



## Pupil premium strategy statement - Earl Spencer Primary

1. Summary information					
<b>School</b>	Earl Spencer Primary				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£173,220	<b>Date of most recent PP Review</b>	October 2018 (Internal)
<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>	January 2019

2018 Pupil Premium Outcomes		
Key Stage 2- 11 pupils out of 30	Pupils eligible for PP in our school	Pupils not eligible for PP (national average for non- disadvantaged pupils)
% achieving age expected or above in reading, writing and maths	55%	70%
% achieving age expected or above in reading	73%	80%
% achieving age expected or above in writing	82%	83%
% achieving age expected or above in maths	64%	81%
Key Stage 1- 15 pupils out of 59		
% achieving age expected or above in reading	71%	79%
% achieving age expected or above in writing	65%	74%
% achieving age expected or above in maths	82%	80%

<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. In baseline, 2017 in EYFS, 0% of children were at expected level of development on entry to EYFS.	
<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 teachers- see 'Milestones' document
<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 2017/18- 94.57% Target for 2018/19- 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>	Ensure that all PP children have access to all clubs, school visits and school residential (day trip and/or overnight) in Year 3/4 and Year 5/6.	All children attend all trips No children are prevented from taking part in any residentials, trips or clubs due to financial hardship.
<b>E.</b>	To accelerate progress for PP children in all year specific year groups identified in July 2018 tracking, with a significant gap between PP children and rest of cohort.	Gaps to close in: -Year 2 -Year 5 (see milestones document, PP meeting notes for specific details)

### 3. Planned expenditure

Academic year

2018-19

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;                      -Progress of PP children part of PM targets 2018/19</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 through 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>
Total budgeted cost				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>
<p>Pupil premium funding to impact on accelerating progress for all disadvantaged children- 6.5 pts+ progress on school's assessment system for target pupils.</p> <p>To accelerate progress for PP children in specific year groups identified in July 2017 tracking, with a significant gap between PP children and rest of cohort.</p>	<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 'Talking success', 'Talk for Writing', 'Drama for Writing' &amp; 'Word Aware'.</li> <li>-Ensuring barriers to learning are removed through range of pastoral programmes- both small group and individual</li> </ul>	<p>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.</p> <p>Evidence has shown that early language acquisition and a grasp of core early literacy and numeracy skills are key to future success in Primary.</p> <p>Children need to feel secure and confident if they are to succeed in class.</p>	<p>Regular analysis on pupil data with staff and phase leaders.</p> <p>Regular monitoring of effectiveness of small group and individual sessions by Phase leaders and Inclusion Manager.</p> <p>Review of after/before school provision at least every six weeks. SLT reports to governors x3 each year.</p> <p>Review of success of programmes through Core &amp; Broader Curriculum Teams/Edukey/Pupil Progress Meeting/SLT Reports/Data Analysis.</p>	<p>Phase leaders</p> <p>HT</p> <p>Inclusion Manager</p>	<p>Termly Pupil Progress meetings</p> <p>X3 monitoring of effectiveness of support programmes</p> <p>X6 data harvests each academic year</p> <p>Reviewed x2 through Core governors</p>
<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 clubs, music and equipment.	Use of a Pupil premium voucher system in which parents use £150 on a range of products and school services.	Parental feedback regarding this system has been very positive. Project has led to increased parental engagement and a rise in aspiration in terms of activities in the town that are available.	Monitoring of expenditure by School Business Manager.	SBM Pastoral Headteacher	Reviewed x2 through Core governors

