

# Pupil Premium

Pupil Premium Strategy 2019-20

At Eastry C.E Primary School, we have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We are determined to ensure that all of our children are given every chance to reach their full potential.

Pupil Premium funding, along with allocations made from the school's own budget will help ensure this money is spent to maximum effect in order to fulfil this goal.

## Pupil premium strategy statement: Eastry CE Primary School 2019 - 2020

1. Summary information					
<b>School</b>	Eastry CE Primary School				
<b>Academic Year</b>	2019 / 20	<b>Total PP budget (predicted)</b>	£71,511.66	<b>Date of most recent PP Review</b>	Oct 2019
<b>Total number of pupils</b>	188	<b>Number of pupils eligible for PP</b>	42	<b>Date for next internal review of this strategy</b>	Feb 2020

### What is Pupil Premium?

In 2011/2012 the Government launched the Pupil Premium funding allocation to schools.

The Pupil Premium is funding in addition to the school's budget and is based on the number of pupils eligible for free school meals (FSM) and all children who have been eligible for FSM within the last six years, Looked After Children (LAC) and for those children whose parents are currently in the Armed Forces.

The goal is that we are *“consistently improving the outcomes, especially for disadvantaged pupils.” (Ofsted)*

The DfE have stated that schools have the freedom to decide how to use this funding as they see fit based upon their knowledge of individual pupils needs and that all pupils are taught to a good standard.

*“Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.”*

*Source: DfE website*

The Senior Leadership Team, Governors and all members of the teaching staff monitor the attainment and progress of children very carefully. ALL children's progress is discussed at termly pupil progress meetings and where additional support is deemed necessary; Pupil Premium funding is frequently used to increase the opportunities that we are able to offer.

Funding is predominantly targeted at the improvement in attainment and progress in English and Maths as well as pupil well-being ,but we recognise the need to provide a varied and stimulating curriculum complemented by enrichment activities.

Our teachers are accountable for pupils' attainment, progress and outcomes. (Teacher Standards).

We have embedded a robust monitoring system based on termly tracking, classroom based monitoring and pupil progress meetings to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance.

We have high expectations of our teachers and provide them with a good programme of professional development opportunities to constantly improve their practice.

#### Index of Multiple Deprivation

The Index of Multiple Deprivation (IMD) combines a number of indicators, chosen to cover a range of economic, social and housing issues, into a single deprivation score for each small area in England. This allows each area to be ranked relative to one another according to their level of deprivation. The Local Authority can use pupils' postcodes to rank the 456 Kent primary schools in terms of IMD. Eastry Church of England Primary School is ranked 199 out of 455 schools (Autumn 2019) with 1 being the most deprived.

2019/20

Our School Development Plan aims to ensure that:

- The percentage of children that reach ARE ( Age Related Expectation) in Reading, Writing, GPS and Maths combined is in line with or exceeds the national average
- Groups/ pupils at risk of under achievement are identified quickly and addressed through initiatives such as PIXL in order to close any gap
- 100% of groups/ pupils at risk of underachievement make at least expected progress and an increasing percentage make above expected progress

<b>Current attainment</b>					
<b>Attainment for: 2018-2019 Year 6</b>	<i>Pupils eligible for PP 2017/18</i>	<i>Pupils eligible for PP 2018/19</i>	<i>All 2017/18</i>	<i>All 2018/19</i>	
<b>% achieving expected standard or above in reading, writing and maths</b>	50%	66.7%	71%	76.7%	
<b>% achieving expected standard or above in reading</b>	100%	66.7%	93%	80%	
<b>% achieving expected standard or above in writing</b>	50%	83.3%	81%	83.3%	
<b>% achieving expected standard or above in maths</b>	50%	66.7%	50%	83.3%	

Attainment for: 2018-19 Year 2					
<b>% achieving expected standard or above in reading</b>	67%	66.7%	70%	80%	
<b>% achieving expected standard or above in writing</b>	83%	22.2%	67%	56.7%	
<b>% achieving expected standard or above in maths</b>	83%	55.6%	80%	76.7%	

