

Pupil premium strategy statement

1. Summary information					
School	Earith Primary School				
Academic Year	2018-19	Total PP budget	£13200		
Total number of pupils		Number of pupils eligible for PP	10	Date for next internal review of this strategy	Dec 18

2. Barriers to future attainment	
In-school barriers	
A.	Spelling, sentence structure and sense impacting writing skills
B.	Language skills are lower for some pupils eligible for PP than for other pupils. This slows reading progress particularly around comprehension and writing progress
C.	Maths progress impacted by low language skills particularly in answering reasoning questions
D.	Social , emotional and mental health issues impacting behaviour and ability to learn – low self esteem, challenging behaviour
E.	Self motivation and ability to work independently
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
	Lack of consistency in home support impacts progress Attendance of GRT children and some other PP children Low aspirations from home

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve spelling, sentence structure and sense in pieces of writing across the curriculum. This will be measured through termly teacher assessment as well as daily marking.	More children will achieve EYE. Spelling test will show improved age related score Accelerated progress will be evident in progress data
B.	Language skills will improve – understanding in Reading and maths will improve and this will be demonstrated in Termly assessments.	More children achieve EYE Accelerated progress will be evident in progress data
C.	Reading comprehension skills will improve and this will be evident in termly assessments as well as work in guided reading	Children will achieve EYE or make accelerated progress Improved inference and deduction skills GR books show progress in a range of skills
D.	Basic skills in mathematics will improve and this in turn will impact on reasoning skills	Children's scores in arithmetic tests will improve Children will be more confident in tackling reasoning questions Maths vocabulary improves
E.	Children will be supported to deal with any problems they have and will have strategies to deal with issues	Nurture groups in place Learning behaviour and consequently impact progress

		<p>Children develop Growth Mindset TA to train in counselling skills Other interventions put in place as necessary Mental health lead to be put in place</p>
F.	Raise self –esteem of children who find some areas of the curriculum challenging	<p>Forest Schools develops confidence in different abilities including communication, team work and different skills. Impact of raised self esteem is visible in attitudes to learning and consequently progress. Problem solving and resilience skills improve This leads to improved attainment and achievement</p>

4. Planned expenditure					
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?
Children will be develop a 'can do attitude'	Growth mindset further embedded with all children – Can do attitude , children understand that they learn through their mistakes	There is a good evidence base for the positive impact of developing Growth mindset with children. Work in school is showing that this has an impact and children are becoming brave learners . This needs to continue to be embedded and developed as it has a positive impact on attainment.	Staff training, reviews, parent workshops .Assemblies.	LS	Dec 18
Accelerated progress for those children who are underachieving across reading , writing and maths	Differentiation is appropriate for all children There is no ceiling on their capacity to achieve. Use of challenges within mixed ability grouping will support this. Children will access age appropriate learning and have additional support to close gaps	PP are not always attaining to their potential. We want to ensure that PP pupils can achiev their best. We want to ensure all teachers and teaching assistants are appropriately trained in practices to provide stretch and encouragement for these pupils. Targeted support which increases confidence in learning improves performance and self esteem which again impacts progress and leads to higher expectations	Monitoring of lessons, data, book scrutiny Provide CPD as necessary Use Pixl therapies to support closing attainment gaps Observe interventions	Head of School and Maths LEader	Dec 2018
Total budgeted cost					Daily teaching

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?
Improved progress in writing <ul style="list-style-type: none"> - Grammar - Sense - Spelling 	One to small group programme. One to one conferencing opportunities	Conferencing has led to improved progress across the school in the past and we wish to continue with this. Children identify development areas themselves and this helps moving them on and providing them with strategies to do this independently in the future Observed steady progress amongst participating children, as measured using target tracker steps. Success criteria: children achieve targets.	Focus of intervention planned by class teacher and relating to skills that individual children need to develop to raise their attainment. SENDCO involvement in planning as necessary.	Class teacher	Half termly during pupil progress meetings
Improved progress in reading	One to small group programme including Pixl Therapies One to one support with ERT One to one reading	Observed steady progress amongst participating children, as measured using target tracker steps. Success criteria: children achieve targets. Personalised learning and focus on individual development points has shown good results ERT –used to good effect previously and will be used again Regular opportunities for reading including comprehension activities to ensure understanding has had good previous impact	Focus of intervention planned by class teacher or taken from Pixl and relating to skills that individual children need to develop to raise their attainment. SENDCO involvement in planning as necessary.	Class teacher SENDCO	Half termly during pupil progress meetings
Improved mathematics progress <ul style="list-style-type: none"> - Arithmetic - reasoning 	One to small group programme 1 to 1	Observed steady progress amongst participating children, as measured using target tracker steps. Success criteria: children achieve targets. Need to improve mental maths skills and language around reasoning. Pre- tutoring and quick response to picking up errors and over-learning shown to support children in making progress in previous interventions Boosting 1:1 has had proven impact in past years	Focus of intervention planned by class teacher and relating to skills that individual children need to develop to raise their attainment. SENDCO involvement in planning as necessary. Interventions are planned to be in addition to normal classroom teaching	Class teacher	Half termly during pupil progress meetings
Improved spelling across all year groups leading to increase in the number of children Achieving EYE in writing	Precision Teaching 1:1 Targeted spelling programmes to meet need	Number of key words spelt correctly in work improves. Age related spelling test shows progress. Precision teaching has had high level of success in the school.	Focus of intervention planned by class teacher SENDCO involvement in planning as necessary.	Class teacher	Half termly during pupil progress meetings

