

# Pupil premium strategy statement

1. Summary information					
School	Earith Primary School				
Academic Year	2019-20	Total PP budget	£15840	Date of most recent PP Review	Dec 19
Total number of pupils	77	Number of pupils eligible for PP	10	Date for next internal review of this strategy	July 20

2. Barriers to future attainment	
<b>In-school barriers</b>	
<b>A.</b>	Spelling, sentence structure and sense impacting writing skills
<b>B.</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
<b>C.</b>	Maths progress impacted by low language skills particularly in answering reasoning questions
<b>D.</b>	Social , emotional and mental health issues impacting behaviour and ability to learn – low self-esteem, challenging behaviour
<b>E.</b>	Low levels of resilience impacting ability to reflect and receive feedback, and independence
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
	Lack of consistency of 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>
<b>A.</b>	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>B.</b>	Language skills will improve – understanding in Reading and maths will improve and this will be demonstrated in Termly assessments. Oracy within the classroom improves – pupils speak with a growing vocabulary	More children achieve EYE Accelerated progress will be evident in progress data
<b>C.</b>	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
<b>D.</b>	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

<b>E.</b>	Children will be supported to self-regulate their emotions by developing strategies to use	<p>Nurture groups provide transferrable skills which children actively use in the class</p> <p>Reduction of behavioural logs in school</p> <p>Children can name each of the 5Rs and which ones they need to further develop</p> <p>Those pupils targeted can explain the strategies they use and how they help</p> <p>Positive feedback from parents/teachers about pupil improvement (qualitative data)</p>
<b>F.</b>	Raise self –esteem of children who find some areas of the curriculum challenging	<p>Pupil voice through questionnaire/interview indicates positive improvements in self-esteem</p> <p>Positive feedback from parents/teachers about pupil improvement (qualitative data)</p> <p>Impact of raised self-esteem is visible in attitudes to learning during lesson observations</p> <p>Problem solving and resilience skills have improved through observation</p> <p>Reduction in behaviour logs/offences</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 demonstrate more effective learning behaviours	Further embed the culture of /promotion of/ of the school's 5RS (values) through assemblies, classroom displays, daily/weekly awards.	There is an effective evidence base for the positive impact of developing Growth Mind-set/learning behaviours with children. The importance of school values (the 5RS) will be entwined at assembly and class level linked to school rewards.	Staff review, .Assemblies, learning walks, pupil voice/observations	TA	July 20
Accelerated progress for those children who are underachieving across reading , writing and maths	Differentiation is appropriate for all children without a 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 do not always attain to their potential (pupil premium children achieved just under expected progress in each area last year) We want to ensure that PP pupils can achieve 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, pupil voice Provide CPD as necessary Use Pixl therapies/QLAs to support closing attainment gaps Observe interventions	Head Teacher, English and Maths Lead	July 20
<b>Total budgeted cost</b>					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?
<p>Improved progress in writing</p> <ul style="list-style-type: none"> <li>- Grammar</li> <li>- Sense</li> <li>- Spelling</li> <li>- Oracy</li> <li>- Editing</li> <li>- pencil control</li> </ul>	<p>One to one/small group support            Conferencing/ RERAP (editing) opportunities            Greater opportunities for oracy within the classroom            Spellings taught and learnt intuitively (e.g. based on data)</p>	<p>Conferencing has led to improved progress across the school in the past and links in with current educational research e.g. impact of feedback in the classroom and meta-cognition/self-awareness. Children identify development areas themselves which helps moving them on and providing them with strategies to do this independently.            Success criteria: children achieve targets</p>	<p>Monitoring and observation of focussed provisions.             Linked to staff training/meetings to review as a team</p>	<p>Class teacher             Head Teacher/Lit Lead</p>	<p>Half termly during pupil progress meetings.             PP review: July 20</p>
<p>Improved progress in reading</p>	<p>Establish Phonics Lead in school to monitor and drive standards             Additional one to one and small group support to accelerate reading             PIXL therapies/ERT as appropriate</p>	<p>Observed steady progress amongst participating children. Success criteria: children achieve targets.            ERT –used to good effect previously and will be used again            Regular opportunities for reading including comprehension activities to ensure understanding has had impact</p>	<p>Effective monitoring from English and Phonics lead.             Data is used to flag up those PP children who are not making accelerated progress and provisions for these are discussed at pupil progress meetings</p>	<p>Class teacher             SENDCO</p>	<p>Half termly during pupil progress meetings             PP review: July 20</p>
<p>Improved mathematics progress</p> <ul style="list-style-type: none"> <li>- Arithmetic</li> <li>- reasoning</li> </ul>	<p>One to one/ small group 'boosters' to support and in addition to normal teaching</p>	<p>Observed steady progress amongst participating children, as measured using target tracker steps. Success criteria: children achieve targets.            Need to improve mental maths skills and children's ability to unpick/understand multi-step worded problems            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</p>	<p>Monitoring from Maths Lead             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 appropriate.</p>	<p>Class teacher             Maths Lead</p>	<p>Half termly during pupil progress meetings             PP review: July 20</p>