Early Years reception foundation stage					
% Good Level of Development	0%	0	79.3%	52.4%	
% Exceeding or Expected literacy Goals	0	0	79.3%	57.1%	
% Exceeding or Expected maths goals	50	0	93.1%	81.0%	
Year 1 phonics	75.0%	25%	83.3%	81.5%	

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	SEND- high percentage of children with SEN who are Pupil Premium eligible	
<b>B.</b>	Children with poor SEMH. This slows progress and attainment in all subject areas	
<b>C.</b>	Children's knowledge of vocabulary and early literacy skills significantly impacts on reading and writing progress.	
	Mobility- a significant group of children with addition needs moving in year to the school	
	High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for specific learners and the progress that they make	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Children have limited home experiences and resources or have financial restraints leading to non participation	
<b>F.</b>	Attendance- poor attendance impacts on ability to learn and make progress	
	Children have family members with additional emotional health needs which mean that it is harder for the family to support the child's learning	
<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved SEMH of PP alongside non PP children, allowing them to access the curriculum and increase attainment in all subject areas	Children will have improved SEMH, allowing them to make progress in line with their peers. Input from STLS and CDP from in school SEMH Champion will improve staff knowledge and application of strategies.
<b>B.</b>	Improved progress for all children who are also eligible for pupil premium	All children with SEND who are eligible for pp make rapid progress and a greater proportion of these children meet age related expectations
<b>C.</b>	Pupils eligible for PP will have similar attainment to non PP children nationally in Reading , Writing and maths. Accelerated rates of progress across KS1 and 2 for all pupils eligible for PP including high attaining pupils	Pupils eligible for PP will have similar attainment to non PP children nationally in reading, which will then impact positively on writing and maths, therefore diminishing the difference by the end of KS2. Pupils eligible for PP make as much progress as other pupils across KS2 in maths, reading and writing. Measured in Year 1,2,3,4,5 and 6 by teacher assessment and successful in school moderation practices as well as across STAR Alliance and Deal Alliance Schools

<b>D.</b>	Funding places for PP children in extra-curricular clubs and activities and trips, providing necessary equipment such as PE kits.	Giving PP children the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP children
<b>E.</b>	Improved attendance rates for pupils eligible for pupil premium	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves in line with ALL pupils and whole school attendance will improve to 96.7% or greater.
<b>F.</b>	Improved communication and language skills and Early Literacy skills for PP pupils leading to faster reading and writing progress in subsequent years, diminishing the difference at a faster rate.	The standards in EYFS rise rapidly after entry to school so the percentage getting GLD rises, in line with national averages by the end of the year. Especially in Reading and Writing.

**Planned expenditure** to support classroom pedagogy, provide targeted support and support whole school strategies.

**Academic year**

**2019/2020**

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**

<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>Cost implication</b>
Improved SEMH of PP alongside non PP children, allowing them to access the curriculum and increase attainment in all subject areas	School participating in Head Start programme. Action plan written. Staff trained in using tools such as mindfulness and the Resilience Tool Kit during staff training opportunities. Reflection area/ safe space to be developed.	Positive learning behaviour leads to increased well-being, progress and attainment.	Monitoring effectiveness of strategies through documentation, lesson observation and pupil voice.	KP/ TT	£7000 cost of FLO £500 training £5400 forest school
Improved progress for all children who are also eligible for pupil premium	High impact quality first teaching from CPD for all staff.  Targeted teaching and learning to accelerate progress and raise attainment in line with national averages for 'all pupils'  Ensure learning environments support learning  Specific and targeted interventions used to accelerate learning	More current and higher quality 'quality first teaching' will impact of accelerated learning for all children.  Used of learning environment and targeted teaching will produce accelerated progress	6x year data capture- including teacher assessment.  Observations  Evaluated provision plans and individual provision maps	KE	Early morning booster Yr 6 teacher £2429 TA £879  Bean stalk -£1600 Seconded AHT Nov-July £8383  Pixl annual cost £2500 Teacher coordinator £1000  Extra TA support £6000