Total budgeted cost					£8950
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 attendance for GRT and other identified children	TA time to work with families so that absences are quickly followed up following usual FDR	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step in improving attainment	Liaison between office and TA and families. Use of EWO advice and Traveller support as necessary. Consider new approaches to support hard to reach families	TA HT	December 18
Improved behaviour, self esteem for PP children in YR	Identify a targeted behaviour intervention for identified students. Engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours. Playtherapy Art Therapy Nurture groups Forest Schools Upskilling staff – CPD Mental health lead in school Enabling children to go on trips Sensory Circuits	Good relationships with parents are crucial to ensure that behaviour improves. Consistent approach is crucial for success. Playtherapy has had positive impact on children at school Art therapy has supported children through difficult times Nurture group targeting self esteem / self worth Forest schools develops cooperation, team work, resilience, self esteem, rule following etc Counselling for young people aids us in identifying key concerns and providing children with the tools to manage life Preparing children for the day – calming down or waking up.	Plan, do, review approach to be well embedded and recorded. Parents to have regular meetings. Monitor impact on attainment as behaviour improves. Arrange Steps training and use this to support – evidence in other counties is that this is a highly effective approach Forest School approach is proven to impact the development of positive behaviours and we have evidenced this ourselves. Counselling course to run from January	HT TA	December 18
Total budgeted cost					£4500

Review:

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improve spelling, sentence structure and sense in pieces of writing across the curriculum. This will be measured through termly teacher assessment as well as daily marking.</p>	<p>More children will achieve EYE. Spelling test will show improved age related score Accelerated progress will be evident in progress data</p>
	<p>11% PP children achieved EYE (1 pupil) in writing; 33% PP children were below and 56% were well below/out of stage</p> <p>Pupil Premium progress was below expected at 5.1 points progress but broadly in line with all pupils</p>	
B.	<p>Language skills will improve – understanding in Reading and maths will improve and this will be demonstrated in Termly assessments.</p>	<p>More children achieve EYE Accelerated progress will be evident in progress data</p>
	<p>33% PP children achieved EYE+(3 pupils) in reading; 22% PP children were below and 44% were well below/out of stage</p> <p>Pupil Premium progress was below expected at 5.4 points progress. Non pupil premium was at 5.8 points progress - also just below expected.</p> <p>11% PP children achieved EYE+(3 pupils) in maths; 66% PP children were below and 22% were well below/out of stage</p> <p>Pupil Premium progress was below expected at 5.0 points progress. Non pupil premium was at 5.3 points progress - also just below expected</p>	
C.	<p>Reading comprehension skills will improve and this will be evident in termly assessments as well as work in guided reading</p>	<p>Children will achieve EYE or make accelerated progress Improved inference and deduction skills GR books show progress in a range of skills</p>
	<p>Pupil Premium children made below expected progress in reading at 5.4 points. Guided reading books demonstrate improved reading skills although pupils need greater support to perform in termly assessments.</p>	
D.	<p>Basic skills in mathematics will improve and this in turn will impact on reasoning skills</p>	<p>Children's scores in arithmetic tests will improve Children will be more confident in tackling reasoning questions Maths vocabulary improves</p>
	<p>Monitoring shows pupil premium arithmetic scores are improving although greater emphasis is still required on reasoning skills</p> <p>Progress in maths (5.0) is broadly in-line with Non PP pupils but still below expected.</p>	
E.	<p>Children will be supported to deal with any problems they have and will have strategies to deal with issues</p>	<p>Nurture groups in place Learning behaviour and consequently impact progress Children develop Growth Mindset TA to train in counselling skills</p>

		Other interventions put in place as necessary Mental health lead to be put in place
	<p>77% of pupil premium children demonstrated consistently good behaviour in school. 23% had regular support through access to key members of staff to help regulate their emotions and learn coping strategies. It was considered that the impact on behavioural incidents would have been far greater without this.</p> <p>11% pupil premium children accessed bereavement/counselling support which supported the reduction in the amount of behavioural incidents in school.</p>	
F.	Raise self –esteem of children who find some areas of the curriculum challenging	<p>Forest Schools develops confidence in different abilities including communication, team work and different skills. Impact of raised self esteem is visible in attitudes to learning and consequently progress. Problem solving and resilience skills improve This leads to improved attainment and achievement</p>
	<p>55% pupil premium children accessed some kind of nurture provision inside or outside of the class in this academic year which was considered to have impacted in the class and reduced the potential for disruptive behaviour.</p> <p>66% of pupil premium accessed Forest Schools interventions in some point throughout the academic year to improve their self-esteem, confidence, team work and engagement levels. Pupils were not always able to transfer these skills in the classroom. However, it was considered that general resilience levels had improved.</p> <p>55% of pupil premium children accessed sensory circuits to assist concentration and engagement within the class. In most cases, teachers reported that this assisted their engagement levels in class upon return.</p>	

