



Pupil premium strategy statement: 2017/18

Written Sept 2017

1. Summary information					
School	Eastington Primary School				
Academic Year	2017/18	Total PP budget	£14,520	Date of most recent PP Strategy Review	April 2018
Total number of pupils	140	Number of pupils eligible for PP	11	Date for next internal review of this strategy	July 2018
2. Current attainment					
Attainment for Y6 : 2016-2017: 2 pupils with PP in this cohort	<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>		
% achieving expected standard or above in reading, writing and maths	50%	Sch 69%/ Nat 67%	Sch 67% / Nat 61%		
% achieving expected standard or above in reading	50%	Sch 69%/ Nat 77%	Sch 67% / Nat 71%		
% achieving expected standard or above in writing	50%	Sch 75%/ Nat 81%	Sch 72% / Nat 76%		
% achieving expected standard or above in maths	100%	Sch 81%/ Nat 80%	Sch 83% / Nat 75%		

2. Current attainment			
Attainment for Y2 : 2016-2017: 3 pupils with PP in this cohort	Pupils eligible for PP (your school)	Other pupils not eligible for PP (school/ national average)	Overall (School/national average)
% achieving expected standard or above in reading	67%	Sch 88%/ Nat 79%	Sch 85%/ Nat 76%
% achieving expected standard or above in writing	67%	Sch 82%/ Nat 72%	Sch 80%/ Nat 68%
% achieving expected standard or above in maths	67%	Sch 82%/ Nat 79%	Sch 80%/ Nat 75%

2. Current attainment			
Attainment for Phonic screening : 2016-2017: 2 pupils in Y1 cohort, 1 pupil in Y2 cohort	Pupils eligible for PP (your school)	Other pupils not eligible for PP (school/ national average)	Overall (School/national average)
% achieving the pass mark for Y1 phonic screening	100%	83%/84%	85%/81%
% achieving the pass mark by end of Y2 phonic screening	100%		100%/92%

2. Current attainment		
Attainment for PP pupil group: April 2018: 7 pupils in group	Pupils eligible for PP (our school)	Other pupils not eligible for PP (school average)
% achieving WA/GD in mathematics	57%/29% = 86%	57%/20% = 77%
% achieving WA/GD in reading	57%/29% = 86%	57%/24% = 81%
% achieving WA/GD in writing	86%/14% = 100%	64%/15% = 79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Social and emotional issues	
B.	Poor academic skills at present – Some PP children are not meeting the expected standard for their age in some subjects	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Challenging family situations which impact on pupils at times	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children have a good level of self-esteem socially and academically.	PP children talk about their school life with enthusiasm. (teacher observation/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/Observation/My Plan review)
B.	PP pupils achieve and progress well in reading, writing and maths.	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) PP children make secure/accelerated progress in reading, writing, maths by the end of the year. (Draft average depth score progress measure, attainment) PP children enjoy maths and are able to explain what they like, why it is useful/important. (pupil conferencing) PP children have improved mental maths fluency skills. (mental fluency assessment results) PP children use and apply mathematical problem solving strategies. (teacher observation) PP children in KS2 are able to infer with more skill. (teacher observation) PP children in KS2 are able to record answers to reading questions with greater clarity. (teacher observation)
C.	Parents/carers are supported with issues (family specific).	PP children are safe in school. (pupil conferencing) PP children feel safe. (star assessment, pupil conferencing) PP parents are given support in accessing school/external support to enable children to thrive. (family worker end review, HT & Inclusion Leader signposting, My Plan) PP children are given support strategies to deal with issues so that they are able to focus on learning at school. (teacher observation/My Plan)

C. Planned expenditure					
Academic year	2017/18				
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: training on marking, SMART targets, devising appropriate reasoning questions	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.	Monitoring: Book scrutiny/pupil conferencing.	MM/KR, DB, AJ	Spring 2018
	*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 powers, embedded into language & learning inside/outside the classroom to support self-regulation and challenge: resilience, diligence, cooperation, risk taking. *Whole school review of behaviour Policy and reward systems in KS1/2 - for use by all staff. *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. *Training on 'mental health first aid' course for upper KS2 teachers.	Social, Emotional and behavioural self-regulation are more likely to be successful if embedded into routine educational practices - EEF	Monitoring: teacher observation, pupil conferencing, Reflection book scrutiny	KR/ZA	Spring 2018
	*Pupil GCC survey undertaken in Jan 2018 with Y4-Y6. Results analysed and fed into class teachers for PSHE work/assembly focus		Monitoring: Governors view results, pupil conferencing, Reflection book scrutiny	KR/ZA	Jan 2018 for survey. Spring Term 2018 (results available for analysis)

