



## Pupil premium strategy statement - Earl Spencer Primary

1. Summary information					
<b>School</b>	Earl Spencer Primary				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£173,220	<b>Date of most recent PP Review</b>	January 2019 (external)
<b>Total number of pupils</b>	409	<b>Number of pupils eligible for PP</b>	143	<b>Date for next internal review of this strategy</b>	September 2021 (internal)

2020 Pupil Premium Outcomes		
<b>Key Stage 2</b>	<b>Pupils not eligible for PP- Teacher Assessment</b>	<b>Pupils eligible for PP in our school</b>
% achieving age expected or above in reading, writing and maths –teacher assessment due to COVID-19 and school closure March 23rd 2020	65%	-
% achieving age related expectations in Reading – teacher assessment due to COVID-19 and school closure March 23rd 2020	75%	-
% achieving age related expectations in Writing- teacher assessment due to COVID-19 and school closure March 23rd 2020	80%	-
% achieving age related expectations in Maths - teacher assessment due to COVID-19 and school closure March 23rd 2020	65%	-
% achieving age related expectations in SPAG - teacher assessment due to COVID-19 and school closure March 23rd 2020	78%	-

<b>1. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	SEN- significantly higher % of PP children also identified as having SEND.	
<b>B.</b>	Very low starting points in YR, in all areas of development, in particular language acquisition early literacy and numeracy skills.	
<b>C.</b>	Social, emotional and behavioural issues have impacted upon a number of PP pupils.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	School serves an area of very high social deprivation combined with low aspiration among a significant number of families. Attendance and pupil wellbeing is adversely affected by their disadvantaged home life leading to social/emotional difficulties and impacting on progress.	
<b>E.</b>	When children start school in EYFS and join mid-year, a high proportion are often not school ready in terms of the 14 areas and also in terms of having their emotional needs for their age met.	
<b>2. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupil premium funding to impact on accelerating progress for all disadvantaged children.	6.5 pts+ progress on school's assessment system for target pupils. Individual class and year group based targets for start and end of year attainment levels for PP children
<b>B.</b>	Ensure accelerated language development in early phase of the school enables identified PP children working at below expected levels accelerate their learning through implementation of 'Talk for Writing' and 'Talking Success' projects.	Baseline of identified children evidenced on EduKey. Children meet targets for speaking and listening, writing and reading in YR and Y1. Progress towards targets evaluated through Pupil Progress meetings and SLT reports at end of Terms 2, 4 and 6.
<b>C.</b>	A rise in attendance and drop in persistent absence for identified children.  Remove barriers to learning based around BESD through ensuring individual and group support is in place to impact positively, removing barriers to learning.	Overall attendance of PP children 2019/20 (1 <sup>st</sup> September 2019- 20 <sup>th</sup> March 2020)- 95.49% Target for 2020/21- 96% Baseline of identified children evidenced on EduKey. Support programmes and strategies planned, delivered and assessed for impact. Regular evaluation in Pupil Progress meetings, SLT Inclusion and through EduKey to assess impact of identified children succeeding in lessons through regular engagement, leading to progress in line with, or exceeding, expected levels.
<b>D.</b>	To ensure that all pupils are able to access learning outside of school, to minimise impact of disruption during home learning and support progress and attainment through specific identified strategies and support available through technology.	All PPM children to be provided with a Chromebook to support with home schooling and homework. School will also be able to provide PPM pupils with a SIMS card to support with internet access as appropriate. Appropriate training and support is offered to staff to ensure that they are trained to use the appropriate software and technology, ensuring that they are able to support PPM children to use the technology to progress learning.

