



Pupil premium strategy statement and review 2016 - 2017

1. Summary information					
School:	Esh Winning Primary School				
Academic Year:	2016/17	Total PP budget	£111,960	Date of most recent PP Review	June 2017
Total number of pupils:	202	Number of pupils eligible for PP	83 pupils	Date for next PP Strategy Review	October 2017

2. Attainment		
	Pupils eligible for PP	Pupils not eligible for PP
2017 Year 1 Phonics		
% meeting the expected standard in phonics by the end of year 1	33%	95%
2017 KS1 SATs		
% making at least average progress in reading	60%	81%
% making at least average progress in writing	50%	81%
% making at least average progress in maths	60%	81%
2017 KS2 SATs		
% achieving the expected standard or above in reading, writing & maths	62%	70%
% making at least average progress in reading	62%	80%
% making at least average progress in writing	62%	80%
% making at least average progress in grammar, punctuation and spelling	69%	90%
% making at least average progress in maths	69%	80%

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers		
A.	Low levels on entry of PP pupils, particularly in communication, literacy and language.	
B.	Lower ability pupils who are eligible for PP are making less progress than middle and higher ability pupils at Key Stage 1 in Reading, Writing and Maths.	
C.	Fewer than 70% of disadvantaged pupils met the expected standard in phonics in Year 1.	
D.	A number of PP premium pupils also have SEND, mental health and attachment needs which may impact on academic progress.	
E.	Low levels of resilience for some pupils (including those eligible for pp).	
F.	Fewer pupils who are PP are achieving Age Related Expectations at the end of Key Stage 2. No PP pupils achieved a high scaled score in Reading, Writing or Maths at the end of Key Stage 2.	
External barriers		
G.	Attendance rates: 2015/16 PP = 4.1% of sessions missed; Non PP = 2.8% of sessions missed. Persistent absence 2015/16 PP = 10.6 % of pupils absent for 10% or more sessions; Non PP = 4% of pupils absent for 10%	
H.	Parenting capacity: lack of routine, sleep, food and homework (including reading, impacting on Year 1 phonics measure, especially for PP pupils).	
I.	Some low income families find it hard to afford extra enrichment activities.	
4. Outcomes		Success criteria
A.	Improve oral language skills for pupils eligible for PP in Early Years and transition into Year 1. Teaching Assistants to deliver Early Talk Boost to support specific needs, working alongside class teachers. Work supported by development of outdoor learning environment.	Pupils eligible for PP in Early Years are able to express their needs better and be “school ready” for Year 1. Pupils not yet school ready quickly catch up in Year 1.
B.	Higher rates of progress across KS1 for low attaining pupils eligible for PP.	Pupils eligible for PP identified as low prior attainers make as much progress as “other” pupils identified as lower ability, across KS1 in reading, writing and maths.
C.	Increased number of pupils eligible for PP meeting the expected standard in phonics in Year 1.	Pupils eligible for PP identified as low prior attainers make as much progress as “other” pupils identified as lower ability in Phonics.

D.	<p>Ambitious progress for SEND pupils.</p> <p>Address social, emotional and mental health issues through nurture groups, 1:1 support (Parent Support Advisor).</p> <p>Additional targeted support provided from Emotional Well-Being Team (SLA).</p> <p>Pupils access the Forest School Programme</p>	<p>Half termly reviews/ Parent and pupil voice/ school assessment tracking will show good progress.</p> <p>Pupils more able and better equipped with skills to change their behaviours/ responses to situations.</p>
E.	<p>Levels of resilience and independence are improved in pupils eligible for PP, supported through participation in Growth Mindset staff training.</p>	<p>The resilience and motivation of pupils eligible for PP in learning situations will be improved. Attainment and progress for these (and other) pupils is improved.</p>
F.	<p>Higher rates of attainment at the end of KS2 for PP pupils.</p>	<p>Pupils eligible for PP make as much progress as other pupils by the end of KS2 in Maths, Reading and Writing.</p>
G.	<p>Increased attendance and punctuality for pupils eligible for PP.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP to 8% or below. Overall PP attendance improves from 4.1% to 3.6% in line with national expectation.</p>
H.	<p>To encourage parents/carers in offering further support in relation to home/school liaison.</p>	<p>No child will be disadvantaged through financial hardship or lack of parental support.</p>
I.	<p>Parents and carers more able to access support.</p>	<p>Equal access to outside/enrichment activities: parents/carers know how to access support.</p>

