

Pupil premium strategy statement – High Ercall Primary School 2018-19

1. Summary information					
Academic Year	2018/19	Total PP budget	16,950	Date of most recent PP Review	Sept 18
Total number of pupils	134	Number of pupils eligible for PP deprivation	11	Date for next internal review of this strategy	Termly with TDP. Full Sept 19
		Active Service pupils	7		

2. Current attainment			
	<i>Pupils eligible for PP 2016-17 Y6 cohort (1 pupil)</i>	<i>Pupils eligible for PP 2017-18 Y6 cohort (2 pupils – 1 working below the level of the tests)</i>	<i>Pupils not eligible for PP 2017-18</i>
% achieving ARE or above in reading, writing & maths	100%	50%	93%
% achieving ARE in reading	100%	50%	93%
% achieving ARE in writing	100%	50%	93%
% achieving ARE in mathematics	100%	50%	93%
% achieving ARE in SPAG	100%	50%	93%
% Key stage 1 -2 progress in reading	100%	50%	93%
% Key Stage 1-2 progress in writing	100%	50%	93%
% Key Stage 1-2 progress in maths	100%	50%	93%

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 reading (4/12) than their peers, linked to D and E	
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.	CP related issues requiring multi-agency support including early help	
E.	Lower attendance rates – for specific pupils, sometimes linked to D above	
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 improved progress in reading. Improved emotional wellbeing and resilience in learning, particularly in KS2.	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 2 will make good progress in reading, writing and maths.	Most will make rapid progress to be at or near to age related expectations. For those with specific needs good progress will be evident in learning and IPM outcomes.
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		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
<p>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>Standards in writing remain high – in attainment across school and in statutory outcomes. 88% of pupils reached EXS in Year 6 – a cohort of 17 pupils. PPG pupils in this year group showed excellent progress, with 1 of the 2 pupils reaching EXS.</p> <p>83% of PPG pupils made expected progress, 42% made accelerated progress. This is an excellent reflection of targets and whole class teaching.</p> <p>In monitoring high quality feedback and discussion between pupils is evident and was referenced in OFSTED report. Written and verbal feedback contributes well to progress across school.</p>	<p>Changes to marking protocol will continue.</p> <p>Involvement of pupils in peer and self review will continue – continue to develop coaching of pupils to ensure feedback is accurate and supportive. Pair pupils carefully to be supportive of emotional well being.</p>	<p>£11, 290</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>Phonics percentage lower for the cohort this year than previous years. However this was not specific to PPG children – more a result of specific factors around individual pupils. Of the 3 PPG pupils, 2 of these achieved a pass in the test.</p>	<p>Look at timetabling of phonics to ensure application at other times of the day. Ensure staffing is sufficiently trained including new staff to the year group. Monitor progress carefully.</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</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>Good impact on attendance evident. By the end of the year only 1 pupil had attendance below 90% - as a result of very specific CP issues.</p> <p>Positive and pro-active relationship with parents evident in OFSTED.</p>	<p>Continue approach.</p>	<p>£5100</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>Writing attainment and progress is good in all classes. Progress in end of KS2 shows improvement from -2.0 to 0.7. Progress in PPG children is good – 83% and 42% accelerated progress. Specific targeted support with pupils in upper KS2 had a positive impact on progress and contributed to the improved overall progress measure and specific individual progress.</p> <p>Reading approach in Y3,4,5 proved successful and good progress evident in internal data.</p>	<p>Extend approach to reading into Class 5 – to support with extended written response to reading for more able.</p>	



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 2018-19

Academic year

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 Development of the marking and feedback policy, involving target setting</p> <p>Improve questioning and use of Blooms Taxonomy to support independence</p>	<p>Staff training on high quality peer feedback and wellbeing themes.</p> <p>Review target sheets to ensure child friendly and accurate.</p> <p>All staff to target high quality feedback to pupils during lessons – oral and written feedback.</p> <p>Whole school CPD - questioning</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>This includes using different types of questioning to scaffold and support learning.</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>SR</p>	<p>Sept 19</p>



<p>Good progress for EYFS and KS1 pupils in phonics and application to reading and writing</p>	<p>Staff training to support high quality teaching in phonics.</p> <p>Oral language interventions to support individuals and small groups.</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. There is also evidence in EEF that oral language interventions have moderate impact for lower cost.</p>	<p>In school training and LA course for new TA.</p> <p>Use of peer observation in school</p> <p>Evaluation of success of interventions.</p>	<p>SR</p>	<p>July 2018</p>
<p>Total budgeted cost:</p> <p>Courses – Questioning and mindfulness plus staff release Course: Staff release for coaching KS1 staffing for intervention and additional class support.</p>					<p>Course: £250, plus staffing costs of 0.5 day per TA staff – 8 staff - £288. Staffing for intervention / coaching: KS1 - £4456 KS2 - £9754</p>
<p>ii. Targeted support</p>					
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>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>2017-18 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.</p> <p>Timetabled into diary.</p> <p>Clear paper trail of actions</p>	<p>SR</p>	<p>Termly with Heads report.</p>



Improved application of phonics to reading and writing in Y1 and Y2	1:1 feedback and targeted support for planning and editing writing Small group focus on phonics, and practise in reading and writing.	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. Observation of 1:1 sessions and feedback to staff	KM (HLTA) AO SR	
Total budgeted cost					£5100 (within hours above)
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?
Improved emotional wellbeing of pupils – including forces pupils	Financial support for engagement in active clubs after school. Emotional support – social development through clubs.	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, including forces..	SR	termly
Total budgeted cost					£2800



High Expectations, High Ercall