

**Isle of Ely Primary School Pupil premium strategy statement**

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| 1. **Summary information** | | | | | |
| **School** |  | | | | |
| **Academic Year** | 2018/2019 | **Total PP budget** | £18, 480 | **Date of most recent PP Review** | 22/09/2016 |
| **Total number of pupils** | 292 | **Number of pupils eligible for PP** | 14 | **Date for next internal review of this strategy** | July 2019 |

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| **2. Current Attainment** | |
| **Percentage of pupils who achieved a Good Level of Development** | |
| All children | 75% (36/48) |
| Non PPG Pupils | 74.5% (35/47) |
| PPG pupils | 100% (2) |

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| **Percentage of pupils who passed the phonics screening check** | |
| All children | 86.7% (52/60) |
| Non PPG Pupils | 86.4% (51/59) |
| PPG pupils | 100% (1) |

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| **Percentage of pupils who achieved the expected level at the end of Key Stage 1** | | | |
|  | Reading | Writing | Maths |
| All children (61 pupils) | 73.8% | 65.6% | 78.7% |
| Non PPG Pupils (54 pupils) | 75.9% | 68.5% | 83.3% |
| PPG pupils (7 pupils) | 57.1% | 42.9% | 42.9% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school)* | | | |
|  | | Early lanugage skills in Reception are lower for pupils eligible for PP than for other pupils. This slows progress in all areas in subsequent years. | |
|  | | Children who are eligible for PP are making less progress than Non PPG pupils across Key Stage 1. | |
| **C.** | | SEN and Wellbeing issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Attendance rates for pupils eligible for PP are 86% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve early language skills for pupils eligible for PP in Reception class. | | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |
|  | Ensure that PP pupils make the same amount of progress as Non PP pupils | | Pupils eligible for PP identified make as much progress as ‘other’ pupils, across Key Stage 1 and Key Stage 2 in maths, reading and writing. Measured in Y3. |
|  | Behavioural, emotional and social issues of all PP pupils addressed. | | Children feel emotionally secure, safe and happy so that they make at least expected progress |
|  | Increased attendance rates for pupils eligible for PP. | | Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 86% to 97% in line with ’other’ pupils. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2018/2019** | | | | |
| 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. | | | | | |
| 1. **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?** |
| A. Improved early language skills in Reception | Staff training on developing early writing for all pupils | We want to invest some of the PP in longer term change which will help all pupils. ESP Early Years group are all working together to develop this practice.  Working with Early Excellence to improve early language acquisition | Course selected using evidence of effectiveness.  Use PD Day to deliver training.  Lessons from training embedded in objective led approach throughout Little Elvers and Reception  Pre-teaching of vocabulary  Implement Talk Boost and Time to talk across EYFS | Head of School | Jan 2019 |
| B. Ensure that PP pupils make the same amount of progress as non PP pupils | CPD on narrowing the gap | Pupils eligible for PP are making less progress than other pupils across Key Stage 1 in writing and reading. We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. We want to train teachers in practices to engage all children. | Course selected using evidence of effectiveness.  Use staff meetings to deliver training.  Peer observation of attendees’ classes after the course, to embed learning (no assessment).  Develop outdoor learning  Pre-teaching to further develop language acquisition across the school | English lead | April 2019 |
| **Total budgeted cost** | | | | | £5,000 |
| 1. **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?** |
| A. Improved early language acquisition skills in reception | 121 and small group provision of Lego therapy and other small group interventions | Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Consult local school which has used the programme to identify any potential barriers to good implementation. | Reception class teachers | Jun 2019 |
| B. Improved progress for PP pupils | Weekly small group sessions in reading and writing with experienced teacher, in addition to standard lessons. | We want to provide extra support to maintain attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some ‘aspiration’ interventions such as talks from successful former pupils. | Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by Head of School  Teaching assistant (TA) CPD for TAs supporting the sessions.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. | Pupil Premium Coordinator | Mar 2019 |
| **Total budgeted cost** | | | | | £5,000 |
| 1. **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?** |
| D. Increased attendance rates | Attendance officer to monitor pupils and follow up quickly on absences. First day response provision. | We can’t improve attainment for children if they aren’t actually attending school. | Thorough briefing of Attendance officer about existing absence issues.  PP coordinator, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. | Pupil Premium Coordinator | Jan 2019 |
| C. Emotional wellbeing addressed | Identify a targeted wellbeing intervention for identified students.  Use Place2be Project Manager to engage with parents before intervention begins.  Develop restorative approaches and focus on positive behaviours. | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils. | Ensure identification of target pupils is fair, transparent and properly recorded.  Monitor behaviour but also monitor whether improvements in wellbeing translate into improved attainment. | Head of School/Place2Be Project Manager | Jun 2019 |
| **Total budgeted cost** | | | | | £18, 124 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017 - 2018** | | |
| 1. **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** |
| To narrow the gap between PPG and non PPG pupils | Extra tuition with teacher after school  Paying for visits  Paying for extra -curricular activities | Medium: 100% PP passed the phonics screening and achieved GLD, 42.9% of Key Stage 1 Pupil premium achieved the expected level at the end of Key Stage 1. | Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Therefore, we will continue the groups but with smaller numbers of children. | £312  £61.60  £100 |
| 1. **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** |
| To support the PPG Pupils’ emotional wellbeing | Place2Be working through therapeutic sessions, Place2talk | High: Impact on all children accessing both the therapeutic support and Place2Talk | Need to evaluate the impact from parents perspective | £18, 124 |