### 3. Planned expenditure

**Academic year**

**2020-21**

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?
<p>Ensure all teaching throughout school is good, with a significant proportion of outstanding teaching, leading to accelerated progress for disadvantaged children.</p>	<p>-Progress of PP children high profile for all teachers and support staff;                      -Provision in classes for individual children discussed x5 Pupil Progress meetings across school year &amp; x1 initial meeting to discuss interventions for vulnerable pupils in term1 of the new school year;                      Transition Meetings between current/new CT at the end of the school year to discuss pastoral and academic needs, including pupils identified as PPM;                      -Mentoring meetings with individual children and parents to discuss provision;</p>	<p>-Ethos of high priority of disadvantaged children, additional support and provision for PP children needs to be shared and understood by all staff.</p> <p>-x1 initial meeting to discuss interventions for vulnerable pupils in term1 of the new school year &amp; x5 Pupil Progress meetings each year enables regular checks to be made on progress of children, with classteachers targets being focussed on progress of children in their class.</p> <p>-All T&amp;L across the school needs to be consistently 'good' or 'outstanding' in order for children to make accelerated progress and continue to close gaps with their peers.</p> <p>-PPM children to be prioritised as a group in all monitoring activities e.g. learning walks, book scrutinies.</p>	<p>Monitoring of these PP children progress though regular monitoring cycle: book scrutiny, pupil interview and lesson observation.</p> <p>Planning, delivery and evaluation of individual and group support programmes for identified PP children, according to identified need.</p> <p>Ensure the quality of teaching is a minimum good/outstanding through learning walks.</p> <p>Phase leaders highlight progress in pupil progress meetings; inclusion meetings and through SLT reports and reporting to governors.</p>	<p>Phase leaders HT</p>	<p>Pupil Progress meetings every 6 weeks                      X4 data harvests each academic year                      Reviewed x2 through Core governors</p>

<b>Total budgeted cost</b>					Approx £
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupil premium funding to impact on accelerating progress for all disadvantaged children- 6.5 pts+ progress on school's assessment system for target pupils.	School structures in place to ensure a constant cycle of planning, delivery and evaluation of impact of targeted support in key areas of: -Developing early language acquisition through 'Talking success', 'Talk for Writing', 'Drama for Writing' & 'Word Aware'. -Ensuring barriers to learning are removed through range of pastoral programmes- both small group and individual	In school attainment analysis of last year's data shows disparity in terms of progress of disadvantaged children across the school. Evidence both from within school and nationally shows impact of individual and small group support in previous years has led to positive outcomes.  Evidence has shown that early language acquisition and a grasp of core early literacy and numeracy skills are key to future success in Primary.  Children need to feel secure and confident if they are to succeed in class.	Regular analysis on pupil data with staff and phase leaders.  Regular monitoring of effectiveness of small group and individual sessions by Phase leaders and Inclusion Manager.  Review of after/before school provision at least every six weeks. SLT reports to governors x3 each year.  Review of success of programmes through	Phase leaders  HT  Inclusion Manager	Termly Pupil Progress meetings  X3 monitoring of effectiveness of support programmes  X6 data harvests each academic year  Reviewed x2 through Core governors
<b>Total budgeted cost</b>					Approx £
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
(a) Ensure equality of access to all PP children, specifically technology.	Use of a pupil premium funding to purchase a Chromebook for child	The school identified that pupils have limited access to devices to support learning at home, including both homework and for the purposes of	Monitoring of expenditure by School Business Manager/Headteacher	SBM Headteacher	Reviewed through FGB

	identified as in receipt of pupil premium.	<p>home schooling. Moving forward we felt that it was sensible to provide children with devices to completely remove this as a barrier.</p> <p>Engagement with home learning linked with the possibility of ensuring that specific pupils can access specific programmes to support their progress and development.</p> <p><i>(EEF- +4 months)</i></p>			
(c) Ensure accelerated language development in early phase of the school enables identified PP children working at below expected levels accelerate their learning.	<p>Train teachers and support staff in EYFS &amp; KS1 in Time to Talk and Racing to English</p> <p>In addition EYFS staff have completed their Training in NELI (Nuffield Early Language Intervention)</p> <p>Evaluate regularly during PP meetings each term</p>	<p>Very low starting points in YR, in all areas of development, in particular language acquisition early literacy and numeracy skill</p> <p><i>(EEF- +5 months)</i></p>	<p>Observation of sessions</p> <p>Rigorous quality assurance in staff training</p> <p>Monitor development of identified children during Pupil Progress meetings</p> <p>Inclusion manager to monitor.</p>	PM/Phase leaders/HT	Each term and at year end
(d)A rise in attendance and drop in persistent absence for identified children	<p>Effective deployment and use of pastoral team through</p> <ul style="list-style-type: none"> <li>-Effective running of 'The Thinking Room' &amp; the 'Nurture Room' throughout the school day;</li> <li>-Delivery of effective pastoral programmes designed to remove barriers to learning.</li> </ul>	<p>School serves an area of very high social deprivation. In order for teachers to focus on the planning, teaching, assessment cycle, pastoral team work to ensure identified PP children:</p> <ul style="list-style-type: none"> <li>-challenge parents through systematic implementation of attendance management policy;</li> <li>-Deliver effective pastoral programme for identified children.</li> </ul>	<p>Regular monitoring of progress of identified children.</p> <p>Weekly discussion at Inclusion Meetings.</p> <p>Monitoring of individual, group and whole school attendance</p>	Pastoral Lead/Headteacher	Each term and at year end
<b>Total budgeted cost</b>					