Improved spelling across all year groups leading to increase in the number of children Achieving EYE in writing and GPS	<p>Targeted spellings to meet need based on PIXL data analysis for groups of children are sent home and opportunities to be practised in school.</p> <p>Spelling rules are taught Commonly misspelt words, identified in children's books are picked up whilst marking for the individual. Class commonalities are also part of an informal 'words of the week list' which are informally tested.</p>	<p>Number of key words spelt correctly in work needs to improve. Evidenced in book scrutiny.</p> <p>Data from GPS (spelling test) has informed decision.</p> <p>Whole-staff feedback/discussion during INSET as to shared approach</p>	<p>Focus of intervention planned by class teacher</p> <p>SENDCO involvement in planning as necessary.</p> <p>Book scrutiny</p> <p>Spelling Test books/recording of teachers e.g. use of spelling trackers to inform lesson rules taught/inform groupings.</p>	<p>Class teacher</p> <p>English Lead</p>	<p>Half termly during pupil progress meetings</p> <p>PP review: July 20</p>
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**Total budgeted cost**    £10,800

### 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 PP GRT and other identified children	Head of School/SENDCO to work with families so that absences are quickly followed up following usual FDR.	<p>Evidence: GRT attendance for last year fluctuated between low and high 70s.</p> <p>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</p>	Liaison between office, Head and families. Use of EWO advice and Traveller support as necessary. Consider new approaches to support hard to reach families	Head Teacher	Monthly attendance figures
Improved behaviour and self-esteem for PP children.	<p>Behavioural interventions/nurture group</p> <p>Use of new intervention space as a break out for flexible working area.</p> <p>Develop restorative approaches and focus on positive behaviours.</p> <p>Play therapy as appropriate</p>	<p>Good relationships with parents are crucial to ensure that behaviour improves. Consistent approaches by school and home are crucial for success.</p> <p>Play therapy has had positive impact on children at school</p> <p>Nurture group targeting self-esteem / self-worth has had positive impact on independence and engagement with some pupils.</p> <p>Sensory circuits has been observed as a tool</p>	<p>Assess, Plan, Do, Review approach to be well embedded and recorded (especially if PP/SEN, too).</p> <p>Parents to have regular meetings/ability for informal conversations</p> <p>Monitor impact on attainment as behaviour improves.</p> <p>Pupil observations in class.</p> <p>Observe interventions.</p>	<p>Class teacher</p> <p>SENDCO/Mental Health Lead</p>	<p>Half termly during pupil progress meetings</p> <p>PP review: July 20</p>

	<p>Up skilling staff – CPD</p> <p>Mental Health lead in school</p> <p>Enabling children to go on school trips</p> <p>Sensory Circuits</p> <p>Access to spare school uniform.</p> <p>Access to additional school snacks.</p>	<p>in which has prepared children for the day in class</p>	<p>Approaches discussed with SENDCO/other professionals e.g. at SENDCOS SEND strategic planning meetings for advice</p>		
<b>Total budgeted cost</b>					£5040

