

# Pupil premium strategy statement - Earl Spencer Primary

1. Summary information					
School	Earl Spencer Primary				
Academic Year	2016-17	Total PP budget	£161,200	Date of most recent PP Review	NA
Total number of pupils	360	Number of pupils eligible for PP	124	Date for next internal review of this strategy	1/3/17

2. Current attainment: Year 6 outcomes 2015/16 - based on 16 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- +2.4	Based on +/- 0 national figure Non PP Approx. +0.3
% making progress in writing	PP- +2.8	Based on +/- 0 national figure Non PP Approx + 0.1
% making progress in maths	PP- +3.3	Based on +/- 0 national figure Non PP Approx 0.25

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<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>	A significant minority of PP children with high levels of persistent absence.
<b>E.</b>	School serves an area of very high social deprivation.
<b>F.</b>	Low aspiration among significant numbers of families.

4. Desired outcomes		
	<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.
<b>B.</b>	A rise in attendance and drop in persistent absence for identified children.	Overall attendance of PP children 2015/16- 94.8%

		Target for 2016/17- 95.7% % of children with PP classed as persistent absentees – 2015/16- 5.7% Target for 2016/17- 3%
<b>C.</b>	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.
<b>D.</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.

## 5. Planned expenditure

**Academic year**

**2016-17**

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

<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>
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.	-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.	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	Pupil Progress meetings every 6 weeks X4 data harvests each academic year Reviewed x2 through Core governors

<b>Total budgeted cost</b>					Approx £46,000
<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' and 'Talk for Writing'. -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 success 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.	Phase leaders HT Inclusion Manager	Termly Pupil Progress meetings X3 monitoring of effectiveness of support programmes X4 data harvests each academic year Reviewed x2 through Core governors
<b>Total budgeted cost</b>					Approx £49,000
<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. Ensure involvement at local school sports events with project including local secondary. Ensure disadvantaged children are able to access	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.  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	Monitoring of expenditure by School Business Manager. Monitoring of attendance by Attendance Lead (Pastoral leader/Headteacher)	SBM Pastoral Headteacher	Reviewed x2 through Core governors

	extra-curricular activities they would otherwise not be able to, such as swimming lessons, gymnastics.	pupils attending extra-curricular clubs.			
(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.	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)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.	This support has been highly effective in accelerating progress in recent years, as evidenced, for example, by progress of children in 2015/16.	Regular monitoring of sessions. Regular monitoring of progress of identified children. X3 SLT reports each year	KS2 Phase leader	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.	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
<b>Total budgeted cost</b>					(a) £18,600 (b) £3000 (c) £7800 (d) £33400