



## Pupil premium strategy statement: 2016/17

Written Sept 2016 (Updated when National/school data released)

1. Summary information					
<b>School</b>	Eastington Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£13,400	<b>Date of most recent PP Strategy Review</b>	n/a
<b>Total number of pupils</b>	139	<b>Number of pupils eligible for PP</b>	9	<b>Date for next internal review of this strategy</b>	Spring 2017 & Summer 2017
2. Current attainment					
<b>Attainment for Y6 : 2015-2016: No pupils with PP in this cohort</b>	<i>Pupils eligible for PP (your school)</i>	<i>Other pupils not eligible for PP (school/ national average)</i>	<i>Overall (School/national average)</i>		
<b>% achieving expected standard or above in reading, writing and maths</b>	-	60%/60%	60% / 53%		
<b>% achieving expected standard or above in reading</b>	-	70%/71%	70% / 66%		
<b>% achieving expected standard or above in writing</b>	-	90%/79%	90% / 74%		
<b>% achieving expected standard or above in maths</b>	-	70%/75%	70% / 70%		
2. Current attainment					

<b>Attainment for Y2 : 2015-2016: No pupils with PP in this cohort</b>	<i>Pupils eligible for PP (your school)</i>	<i>Other pupils not eligible for PP (school/ national average)</i>	<i>Overall (School/national average)</i>
<b>% achieving expected standard or above in reading</b>	-	75%/78%	75%/74%
<b>% achieving expected standard or above in writing</b>	-	65%/70%	65%/65%
<b>% achieving expected standard or above in maths</b>	-	60%/77%	60%/73%

<b>2. Current attainment</b>			
<b>Attainment for Phonic screening : 2015-2016</b>	<i>Pupils eligible for PP (your school)</i>	<i>Other pupils not eligible for PP (school/ national average)</i>	<i>Overall (School/national average)</i>
<b>% achieving the pass mark for Y1 phonic screening</b>	100%/83%	72%/83%	75%/81%
<b>% achieving the pass mark by end of Y2 phonic screening</b>	-	100%/93%	100%/91%

<b>3. 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>	Social and emotional issues
<b>B.</b>	Poor academic skills at present – Some PP children are not meeting the expected standard for their age in some subjects
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Challenging family situations which impact on pupils at times
<b>Desired outcomes</b>	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
<b>A.</b>	Children have a good level of self-esteem socially and academically.
	PP children talk about their school life with enthusiasm. (pupil conferencing) PP children develop greater resilience, cooperation, diligence and risk taking in their learning. (teacher observation) PP children develop positive friendships with peers (star assessment)

<b>B.</b>	PP pupils achieve and progress well in reading, writing and maths.	<p>PP pupils achieve inline/above other pupils not eligible for PP. (End of year: National assessment tests attainment Y1/Y6 , Interim Assessment Framework attainment Y2, GLD attainment Rec. Through the year/non National testing year group: Average depth score attainment on school system Y1-6)</p> <p>PP children make secure/accelerated progress in reading, writing, maths by the end of the year. (Draft average depth score progress measure)</p> <p>PP children enjoy maths and are able to explain what they like, why it is useful/important. (pupil conferencing)</p> <p>PP children have improved mental maths fluency skills. (mental fluency assessment results)</p> <p>PP children use and apply mathematical problem solving strategies. (teacher observation)</p>
<b>C.</b>	Parents/carers are supported with issues (family specific).	<p>PP children are safe in school.</p> <p>PP children feel safe. (star assessment)</p> <p>PP parents are given support in accessing school/external support to enable children to thrive. (family worker end review)</p> <p>PP children are given support strategies to deal with issues so that they are able to focus on learning at school. (teacher observation)</p>
<b>D.</b>		

C. Planned expenditure					
Academic year	2016/17				
i. Quality first 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. Children have a good level of self-esteem socially and academically.	Appropriately challenging learning targets and response marking/verbal feedback.	EEF states high quality feedback can add additional months progress over the year. All pupils are supported in making their next steps so learning is achievable and pupils know/can see their improvement.	Whole staff training on marking, SMART targets (Monitoring: Book scrutiny/pupil conferencing.)	MG/KR, DB, AM	Spring 2017
	Whole school use of People In The Know PSHCE and safeguarding curriculum. Elements of learning recorded in class Reflection Books. Whole school focus on core learning values/skills, embedded into language & learning inside/outside the classroom to support self-regulation and challenge: resilience, diligence, cooperation, risk taking. Values/skills taught/explored in over 2 week blocks: range of assemblies so age appropriate; language modelled and high expectations set by adults in lessons/school; focus values/skill shared newsletter to enable parents to support children in using values at home.	Social, Emotional and behavioural self-regulation are more likely to be successful if embedded into routine educational practices - EEF	Whole staff agreement on core values/skills Training on mental health for key teachers in upper KS2 (Monitoring: teacher observation, pupil conferencing, Reflection book scrutiny)	LD/ZA	Spring 2017

