

Pupil premium strategy statement – High Ercall Primary School 2017-18

1. Summary information					
Academic Year	2017/18	Total PP budget	14,580	Date of most recent PP Review	Sept 17
Total number of pupils	129	Number of pupils eligible for PP deprivation	11	Date for next internal review of this strategy	Termly with TDP. Full Sept 18
		Active Service pupils	3 (YR?)		

2. Current attainment		
	<i>Pupils eligible for PP 2016-17 Y6 cohort</i>	<i>Pupils not eligible for PP (national average 2016)</i>
% achieving ARE or above in reading, writing & maths	100%	53%
% achieving ARE in reading	100%	66%
% achieving ARE in writing	100%	74%
% achieving ARE in mathematics	100%	70%
% achieving ARE in SPAG	100%	72%
% Key stage 1 -2 progress in reading	100%	
% Key Stage 1-2 progress in writing	100%	
% Key Stage 1-2 progress in maths	100%	

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Some PPG children make less progress in writing (4/11 pupils) and reading (3/11) than their peers.	
B.	Some pupils have a lower social, emotional and learning resilience	
C.	In year transfer pupils are working below age related expectations	
D.	Targeted pupils can begin school with lower oracy skills and experience	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Prior CAF / TAC for one pupil – currently closed but some significant prior home disruption in 2015-16	
E.	Lower attendance rates – pupil in Year 1 and pupil in Y3 (though as a cohort PPG children attendance is in line with peers)	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Specific KS2 PPG children in will make good progress in writing and reading. Improved emotional wellbeing and resilience in learning, particularly in KS2. I	Make at least expected progress. Work in books will show good progress. Pupils will be able to talk about their learning and next steps. Peer support will be effective and valued by pupils.
B.	Pupils in Year 1 will make good progress in reading, phonics and early writing skills, including passing the phonics test.	Make rapid progress to be at or near to age related expectations.
C.	Attendance of PPG children is at least in line with peers.	Targeted pupils will have good attendance. There will be a good working relationship with parents. There will be a proactive approach to absences and ensuring good attendance.
D.	Strategies will be employed to support emotional wellbeing of all pupils	PPG children, particularly in KS2 will show positive attitudes to life and learning.

5. 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
<p>B Improved progress in writing</p> <p>D Improved emotional wellbeing and readiness to learn of older pupils.</p> <p>A Improved oral language outcomes for EYFS 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>Staff training on developing oracy for pupils in EYFS.</p> <p>Additional staffing within KS1 to support language development through talk.</p>	<p>PPG pupil progress in writing – 64% (7/11 pupils) made expected progress over the year – which is slightly lower than the year group averages. Pupils making lower progress include those with significant SEN and pupils new to the school. Analysis of some of these pupils writing shows that good progress has been made, but not always sufficient to move to next step.</p> <p>Year 6 PPG pupil made accelerated progress through the year to be working at age related expectations.</p> <p>Oral language outcomes: PPG pupil in Year 1 passed phonics test PPG pupils in Year R: Disadvantaged – all made at least expected, but mostly better than expected progress in communication ELG. 2 pupils did not reach ELG – but made better than expected progress with low starting points Service – all made better than expected progress</p>	<p>Wellbeing theme is still at the early stages of development across school – with further training for staff members planned for 2017-18 as the LA led course gains momentum. Further focus on emotional, social and learning resilience planned as focus for 2017-18</p> <p>Monitoring shows that peer feedback and support is highly valued and used well by PPG and all pupils across school. It aids pupil progress.</p> <p>Good support and training from SALT experts. ELKLAN training booked for Aut 17. 1:1 and small group support for talk experience using books as starting points. Also good quality interactions with staff in both direct teaching and child led play.</p>	£12,000
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