<p>B. PP pupils achieve and progress well in reading, writing and maths.</p>	<p>*Further improve quality first teaching: *Use of assessment for learning and feedback to ensure appropriate challenge *Most effective use of TA in writing lessons *TA training with teachers in weekly SM on core subject developments: talk for maths, reasoning in maths, problem strategies, bar model, inference/quoting text when reading *TA training with TA Leader/SENCo monthly: dyslexia, autism etc</p> <p>*Daily, systematic spelling and grammar sessions in KS2: *TA+teacher training on spelling strategies *Development of school poster of strategies</p> <p>*Daily, 10 minute, maths rapid recall & mental fluency session. *Mathletics for home/school use. *Parent Information Evening on Maths recall and number fluency + take home resources</p> <p>Use of mastery approach in maths: *Teaching maths curriculum with depth not linear extension. Pupils demonstrates good understanding before moving onto a new concept: White Rose planning, mastery textbooks *Additional TA support to pre/post teach to ensure pupils catch-up/are ready for next steps. *Use of concrete equipment to support understanding: TA/teacher training courses/1:1 with AST, purchase Numecon for Rec/Y1 *Use of visual to support understanding: TA/teacher bar model training *Whole school teaching of problem strategies to support applying/reasoning in maths: TA/teacher training, STOPS resource</p> <p>*Whole class teaching of reading comprehension by teachers in KS2: focus on inference / quoting text with precision/ use of PEEL.as a structure to record answers to reading comprehension questions. * Lead teacher/HT to visit a school where whole class reading has had positive impact. Devise key elements for our school *Resources to support whole class teaching and additional books with high interest to boys</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</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>-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.</p>	<p>Monitoring impact: observations, pupil/teacher/TA feedback, data information</p> <p>Monitoring impact: teacher/TA review, observations, book scrutiny, pupil conferencing, spelling data information</p> <p>Monitoring impact: teacher review, pupil conferencing, mental arithmetic data information, observation</p> <p>Monitoring impact: teacher review, pupil conferencing, observations, book scrutiny, data information</p> <p>Monitoring impact: teacher review, lesson observations, pupil conferencing, reading assessment reading book scrutiny, reading data</p>	<p>AJ/KC/M M/KR/ DB/ZA</p> <p>DB/ZA</p> <p>MM/KR/ /ZA</p> <p>MM/KR /ZA</p> <p>DB/JWd/ ZA</p>	<p>Spring 2018, Summer 2018</p> <p>Spring 2018, Summer 2018</p> <p>Spring 2018, Summer 2018</p> <p>Spring 2018, Summer 2018</p> <p>Spring 2018, Summer 2018</p>
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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?
A.Pupils have a good level of self-esteem both socially and academically	<p>*Pupils work with TA/ SENCo/family worker to improve specific, identified areas such as friendships, feeling safe, confidence etc..</p> <p>*TA/teacher training on strategies to reduce anxiety with SENCo</p> <p>Pupils work on core skills such as listening, cooperating etc, with sports coach in 'Learning through Sport program' for a term block,</p>	<p>*Some of the children need strategies to be explicitly shared in a 1:1 situation to support their personal, social and emotional development.</p> <p>*Using the TA/SENCo/family worker ensures that pupils have access to specialist support so home and school can work together to support the child.</p> <p>EEF states: Social & Emotional Learning programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. Skills should be taught purposefully and explicitly linked to direct learning in schools, encouraging pupils to apply the skills they learn.</p>	<p>*Review meetings with the TA/SENCo/family worker and teaching staff to ensure that all staff can support child. STAR assessment reviews</p> <p>*Review My Plans where external agencies are supporting</p> <p>*Monitoring impact: pupils self-evaluation, observation of sessions, teacher review impact on pupils</p>	<p>AJ//ZA</p> <p>JB/KCh/ZA</p>	<p>End of block of work with pupil/family worker/My Plan</p> <p>End of block of work with sports coach</p>
B. PP pupils achieve and progress well in reading, writing and maths.	<p>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:</p> <p>*2xexperienced TAs trained & train teachers/TAs</p> <p>*Share good practise observations between TAs, observation support from TA Leader</p>	<p>-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.</p>	<p>TA/teacher review, TA lead observations, reading assessment data</p>	<p>KCh/AJ//ZA</p>	<p>Spring 2018, Summer 2018</p>

<p>C. Parents/carers are supported with issues (family specific).</p>	<p>*Family worker to support families with issues at home and/or school. *Signpost Early Help support. *HT/Inclusion Leader to attend LA training so aware of changing systems and how to access support in Gloucestershire. *Funding support for trips.</p>	<p>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).</p>	<p>-Creation and review of My Plans with input from all stakeholders, identifying support when needed -Regular parent evenings, open door policy to enable signposting to early support when needed</p>	<p>AJ/ZA</p>	<p>At the end of blocks of work with pupil/family worker/My Plan reviews at TAF/TAC meetings</p>