Pupil premium strategy statement – Earlsdon Primary School

1. Summary information					
Academic Year	2019/2020	**Total PP budget**	£83,460	**Date of most recent PP Review**	
Total number of pupils	406	**Number of pupils eligible for PP**	56	**Date for next internal review of this strategy**	February 2020

2. 2018/2019 attainment		
	Pupils eligible for PP	*Pupils not eligible for PP*
Attainment for end of EYFS % achieving GLD	60% (5 PP children)	75%
% attaining expected standard - Year 1 Phonics Screening	77%	76%
% attaining expected standard or above – KS1 Reading	100%	78%
% attaining expected standard or above – KS1 Writing	67%	69%
% attaining expected standard or above – KS1 Maths	83%	78%
% attaining expected standard or above – KS2 Reading	75%	90%
% attaining expected standard or above – KS2 Writing	88%	94%
% attaining expected standard or above – KS2 Grammar, Punctuation and Spelling	100%	94%
% attaining expected standard or above – KS2 Maths	100%	92%
% attaining expected standard or above – KS2 Combined (R, W & M)	75%	86%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school)*	
A.	Lower ability children do not make enough progress in reading in KS2. Progress in writing of lower ability children is a concern in KS1 and of the more able children in KS2
B.	Middle ability children do not make enough progress in maths
C.	Emotional, social and behavioural needs which impact upon learning and outcomes of vulnerable children
D.	Some children have limited opportunities to access a range of learning opportunities and environments.
External barriers *(issues which also require action outside school)*	
E.	Poor attendance impacts upon learning and outcomes

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*

A.	Higher and sustained rates of progress in reading for lower ability PP pupils. Higher and sustained rates of progress in writing for lower and higher ability PP pupils.	Increased number of children eligible for PP funding reach ARE in reading. Increased number of children eligible for PP funding reach ARE in writing and a greater proportion of children reach GD. All PP children make at least expected progress from KS1 to KS2 in reading and writing.
B.	Higher and sustained rates of progress in maths for middle ability PP pupils.	Middle ability children eligible for PP funding make at least expected progress in maths.
C.	Pupil premium children are making progress at least in line with non-pupil premium children	Narrow the gap between PP children and non-PP children. Accelerate progress of all PP pupils.
D.	Social and emotional barriers are removed	Pupils demonstrate increased resilience and sustained concentration.
E.	Vulnerable children have access to a range of learning opportunities and environments	Vulnerable children have a positive attitude towards learning and school. All children feel included in learning experiences.
F.	Improve the attendance of an identified group of pupil premium children	Attendance for PP children is at least in line with national attendance – 96%. Reduce the number of persistent absenteeism amongst pupils eligible for PP.

5. Planned expenditure

Academic year	**2019/2020**

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?
Linked to Outcome A: Higher and sustained rates of progress in reading for lower ability PP pupils. Higher and sustained rates of progress in writing for lower and higher ability PP pupils	AHT to lead on reading and phonics provision to support English leader Review of phonics provision to ensure it is taught systematically and effectively from Reception throughout KS1. The Write Stuff and Talk for Writing to be used to help scaffold writing and improve vocabulary choices. Increased opportunities for children to produce sustained pieces of writing.	<u>KS2 2019 data:</u> Reading- 75% PP pupils were working at ARE or above/ 90% of non-PP pupils 4/7 PP pupils made progress in reading from KS1 Writing- 88% of PP pupils were working at ARE or above/ 94% of non-PP pupils <u>KS1 2019 data:</u> 67% of PP pupils were working at expected standard in writing <u>Y1 2019 phonics screening:</u> 77% PP pupils met the expected standard.	Effective daily phonics teaching Good quality reading books support the teaching of phonics Children throughout school have access to good quality text. Weekly opportunities for coaching to improve quality of teaching or reading and writing.	ED & TH RF & WS	Termly review in line with monitoring plan including work scrutiny, learning walks and pupil voice. Half termly SIP/ action plan review

Linked to Outcome B: Higher and sustained rates of progress in maths for middle ability PP pupils.	MNP resources and mastery teaching approach Journaling to be used effectively to develop learner's ability to explain their mathematical reasoning. Pre-teach and re-teach sessions are used regularly to support leaners.	KS2 2019 data: 3/8 PP pupils did not make expected progress in maths. These 3 children were middle ability children.	MNP training delivered to all staff. Regular professional development sessions to ensure teaching is of a high quality and meets the needs of all learners. Regular coaching sessions during PPA. Range of monitoring / evaluation strategies	VH/ HH/ WS	Termly review in line with monitoring plan including work scrutiny, learning walks and pupil voice. Half termly SIP/ action plan review
Linked to Outcome C: Pupil premium children make progress in line with non-pupil premium children	PP children are high priority in pupil progress meetings Interventions are more closely targeted to meet the needs of the vulnerable children and their impact is closely monitored. Reorganisation of support staff to ensure they are deployed effectively in response to provision mapping. Children benefit from pre-teach sessions prior to the lesson and reteach sessions in response to assessment during lesson.	High expectations for all children and a focussed agenda to narrow the achievement gap of disadvantaged children.	Weekly coaching sessions delivered across school to ensure teaching is of a high quality and meets the needs of all learners. Range of monitoring/ evaluation strategies used across each term. PPM meetings track progress, attainment and impact of interventions for PP pupils.	RF/ WS JH	Half termly monitoring of provision maps Termly data analysis and PPM
				Total budgeted cost	£22,075
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?**