4. Review of expenditure				
Previous Academic Year		2019/20		
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
Ensure all teaching throughout school is good, with a significant proportion of outstanding teaching, leading to accelerated progress for disadvantaged children.	<ul style="list-style-type: none"> <li>-Progress of PP children high profile for all teachers and support staff;</li> <li>-Provision in classes for individual children</li> </ul> <p>Discussed x5 Pupil Progress meetings across school year;</p> <ul style="list-style-type: none"> <li>-Mentoring meetings with individual children and parents to discuss provision.</li> </ul>	<ul style="list-style-type: none"> <li>-All teaching and learning across school 'good', with significant 'outstanding practice';</li> <li>-No pattern across school of disadvantaged children making less progress than rest of cohort. Disparities year group based- (see Milestones document)</li> </ul>	<ul style="list-style-type: none"> <li>-Focus support in 2019/20 on specific year groups where achievement of PP children is behind rest of cohort.</li> <li>-Identify booster/catch-up programmes to support progress.</li> </ul>	£60,000
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
Pupil premium funding to impact on accelerating progress for all disadvantaged children- 6 pts+ progress on school's assessment system for target pupils.	<p>School structures in place to ensure a constant cycle of planning, delivery and evaluation of impact of targeted support in key areas of:</p> <ul style="list-style-type: none"> <li>-Developing early language acquisition through targeted programmes.</li> <li>-Ensuring barriers to learning are removed through range of pastoral programmes- both small group and individual.</li> </ul>	No data available due to lockdown at end of school year 2019/20.	<ul style="list-style-type: none"> <li>-Focus support in 2020/21 in specific year groups where achievement of PP children is behind rest of cohort.</li> <li>-Identify booster/catch-up programmes to support progress and ensure PPM children make rapid progress towards making good or better progress by the end of the year.</li> </ul>	£60,000

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
(a) Ensure equality of access to all PP children, specifically clubs, music and equipment.	Use of a Pupil premium voucher system in which parents use £120 on a range of products and school services. Ensure involvement at local school sports events with project including local secondary. Ensure disadvantaged children are able to access extra-curricular activities	-71% take-up of offer amongst eligible parents  -Positive feedback from parents accessing the vouchers.	Establish baseline to judge success with greater accuracy and rigour.  Pupil voice- success of the vouchers taking into account pupils who have received the vouchers- impact on their self-esteem, motivation etc.  Review/relaunch of voucher system to ensure all parents are accessing funding and review how many are using the vouchers to support pupils with extra-	£21,225
(d) A rise in attendance and drop in persistent absence for identified children	Employ pastoral team of: -Pastoral Lead; -Lead FSW; -Learning Mentor. Focussed on- -Effective running of 'The Zone' throughout the school day; -Running of breakfast club; -Delivery of effective pastoral programmes designed to remove barriers to learning.	-Whole school attendance 2019/20 (1 <sup>st</sup> September 2019- 20 <sup>th</sup> March 2020)- 95.65% -Attendance of PP children 2019/20 (1 <sup>st</sup> September 2019- 20 <sup>th</sup> March 2020)- 95.49%	Review of PPM children attending breakfast club- target PPM pupils not attending with attendance/persistent lateness to attend.	£37,275