in musical tuition including brass and strings. Individual pupils were identified as having potential to achieve particularly well. Some pupils have joined 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.	£1000 to fund trips for 41 pupils across the year. £1000 for individual music tuition.
Eligible pupils attend residential adventure holiday.	Provide funding for Y6 pupils to attend residential adventure holiday at Robinwood.	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. All pupils reported their enjoyment of the holiday and that they enjoyed new experiences which helped their confidence.	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. Some children really shine in the activities which are very different from their usual physical activities e.g. archery, climbing.	£600 (3 pupils)

7. Additional detail

In order to be more effective we will:

1. 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.
2. 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.