

## Pupil premium strategy statement – High Ercall Primary School 2016-17

| 1. Summary information |         |                                  |        |  |                                  |
|------------------------|---------|----------------------------------|--------|--|----------------------------------|
| Academic Year          | 2016/17 | Total PP budget                  | 17,220 | Date of most recent PP Review                  | Sept 16                          |
| Total number of pupils | 129     | Number of pupils eligible for PP | 9      | Date for next internal review of this strategy | Termly with TDP.<br>Full Sept 17 |

| 2. Current attainment                                |  |  |
|--|--|--|
|  | <i>Pupils eligible for PP –<br/>3 year average<br/>5 pupils 2016, 3 pupils 2015, 6<br/>pupils 2014</i> | <i>Pupils not eligible for PP<br/>(national average)</i> |
| % achieving ARE or above in reading, writing & maths | 81%  | 53%  |
| % achieving ARE in reading                           | 81%  | 66%  |
| % achieving ARE in writing                           | 81%  | 74%  |
| % achieving ARE in mathematics                       | 88%  | 70%  |
| % achieving ARE in SPAG                              | 76%  | 72%  |
| % Key stage 1 -2 progress in reading                 | 81%  |  |
| % Key Stage 1-2 progress in writing                  | 88%  |  |
| % Key Stage 1-2 progress in maths                    | 81%  |  |

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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|-----------|--|
| <b>A.</b> | Weaker phonological development in KS1 has caused to lower attainment for PPG children at the end of KS1 (2 pupils – both summer born) |
| <b>B.</b> | Poor organisational skills in writing in KS2, and application of taught grammar (2 pupils in Y6 and Y5)                                |
| <b>C.</b> | Oral language skills in KS1 are lower for PPG children in YR (3 children)  |

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

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|-----------|--|
| <b>D.</b> | Prior CAF / TAC for one pupil – currently closed but some significant prior home disruption in 2015-16 |
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#### 4. Desired outcomes *(Desired outcomes and how they will be measured)*

#### Success criteria

|           |  |   |
|-----------|--|---|
| <b>A.</b> | Improved oral language outcomes for KS1 pupils   | PPG children in YR make rapid progress from baseline to ensure that they make better than expected progress through the year. |
| <b>B.</b> | Higher rates of progress in writing for PPG children. Age related expectations for grammar are evident in their independent writing. | PPG children in Y5 and Y6 are at age related expectations in writing. They make good progress from current attainment.        |
| <b>C.</b> | Year 3 PPG pupils consolidate phonological knowledge and application in reading and writing is evident in their learning.            | PPG children in Year 3 will make good progress and be working at ARE for the end of Y3.                                       |
| <b>D.</b> | Strategies will be employed to support emotional wellbeing of allpupils  | PPG children, particularly in KS2 will show positive attitudes to life and learning.  |

### 5. Planned expenditure

|                      |                |
|----------------------|----------------|
| <b>Academic year</b> | <b>£17,220</b> |
|----------------------|----------------|

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

| <b>i. Quality of teaching for all</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>B Improved progress in writing</p> <p>D Improved emotional wellbeing and readiness to learn of older pupils.</p> | <p>Staff training on high quality peer feedback and wellbeing themes.</p> <p>All staff to target high quality feedback to pupils during lessons – oral and written feedback.</p>                         | <p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest meta cognition and self regulation have a high impact on pupil progress, especially when taught in collaborative groups. Strategies can be introduced to younger pupils in a simple way, but will increase in efficacy as the children move into KS2</p> | <p>Course selected using evidence of effectiveness. Use Staff CPD to deliver training to all staff. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.</p> | <p>AE – KS2<br/>SR</p> | <p>April 2017</p>                           |
| <p>A Improved oral language outcomes for EYFS pupils</p>  | <p>Staff training on developing oracy for pupils in EYFS. Elklan training identified – awaiting date for course.</p> <p>Additional staffing within KS1 to support language development through talk.</p> | <p>Evidence shows that developing the spoken language and verbal interaction in the classroom improves pupil progress though promoting pupil talk and interaction. Approaches include explicit targeting of pupil vocabulary, reading aloud and discussing books.</p>  | <p>Elklan training for specific member of staff – disseminate to other staff in Class 1. Use of peer observation to share good practise.</p>  | <p>KC</p>              | <p>April 2017</p>                           |
| <b>Total budgeted cost</b>  |  |  |   |                        | <p>£12,000</p>                              |
| <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> |

|   |   |   |  |                   |   |
|---|---|---|--|-------------------|---|
| Improved oral language outcomes.<br>Improved phonological outcomes of Y3 pupils               | 1:1 reading with trained Beanstalk reader.  | Previous targeted support has shown to be effective.<br>EEF evidence shows that targeted reading aloud and sharing books with young children is effective in developing language and verbal interaction.        | Observation of sessions with reader.<br>Evaluate pupil progress through data evaluation and progress evident in learning.<br>Liaison with Beanstalk coordinator. | SR                | Termly – Jan 2017                           |
| Improve writing progress in KS2<br><br>Improved application of phonics to reading and writing | 1:1 feedback and targeted support for planning and editing writing<br>Small group focus on sentence structure and targeted spelling teaching. | EEF research shows that 1:1 tuition with a highly trained member of staff is an effective way of improving pupil progress. Feedback which is of high quality, is also proven to have a high impact on progress. | Evaluate progress of learning in books.<br>Observation of 1:1 sessions and feedback to staff   | KM (HLTA)<br>SR   |   |
| <b>Total budgeted cost</b>  |   |   |  |                   | £5100                                       |
| <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> |
| Improved emotional wellbeing of pupils  | Financial support for engagement in active clubs after school.  | Engagement in sport, and other activities which encourage interaction between peers support social and emotional wellbeing of pupils, particularly those with a higher degree of mobility.                      | Evaluate uptake of pupils participating in active sport across school, especially PPG children.  | SR                | termly                                      |
| <b>Total budgeted cost</b>  |   |   |  |                   | £2800                                       |