<p>Pupils eligible for PP will have similar attainment to non PP children nationally in Reading , Writing and maths.</p>	<p>High impact quality first teaching from CPD for all staff.</p> <p>Targeted teaching and learning to accelerate progress and raise attainment in line with national averages for 'all pupils'</p> <p>Ensure learning environments support learning</p>	<p>More current and higher quality 'quality first teaching' will impact of accelerated learning for all children.</p> <p>Used of learning environment and targeted teaching will produce accelerated progress.</p>	<p>6x year data capture- including teacher assessment.</p> <p>Observations</p> <p>Evaluated provision plans</p>	<p>KE</p>	<p>Early morning booster Yr 6 teacher £2429 TA £879</p> <p>Bean stalk -£1600 Seconded AHT Nov-July £8383</p> <p>Pixl annual cost £2500 Teacher coordinator £1000</p> <p>Extra TA support £6000</p>
<p>Funding places for PP children in extra-curricular clubs and activities and trips, providing necessary equipment such as PE kits.</p>	<p>Extra clubs provided to offer a range of afterschool activities.</p> <p>Funding allocated to subsidise participation</p>	<p>A wider variety of clubs with little or no cost will support low income families to ensure their children can take part in enrichment opportunities.</p>	<p>Club register</p> <p>Pupil voice</p>	<p>KE KP</p>	<p>£500 trip/ swimming/ uniform support</p> <p>TA/ CT afterschool clubs £5000</p>
<p>Improved attendance rates for pupils eligible for pupil premium</p>	<p>Increased parental involvement and support.</p> <p>Letters to parents</p> <p>Twice yearly parent leaflet.</p> <p>Certificates in worship for 100% attendance.</p> <p>Raised profile of attendance- newsletters, website</p>	<p>Increased attendance has positive impact on learning and an increase on progress and attainment</p>	<p>Daily monitoring, termly monitoring.</p> <p>Headteacher report to governors</p>	<p>TT KP KE</p>	<p>FLO cost £7000 Office staff cost £7000</p>

Improved communication and language skills and Early Literacy skills for PP pupils leading to faster reading and writing progress in subsequent years, diminishing the difference at a faster rate.	<p>Write EYFS action plan</p> <p>Research and purchase curriculum scheme of work for EYFS</p> <p>Observations in other settings to ensure use of current pedagogy.</p> <p>Ensure indoor and outdoor learning environment promote extended learning opportunities for all children.</p> <p>Question led learning.</p> <p>PP children are targeted and rigorously monitored.</p>	<p>Children start school with low literacy skills.</p> <p>Children need to make age related expectations in communication and language, reading and writing to demonstrate GLD in order to diminish the difference across their school career</p>	<p>Training for EYFS teacher and SLT</p> <p>Ownership of latest pedagogy shared in staff meetings</p> <p>Linked to staff appraisal</p>	<p>KE KP</p>	<p>Additional TA EYFS £1600o</p> <p>£800 speech and language intervention</p>
---	--	---	--	------------------	---

## 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	Cost implication
<p>To improve the standards of reading and writing in Reception and KS1</p> <p>September 2019 Baseline DATA attainment on entry.</p>	<p>Systematic phonics scheme purchased and training provided . Used R yr1, Yr 2 and beyond.</p> <p>1;1 RWInc and 1:1 reading</p> <p>CPD – based on language, reading and writing</p> <p>Train staff on new reading skills lessons. Use of PIXL to support with activities, pitch and expectation</p>	<p>Daily practice of literacy skills in addition to whole class/ small group will have impact on development of early reading and writing.</p> <p>Consistent use of new phonics scheme and high level up to date training will ensure a consistent and quality approach across R and KS1</p>	<p>RWINc records</p> <p>Class provision maps</p> <p>6x year data collection and pupil progress conversations.</p> <p>EYFS teacher and SLT training</p> <p>Moderation across local schools and Deal Learning Alliance</p> <p>Lesson monitoring</p> <p>Support form English Hub teacher</p>	<p>KP KE TA EYFS gov</p>	<p>£6000 match funding for RWINc training and resources</p> <p>£300 CDP</p>