Improved oral language outcomes. Improved phonological and reading outcomes of Y3 pupils	1:1 reading with trained Beanstalk reader.	All Year 3 pupils made at least expected progress with 3 out of 4 making accelerated progress to be at age related expectations (these were pupils working just below age related expectations at the end of Year 2).	Beanstalk reader has provided good level of support. New reading scheme and associated teaching and learning support has also contributed largely to this accelerated progress.	£5100
Improve writing progress in KS2 Improved application of phonics to reading and writing	1:1 feedback and targeted support for planning and editing writing Small group focus on sentence structure and targeted spelling teaching.	In Year 6- accelerated progress in reading and writing as a result of small group intervention and support. Specific spelling support has supported this pupil and others without PPG funding – so that 91% were at expected standard in writing and 100% in reading in Year 6. Year 5 - progress remains more of a concern but is being targeted further.	1:1 intervention has remained fluid for targeted Year 5 pupil – and key gaps in learning have been identified in reading and writing which are causing significant barriers to learning.	
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
Improved emotional wellbeing of pupils	Financial support for engagement in active clubs after school.	Good level of engagement in clubs from most PPG children across school – including both forces and deprivation pupils. There are no significant behavioural or emotional differences for pupils with PPG – evident in records of concern in school.	Approach to continue and enables participation.	£2800

6. Planned expenditure 2017-18

Academic year	£14,580
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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>A Improved progress in reading / writing</p> <p>Improved emotional wellbeing and resilience in learning 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>Collaborative planning of learning – writing. As a whole staff, but also through coaching with specific staff to support planning and teaching and learning.</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.</p> <p>Strategies can be introduced to younger pupils in a simple way, but will increase in efficacy as the children move into KS2.</p> <p>Guidance report p14 – teaching writing composition strategies as a staged process. Extensive evidence of effective impact.</p>	<p>Course selected using evidence of effectiveness.</p> <p>Use Staff CPD to deliver training to all staff.</p> <p>Peer observation of attendees' classes after the course, to embed learning.</p> <p>Lessons from training embedded in school feedback policy.</p> <p>Release time for coaching for planning and supporting teaching.</p> <p>Time to evaluate and feedback.</p>	<p>AE – KS2 SR</p> <p>SW</p>	<p>July 2018</p>



<p>B Good progress for KS1 pupils in phonics and application to reading and writing</p>	<p>Staff training on developing oracy for pupils. Elklan training.</p> <p>Additional staffing within KS1 to support language development</p>	<p>Evidence shows that developing the spoken language and verbal interaction in the classroom improves pupil progress through purposeful activities, including articulation of ideas, collaborative learning, modelling of inferences.</p> <p>This will be achieved through staffing in KS1 and intervention staffing for additional small group and 1:1 intervention</p>	<p>Elklan training for specific member of staff – disseminate to other staff in Class 1 and 2</p> <p>Use of peer observation to share good practise.</p>	<p>SR</p>	<p>July 2018</p>
<p>Total budgeted cost: Courses – ELKLAN and mindfulness plus staff release Staff release for coaching KS1 staffing for intervention and additional class support.</p>					<p>£11,290</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>C Attendance of PPG children will be at least in line with peers and well above threshold for persistent absence</p>	<p>Monthly monitoring and follow up.</p> <p>Good relationships with parents.</p>	<p>2016-17 successes showed that rigorous and proactive approach with parents improved attendance of specific pupils.</p> <p>Access to breakfast club to ensure attendance and a good start to the day.</p>	<p>HT lead. Timetabled into diary. Clear paper trail of actions</p>	<p>SR</p>	<p>Termly with Heads report.</p>



<p>Improve writing progress in KS2</p> <p>Improved application of phonics to reading and writing</p>	<p>1:1 feedback and targeted support for planning and editing writing</p> <p>Small group focus on sentence structure and targeted spelling teaching.</p> <p>Staff coaching using new reading scheme approach.</p>	<p>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.</p>	<p>Evaluate progress of learning in books.</p> <p>Observation of 1:1 sessions and feedback to staff</p>	<p>KM (HLTA) SR</p>	
Total budgeted cost					£5100
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?
<p>Improved emotional wellbeing of pupils</p>	<p>Financial support for engagement in active clubs after school.</p>	<p>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.</p>	<p>Evaluate uptake of pupils participating in active sport across school, especially PPG children.</p>	<p>SR</p>	<p>termly</p>
Total budgeted cost					£2800