

Pupil premium strategy statement - Earl Spencer Primary

1. Summary information					
School	Earl Spencer Primary				
Academic Year	2017/18	Total PP budget	£167,640	Date of most recent PP Review	September 2017 (Internal)
Total number of pupils	390	Number of pupils eligible for PP	127	Date for next internal review of this strategy	September 2018

Year 6 outcomes 2015/16 - based on 15 children out of a cohort of 30		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	53%	60%
% making progress in reading	PP- +2.42	Based on +/- 0 national figure Non PP Approx. +0.33
% making progress in writing	PP- +2.83	Based on +/- 0 national figure Non PP Approx + 0.12
% making progress in maths	PP- +3.32	Based on +/- 0 national figure Non PP Approx 0.24

Current attainment: Year 6 outcomes 2016/17 - based on 19 children out of a cohort of 31		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	16%	67%
% making progress in reading	PP- -4.68	Based on +/- 0 national figure Non PP Approx. +0.33
% making progress in writing	PP- -1.07	Based on +/- 0 national figure Non PP Approx +0.18
% making progress in maths	PP- -3.45	Based on +/- 0 national figure Non PP Approx +0.29

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	SEN- significantly higher % of PP children also identified as having SEND.	
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.	
C.	Social, emotional and behavioural issues have impacted upon a number of PP pupils.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	A significant minority of PP children with high levels of persistent absence.	
E.	School serves an area of very high social deprivation.	
F.	When children start school in EYFS and joining mid-year, they are often not school ready in terms of their physical and emotional needs being met.	
G.	Low aspiration among significant numbers of families.	
H.	Pupils' well-being is adversely affected by their disadvantaged home life, often leading to social and emotional difficulties.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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.	Gaps to close in: -Year 5 -Year 4 (see milestones document, PP meeting notes for specific details)
C.	A rise in attendance and drop in persistent absence for identified children.	Overall attendance of PP children 2016/17- 95.2% Target for 2017/18-95.6 % % of children with PP classed as persistent absentees – 2016/17- 4.2% Target for 2017/18-3.5 %
D.	Remove barriers to learning based around BESD through ensuring individual and group support is in place to impact positively, removing barriers to learning.	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.
E.	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.

F.	Ensure that all PP children have access to all clubs, school visits and residential 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.
----	---	--

3. Planned expenditure

Academic year	2017-18
---------------	---------

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?
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"> -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; -Mentoring meetings with individual children and parents to discuss provision. -Progress of PP children part of PM targets 2017/18 	<ul style="list-style-type: none"> -Ethos of high priority of disadvantaged children, additional support and provision for PP children needs to be shared and understood by all staff. -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. -All T&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. 	<ul style="list-style-type: none"> Monitoring of these PP children progress through regular monitoring cycle: book scrutiny, pupil interview and lesson observation. Planning, delivery and evaluation of individual and group support programmes for identified PP children, according to identified need. Ensure the quality of teaching is a minimum good/outstanding through learning walks. Phase leaders highlight progress in pupil progress meetings; inclusion meetings and through SLT reports and reporting to governors. 	Phase leaders HT	<ul style="list-style-type: none"> Pupil Progress meetings every 6 weeks X4 data harvests each academic year Reviewed x2 through Core governors
Total budgeted cost					Approx £

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?
-----------------	------------------------	---	---	------------	--------------------------------------