5. Planned expenditure					
Academic year		2016/17			
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?
Improved communication language and literacy skills in the Early Years	Development of outdoor learning environment. Employ an Apprentice Teaching Assistant plus redeployment of a qualified teacher to support children/small groups/specific SEND	High quality activities to promote team work, problem solving and taking turns. Pupils are engaged by sand and water play, role play and our mud kitchen. Signage and labelling create a language rich environment. By employing an additional member of staff in Early Years where the gap is evident between PP pupils and non PP pupils achieving the good level of development.	Early Years Lead to monitor and report to SLT. Training received/to undertake: Learning Conversations Creating Outstanding Early Years Communication Friendly Spaces Early Talk Boost Link Governor visits. Key school improvement Priority, Governors to monitor alongside the Early Years Lead.	Early Years' Lead	Mar 2017
Increased % pupils (including eligible PP) attain Year 1 Phonics standard.	Employ an Apprentice Teaching Assistant to support children/small groups/specific SEND pupils.	By employing an additional member of staff in KS1 where the wide gap between PP and Non PP is evident in the Phonics results, adults can focus closely on additional needs, including our PP children. .	Pupil Progress Meetings/ tracking, Lesson observations and Governor monitoring.	English Lead	Mar 2017

<p>Higher rates of progress across KS1 for low attaining pupils eligible for PP:</p> <ul style="list-style-type: none"> - Reading - Writing - Mathematics 	<p>Employ an Apprentice Teaching Assistant/Qualified Teaching Assistant to support children/small groups/specific SEND pupils.</p> <p>Staff CPD SLA with English and Maths consultants.</p> <p>Reading books purchased – lower attaining PP boys.</p>	<p>By employing two additional members of staff in Key Stage 1 where our need is greatest and the difference between PP and non PP pupils is widest, adults can focus closely on individual needs, including our PP children.</p> <p>Resources selected specifically to engage target group.</p>	<p>Pupil Progress Meetings/ tracking Lesson observations, book scrutinies and pupil interviews. Governor monitoring Cross-school moderation of writing and maths</p> <p>Whole staff Inset Maths and English Lead to deliver CPD</p> <p>Key school Improvement Priority, Governors to monitor alongside English Lead.</p>	<p>English Lead Maths Lead Assessment Lead Headteacher</p>	<p>Mar 2017</p>
<p>Increased levels of resilience and independence are improved in pupils eligible for PP.</p>	<p>HT and staff to attend relevant training and evaluate impact.</p>	<p>Evidence shows that by promoting a growth mindset, children’s academic performance is enhanced. Children are given lots of opportunities to reflect, evaluate and talk about their learning so that they know their strengths; what they need to improve and have the strategies and resilience to do so.</p>	<p>Use INSET day to deliver training. Pupil Voice feedback and staff evaluations through staff meetings.</p>	<p>HT/DHT</p>	<p>Mar 2017</p>
Total budgeted cost					£87,900.00

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>To diminish differences between PP pupils and “other” where identified across KS2.</p> <p>Ambitious progress for SEND pupils identified.</p>	<p>A detailed intervention programme which includes:</p> <ul style="list-style-type: none"> - Additional 1:1 reading - Fresh Start - Hornet and Wasp intervention - Lexia <p>Pupils receive regular timetabled intervention sessions each week</p> <p>Qualified teacher to lead booster classes for targeted pupils.</p>	<p>We want to provide extra support to enable rapid progress and pupils to catch up. Small group or 1:1 boosters with highly qualified staff have been shown to be effective, as discussed in reliable evidence such as the EEF Toolkit.</p>	<p>Assessment Lead oversees all additional provision for PP and non PP pupils.</p> <p>Timetables are monitored and target pupils regularly reviewed to ensure focus and impact.</p> <p>The Assessment Lead and SENDCo’s review assessment tracking half termly to monitor progress.</p> <p>PP pupils are clearly indicated on these tracking records.</p> <p>The HT and SLT monitor provision and a link governor is also identified.</p>	HT/DHT	Mar 2017