<p>B. PP pupils achieve and progress well in reading, writing and maths.</p>	<p>Quality first teaching: use of assessment for learning and feedback to ensure appropriate challenge, most effective use of TA in writing lessons, teacher support for all groups through assessment for learning within lessons/group rotation within a teaching sequence.</p> <p>Daily, systematic spelling and grammar sessions in KS2.</p> <p>Daily, short, maths rapid recall &amp; mental fluency session.</p> <p>Use of mastery approach in maths:  *Teach maths curriculum with depth not linear extension. Pupils demonstrates good understanding before moving onto a new concept. Teachers avoid unnecessary repetition through assessment. Additional support is put in to pre/post teach to ensure pupils catch-up.  *Whole school teaching of problem strategies to support using and applying maths.  *Use of bar model to support pupil understanding</p>	<p>EEF states gathering feedback on how well pupils have learned something enables teachers to clear up any misunderstandings and provide the right level of challenge in future lesson. EEF states TAs can improve learning if they are trained and deployed carefully.</p> <p>Short, frequent and structured approach works most effectively for improving word skills – hence KS2 daily spelling session implemented.</p> <p>Mental fluency, when strong, frees the learner’s capacity to concentrate on learning new skills, reasoning, and applying efficiently.</p> <p>EEF toolkit suggests mastery learning approaches are effective, leading to greater progress over the course of a school year compared to traditional approaches.</p>	<p>-Teacher and TA training on teaching and learning: Talk for writing with Pie Corbett in class teaching teams.  -Teacher training on marking &amp; feedback  (Monitoring impact: observations, data information)</p> <p>TA/Teacher training on spelling strategies.  (Monitoring impact: observations, teacher/TA review, spelling data information)</p> <p>-Teacher/TA training on mental fluency.  (Monitoring impact: teacher review, mental arithmetic data information, observation)</p> <p>-TA/Teacher training from maths AST on White Rose mastery planning  TA/Teacher training on bar model from maths specialist.  -Teacher peer team teaching/sharing good practice  -Teacher/TA training on maths problem solving strategies each term  -Problem solving resources from STOPS/books  -Maths mastery textbooks purchased  (Monitoring impact: teacher review, observations, book scrutiny, data information)</p>	<p>MG/KR/ DB/ZA</p> <p>DB/ZA</p> <p>MG/KR/ /ZA</p> <p>MG/KR /ZA</p>	<p>Spring 2017, Summer 2016</p>
<p><b>COST</b></p>	<p><b><u>Quality first teaching development</u></b>  Quality marking &amp; feedback: £150  Writing project: £1350  Spelling/L&amp;S: £750  Maths rapid recall improvement: £300  Mastery Maths development: £9100  TOTAL £10 650</p>				

<b>ii. Targeted support</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>When will you review implementation?</b>
A. Pupils have a good level of self-esteem both socially and academically	Pupils work with family worker to improve specific, identified areas such as friendships, feeling safe, confidence etc..	Some of the children need strategies to be explicitly shared in a 1:1 situation to support their personal, social and emotional development. Using the family worker ensures that pupils have access to specialist support so home and school can work together to support the child.	Ensure family worker is suitably qualified Regular review meetings with the family worker and teaching staff to ensure that all staff can support child. (Monitoring impact: STAR assessment)	LK/AM/ZA	End of block of work with pupil/family worker
	Pupils work on core skills such as listening, cooperating etc, with sports coach in 'Learning through Sport program' for a term block,	EEF states: Social & Emotional Learning programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.	(Monitoring impact: pupils self-evaluation, teacher observation, pupil review)	JB/KCh/ZA	End of block of work with sports coach
B. PP pupils achieve and progress well in reading, writing and maths.	Reciprocal reading intervention in small groups in KS2: focus on the process for reading for meaning/ developing comprehension strategies (predicting, questioning to identify difficulties themselves, and summarising, clarifying) with TA support to ensure the quality of peer interaction is high.	-EET states peer tutoring, including reciprocal approaches, appear to have a positive impact on learning, with an average positive effect of approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains. Peer tutoring appears to be particularly effective when pupils are provided with support to ensure that the quality of peer interaction is high. -EET states that comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than phonics or oral language approaches for upper primary both in terms of short-term and long-term impact.	Two experienced TAs trained. Training shared with all teachers/TAs in INSET so a common & teacher training (Reading assessment data, TA lead observations, teacher/TA review)	KChAM/ZA	Spring 2017, Summer 2016

C.Parents/carers are supported with issues (family specific).	Family worker to support families with issues at home and/or school. Family worker and school to signpost Early Help support.	Families are best supported by those who are already working with them, with additional support from local partners arranged as needed. Children and families are entitled to early help if and when they need it. (Gloucestershire Early Help team).		LK/AM/ZA	At the end of blocks of work with pupil/family worker
<b>COST</b>	<b>Targeted Support</b> Family workersupport £300 Sports intervention = £700 TA social/emotional intervention =£175 SENCO support for teachers = £525 Reciprocal Reading intervention =£825 Total £2 525				