Linked to Outcome D: Social and emotional barriers are removed. Children's wellbeing, engagement and concentration is improved, and this has a direct impact upon progress. Children's social skills and relationships at playtimes have improved.	Pastoral lead employed to support vulnerable children and families. Pastoral support staff employed to provide 1:1 and small group support based around confidence, social skills and emotional development. Lunchtime clubs and homework clubs support vulnerable children. Team of pastoral/support staff have been trained to deliver well-being intervention. Emotion coaching approach has been introduced in school and all staff have received training.	Children struggle to access learning if emotional barriers are not supported first. There is high demand for this intervention from children and families.	Regular pastoral reviews. Feedback from 1:1 and small group sessions Feedback from families. Classroom observations/ feedback. PP pupils to access Boomerang intervention. Regular training and modelling of emotion coaching approach so that it is embedded across school.	JH SMcA	Termly 4/6-week reviews for individual children and families Pupil voice Exit questionnaires/ interviews
				Total budgeted cost	£51,601

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?**
Linked to Outcome F: Improved attendance of an identified group of pupil premium children	Employment of Attendance Officer through local schools network Work in close partnership with the Early Help assessment officer	When children attend school regularly, they make greater progress Evidence shows that children who attend school make better friendships, are more confident and more able to take ownership of their learning	Daily monitoring of attendance and punctuality Monthly monitoring of attendance of pupils in receipt of PP funding. Home visits when required Weekly meetings with HT and pastoral lead Half termly attendance meeting with the AO with clear actions identified Regular follow up with HT and AO for families with children whose attendance is below 90%	HT Office staff JH/ SMcA	Weekly attendance reviews Half termly attendance reviews with AO Termly with Governing Body
Linked to Outcome E: Vulnerable children have access to a range of learning opportunities and environments	School trips and residentials visits are subsidised where necessary. School trips are planned carefully to support curriculum progression and to ensure children in receipt of PP funding receive a wide range of learning experiences	Children have positive attitudes towards school and learning. All children feel included in learning experiences and access to the enrichment activities supports the development of knowledge and understanding.	All PP children access trips and residential visits in line with non-PP classmates Access to additional financial support is closely monitored Curriculum and enhancement opportunities regularly reviewed	SBM & HT DHT and class teachers	Half termly budgetary reviews

Total budgeted cost	£ 5,365

6. Review of expenditure				
Previous Academic Year		**2018/2019**		
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**
Middle ability and more able PP pupils make increased and sustained progress in maths.	MNP resources and mastery teaching approach Continued participation in maths TRG.	KS1 data: 2018 57% PP pupils were assessed to be working at ARE in maths. In 2019 this increased to 83% children in receipt of PP funding. KS2 data: 2018 67% children in receipt of PP funding were working at ARE or above. This increased to 100% in 2019	Journaling introduced and having an impact in some classes / year groups. Further training required to ensure this approach is used consistently across school to improve outcomes and children's reasoning and confidence.	£7,680
Pupil premium children make progress in line with non-pupil premium children	Interventions are closely targeted to meet the needs of vulnerable children. Support staff deployed through provision mapping	Improved data in 8/ 10 indicators 2018-2019: EYFS- 50% 2018 / *60% 2019* Y1 phonics – 50% 2018 / *77% 2019* KS1 Reading – 57% 2018/ *100% 2019* KS1 Writing – 43% 2018/ *67% 2019* KS1 Maths- 57% 2018/ *83% 2019* KS2 Reading – 78% 2018/ *75% 2019* KS2 Writing – 67% 2018/ *88% 2019* KS2 Maths – 67% 2018/ *100% 2019* KS2 GPS – 100% 2018/ *100% 2019* KS2 Combined – 56% 2018/ *75% 2019*	Interventions have been closely targeted across year groups and Key Stages. This approach will continue and will become more tailored to the needs of the children	£29,579
ii. Targeted support				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**

Improve pastoral support for our most vulnerable families and children	Employment of Pastoral Lead Employment of Learning Mentor and Pastoral Support Assistants	Effective support for children to overcome barriers to learning e.g. friendship issues, managing behaviour/ emotions and self-esteem. Support for families to access additional guidance and external services.	PP children received targeted support through 1:1 and small group sessions. Positive feedback was received from children, families and safeguarding professionals. Less time spent on administration tasks and more time spent with children. Regular reviews of interventions supported by introduction of exit questionnaires. This approach will be continued	£54,435
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**
Improved attendance of an identified group of children in receipt of PP funding	Employment of Attendance Officer through Roots network	Reduction in PP children with less than 90% attendance: January 2019- 5 children, July 2019 2 children.	Working in close partnership with families, attendance officer, HUB and social care led to improved attendance for vulnerable children. This approach needs to continue to ensure attendance improves or most vulnerable children.	£1,200
Vulnerable children have access to a range of learning opportunities and environments	Financial support for families	All families who requested support were given financial assistance for trips, meals and music lessons. This included support with payment for the residential visit to Plas Dol y Moch.	All pupils were able to participate in all trips. Enrichment activities led to increased self-esteem, confidence, motivation and engagement. This approach will continue.	£3,665

7. Additional detail

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

Our full strategy document can be found online at: www.aschool.sch.uk