	<p>Ensure involvement at local school sports events with project including local secondary.</p> <p>Ensure disadvantaged children are able to access extra-curricular activities they would otherwise not be able to, such as swimming lessons, gymnastics.</p>	<p>Engagement with, and enjoyment of extracurricular activities provide incentive for children who may disengage with school. Attendance of PP children has improved and there has been an increase in the number of pupils attending extra-curricular clubs.</p> <p><i>(EEF- +2 months)</i></p>	<p>Monitoring of attendance by Attendance Lead (Pastoral leader/Headteacher)</p>		
<p>(b) Ensure equality of access to all PP children, specifically clubs, music and equipment.</p>	<p>Playing for Success 'Saints Study Centre' Year 5 project for the Spring term.</p> <p>Wellbeing Steps- Pacesetters Programme Y5/6.</p>	<p>Observation and feedback has shown increased levels of confidence and esteem from children who take part in this project.</p> <p>Improve mental health/wellbeing for PPM children</p>	<p>School staff to attend sessions on a weekly basis, including the HT upon culmination of the project</p> <p>Pupil Voice- review of programme</p>	HT	Term 5- Term 6
<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>	<p>Train teachers and support staff in Y1 and KS1 in 'Talk for Writing' and 'Talking Success' projects</p> <p>Implement after PP review meetings</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 for high cost)</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 in termly SLT report</p>	AM PM Phase leaders	Each term and at year end
<p>(d) A rise in attendance and drop in persistent absence for identified children</p>	<p>Employ pastoral team of:</p> <ul style="list-style-type: none"> <li>-Pastoral Lead;</li> <li>-Lead FSW;</li> <li>-Learning Mentor.</li> </ul> <p>Focussed on-</p> <ul style="list-style-type: none"> <li>-Effective running of 'The Zone' &amp; the 'Nurture Room' throughout the school day;</li> <li>-Running of breakfast club;</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>-have access to breakfast club;</li> <li>-challenge parents through systematic implementation of attendance management policy;</li> <li>-Deliver effective pastoral programme for identified children.</li> </ul> <p><i>(EEF- Mentoring - +1 month)</i></p>	<p>Regular monitoring of progress of identified children.</p> <p>Weekly discussion at Inclusion</p> <p>Monitoring of individual, group and whole school attendance &amp;</p>	Pastoral Leader Headteacher	Each term and at year end
<b>Total budgeted cost</b>					

4. Review of expenditure																
Previous Academic Year		2017/18														
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 2018/19 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>	£50,000												
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 'Talking success' and 'Talk for Writing'.</li> <li>-Ensuring barriers to learning are removed through range of pastoral programmes- both small group and individual</li> </ul>	<p>Progress of disadvantaged children in Y2 &amp; Y6- September '17- July '18-</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 2-</td> <td>6.24</td> <td>5.94</td> <td>6.19</td> </tr> <tr> <td>Year 6-</td> <td>6.83</td> <td>7.67</td> <td>6.50</td> </tr> </tbody> </table>		Reading	Writing	Maths	Year 2-	6.24	5.94	6.19	Year 6-	6.83	7.67	6.50	<ul style="list-style-type: none"> <li>-Focus support in 2018/19 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>	£49,000
	Reading	Writing	Maths													
Year 2-	6.24	5.94	6.19													
Year 6-	6.83	7.67	6.50													

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<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 £100 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 they would otherwise not be able to, such as swimming lessons, gymnastics.	-85.42% take-up of offer amongst eligible parents  -Positive feedback from parents accessing the vouchers.	Establish baseline to judge success of 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-curricular activities.	£17,000
(b) Ensure equality of access to all PP children, specifically clubs, music and equipment.	Playing for Success 'Saints Study Centre' Year 5 Wellbeing project - Spring term.	-All PP children in Y5 attended session.  -Significant impact on attendance and motivation of participating children	Identify additional external programmes for PPM children to access.	£3500
(c) Ensure accelerated language development in early phase of the school enables identified PP children working at below expected levels accelerate their learning.	Staff trained in use of 'Talking Success' and 'Talk for Writing'.	-All chn have access to quality first wave teaching with strategies identified to support the progress of children working below expected levels. Good level of development went for PPM chn in EYFS was 64.28% in July 2018 (Northamptonshire 54.2% July 2018). Targetted interventions led by Teaching assistants support rapid progress.	Identified member of staff to lead and monitor strategies in EYFS.	£14000

(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 2017/18-95% -Attendance of PP children 2017/18- 94.39%	Review of PPM children attending breakfast club- target PPM pupils not attending with attendance/persistent lateness to attend.	£34,140
--	---	--	---	---------

### 5. 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.earlspencerprimary.org](http://www.earlspencerprimary.org)