<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"> -Developing early language acquisition through 'Talking success' and 'Talk for Writing'. -Ensuring barriers to learning are removed through range of pastoral programmes- both small group and individual 	<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. 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>Phase leaders HT Inclusion Manager</p>	<p>Termly Pupil Progress meetings X3 monitoring of effectiveness of support programmes X4 data harvests each academic year Reviewed x2 through Core governors</p>
Total budgeted cost					Approx £
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?
(a) Ensure equality of access to all PP children, specifically clubs, music and equipment.	<p>Use of a Pupil premium voucher system in which parents use £150 on a range of products and school services.</p> <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>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.</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 expenditure by School Business Manager.</p> <p>Monitoring of attendance by Attendance Lead (Pastoral leader/Headteacher)</p>	SBM Pastoral Headteacher	Reviewed x2 through Core governors
(b) Ensure equality of access to all PP children, specifically clubs, music and equipment.	Playing for Success 'Saints Study Centre' Year 5 project for the Spring term.	Observation and feedback has shown increased levels of confidence and esteem from children who take part in this project.	School staff to attend sessions on a weekly basis, including the HT upon culmination of the project	HT	End of project- Term 6

(c) Ensure accelerated language development in early phase of the school enables identified PP children working at below expected levels accelerate their learning.	Train teachers and support staff in Y1 and KS1 in 'Talk for Writing' and 'Talking Success' projects Implement after PP review meetings Evaluate regularly during PP meetings each term	Very low starting points in YR, in all areas of development, in particular language acquisition early literacy and numeracy skill (EEF- +5 months for high cost)	Observation of sessions Rigorous quality assurance in staff training Monitor development of identified children during Pupil Progress meetings Inclusion manager to monitor in termly SLT report	AM PM Phase leaders	Each term and at year end
(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.	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: -have access to breakfast club; -challenge parents through systematic implementation of attendance management policy; -Deliver effective pastoral programme for identified children. (EEF- Mentoring - +1 month)	Regular monitoring of progress of identified children. Weekly discussion at Inclusion Monitoring of individual, group and whole school attendance &	Pastoral Leader Headteacher	Each term and at year end

Total budgeted cost

4. Review of expenditure

Previous Academic Year

2016/17

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.	-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; -Mentoring meetings with individual children and parents to discuss provision.	-All teaching and learning across school 'good', with significant 'outstanding practice'; -No pattern across school of disadvantaged children making less progress than rest of cohort. Disparities year group based- (see Milestones document)	-Focus support in 2017/18 on specific year groups where achievement of PP children is behind rest of cohort. -Identify booster/catch-up programmes to support progress.	£55840

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.	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' and 'Talk for Writing'. -Ensuring barriers to learning are removed through range of pastoral programmes- both small group and individual	Progress of disadvantaged children- September '16- July '17-	-Focus support in 2017/18 on specific year groups where achievement of PP children is behind rest of cohort. -Identify booster/catch-up programmes to support progress	£49,000			
					Reading	Writing	Maths
		Year 1-			5.9	5.9	6.0
		Year 2-			6.1	6.2	6.1
		Year 3-			5.7	5.5	5.5
		Year 4-			4.8	4.8	4.8
		Year 5-			6.0	5.9	6.0
Year 6-	6.2	5.5	6.5				
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			
(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. 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.	-92% take-up of offer amongst eligible parents -All PP children in Y3-Y6 attended swimming lessons in school -Positive feedback from parents on questionnaire	Establish baseline to judge success of project with greater accuracy and rigour.	£18,600			

(b)Ensure equality of access to all PP children, specifically clubs, music and equipment.	Playing for Success 'Saints Study Centre' Year 5project for the Spring term.	-All PP children in Y5 attended session -Significant impact on attendance and motivation of participating children		£3000
(c)Disadvantaged children in Y6 make accelerated progress through additional targeted 1:2 support in core subjects	Additional specialist teacher employed (0.5) each week to work with identified PP children.	-Impact in Y6 did not have positive effect of previous 3 years. Identified PP children did not accelerate pace of progress and reach targets set.	Consider trends of improvement over time and evaluate reasons for lack of impact in 2016/17 Make decision on provision for 2017/18	£7800
(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 rose from 95.2%-(2015/16) to 95.8% (2017/18) -Attendance of PP children rose- 94.8% (2015/16) to 95.2% (2017/18)		£33,400

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.aschool.sch.uk