<p>Improved progress in reading across the school</p> <p>Pupils receiving PP funding to make good or better progress within the KS and their attainment is in line with national averages for 'all pupils'</p>	<p>PIXL intervention for Years 2,3,4,5,6</p> <p>Systematic phonics scheme purchased and training provided. Used R yr1, Yr 2 and beyond.</p> <p>1;1 RWInc and 1:1 reading</p> <p>CPD – based on language, reading and writing</p> <p>Train staff on new reading skills lessons. Use of PIXL to support with activities, pitch and expectation</p>	<p>Daily practice of literacy skills in addition to whole class/ small group will have impact on development of early reading and writing.</p> <p>Consistent use of new phonics scheme and high level up to date training will ensure a consistent and quality approach across R and KS1 as well as for 1:1 interventions across the school</p>	<p>RWINc records Class provision maps 6x year data collection and pupil progress conversations.</p> <p>EYFS teacher and SLT training</p> <p>Moderation across local schools and Deal Learning Alliance</p> <p>Lesson monitoring</p>	<p>KP KE</p>	<p>PIXL annual cost £2500</p> <p>£6000 match funding for RWINc training and resources</p> <p>£300 CDP</p> <p>Additional TA support £16000</p>
<p>Improved SEMH</p>	<p>Provision of 1:1 pastoral support by FLO for parents and families so that individual pupils develop socially, emotionally and academically</p> <p>CPD for all staff to up skill on available resources and techniques</p> <p>Headstart project</p> <p>Access to play therapist for targeted children</p>	<p>Positive learning behaviour leads to increased well-being and attainment.</p> <p>Work previously carried out by FLO has had impact on well being and attainment across the school</p> <p>Increased resilience and independence will increase positive learning behaviours</p>		<p>KP TT Gov</p>	<p>£7000 cost of FLO £500 training £5400 forest school</p> <p>Counselling and related interventions £1200</p> <p>£500 play therapist</p>
<b>Total budgeted cost</b>					£73000
<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>Cost implication</b>

<b>Total budgeted cost</b>	
----------------------------	--

<b>Review of Expenditure</b>		
<b>Previous Academic year 2018/ 2019</b>		<b>Budget £72,715</b>
intervention	impact	cost

<p>Early years intervention for children with S&amp;L difficulties -all years (TA)</p> <p>Reading Recovery Years 1,2,3 (teacher)</p> <p>Booster lessons Year 3,4,5,6 (teacher)</p> <p>Counselling and related interventions</p> <p>Reading programmes –all years (TA)</p> <p>Bean Stalk (trained volunteers)</p> <p>Coordination programmes (all years)</p> <p>Classroom support –all years (TA)</p> <p>Additional classroom resources –all years</p> <p>Support from Family Liaison officer – all years</p> <p>Clubs- all years (TA and TEACHERS)</p> <p>ICT based assessments and interventions (TA)</p> <p>Enrichment activities eg Yr 6 residential (teacher)</p>	<p>The listed interventions have provided additional educational and emotional support during this year and have ensured that our pupil premium children have had a positive school experience whilst enabling them to move towards their targets.</p> <p>A change in leadership following the unexpected retirement on ill health grounds of our Head Teacher has led to a change in format of the PP strategy document.</p> <p>For the year 2019/20 this document has been written alongside the School Development Plan and has targeted key areas to develop to ensure a structured and rapid process of diminishing the difference for our PP children.</p>	<p>£800</p> <p>£15000</p> <p>£8000</p> <p>£1500</p> <p>£2000</p> <p>£1600</p> <p>£1000</p> <p>£21000</p> <p>£4000</p> <p>£9200</p> <p>£8000</p> <p>£2000</p> <p>£800</p>
		<p>Total £74000</p>