<p>Address social, emotional and mental health issues through nurture groups, 1:1 support.</p> <p>Forest School Programme delivered across the school.</p> <p>OPAL programme delivered in school.</p>	<p>To maintain part time Parent Support Advisor Post to support our most vulnerable pupils and their families. Weekly targeted nurture groups are delivered by two qualified teaching assistants.</p> <p>To purchase Emotional Wellbeing SLA.</p> <p>Additional Teaching Assistant employed to deliver the Forest School Programme.</p> <p>Yr1 to Yr6 pupils access the OPAL programme during break and lunchtimes.</p>	<p>Pupils will learn most effectively and make most progress when other issues have been addressed which otherwise may form a significant barrier to learning.</p> <p>Research states (EEF Toolkit) outdoor learning has positive benefits on academic attainment.</p>	<p>Parent Support Advisor to report termly to Governors.</p> <p>Parent Support Advisor to monitor and feedback to HT and SLT.</p> <p>Reports received and shared with class teachers and parents.</p> <p>DHT to report termly to Governors.</p> <p>CPD carried out for all staff including Lunchtime Supervisors.</p>	<p>PSA/SLT</p> <p>DHT</p>	<p>Mar 2017</p>
Total budgeted cost					£25,250.00

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?
Increased attendance rates.	Parent Support Advisor with responsibility for targeting specific families where attendance rates are poor, in need of further support and engagement with school. Offering support and referring as appropriate to outside agencies.	We cannot improve attainment for children if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Research shows (EEF Toolkit) there is a positive impact on children's learning through parental engagement.	PSA will liaise with Headteacher, SLT and Governors to report termly on impact and progress.	SBM/HT	Mar 2017
Enrichment activities	Subsidy for cultural visits – Y6 Edinburgh visit/Y5 Ullswater 2017. Music tuition.	We wish to remove financial constraints to enable all our pupils, including those eligible for pupil premium funding, to experience a high quality cultural visit. All pupils included in the opportunity to learn a musical instrument by removing the financial constraints of tuition fees.	Governor to undertake a monitoring visit and report back to the full governing body.	HT JM	Mar 2017
Total budgeted cost					£2,200.00

6. Review of expenditure			
Previous Academic Year		2016 - 2017	
i. 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)
Improved communication language and literacy skills in the Early Years	<p>Development of outdoor learning environment.</p> <p>Employ an Apprentice Teaching Assistant plus redeployment of a qualified teacher to support children/small groups/specific SEND pupils.</p>	<p>Improvements made to the Reception outdoor space – sandpit, reading, maths, writing area, wheeled vehicles. Wheeled vehicles also purchased for the Nursery children.</p> <p>At the end of Reception, the data shows that the % of children who achieved at least the expected standard in the specific areas of listening & attention, understanding, reading and writing either remained the same or improved on 2016 results. The % of PP children also achieving increased and, in some cases (reading) doubled on the % from last year. However, in the Speaking strand, the number of children who achieved at least expected has decreased.</p>	<p>There will be involvement with a SALT programme through the COL, which will focus on the areas of speaking and understanding.</p> <p>The outdoor area will continue to be developed in both Nursery and Reception.</p> <p>Additional qualified and experienced staff will be deployed to this area of the school.</p>
Increased % pupils (including eligible PP) attain Year 1 Phonics standard.	Employ an Apprentice Teaching Assistant to support children/small groups/specific SEND pupils.	<p>There is a 3 year improving trend with the number of children who have met the Year 1 Phonics standard.</p> <p>2015 – 70%</p> <p>2016 – 76%</p> <p>2017 – 81%</p> <p>However, the number of pupils who are eligible for PP and attaining the Phonics standard has dropped. Further analysis has shown that this group of children also have significant SEND.</p>	Although it was beneficial to have the additional member of staff and have smaller group focus opportunities for all of the pupils, the SEND needs of our PP children required more experienced staff input. This will impact on how the children are grouped and provided with intervention in the next academic year.

<p>Higher rates of progress across KS1 for low attaining pupils eligible for PP:</p> <ul style="list-style-type: none"> - Reading - Writing - Mathematics 	<p>Employ an Apprentice Teaching Assistant/Qualified Teaching Assistant to support children/small groups/specific SEND pupils.</p> <p>Staff CPD SLA with English and Maths consultants.</p> <p>Reading books purchased – lower attaining PP boys.</p>	<p>Increased % of children achieving at least expected at KS1. Increased % of children achieving greater depth in both Year 1 and Year 2.</p> <p>Pupil progress meetings are specifically tailored to looking at the proportions of children who are achieving and the conversions from previously reported outcomes, e.g. Expected at KS1 from Foundation Stage Profile outcomes in relevant Early Learning Goals.</p> <p>Increased staff confidence and knowledge of using previous data to support current teaching through staff meetings led by subject leads and LA consultants.</p>	<p>See above information regarding the apprentices.</p> <p>Continue to involve the subject leads in specific training and subject-specific networks. This will continue the improvement in subject-knowledge across the school.</p>
<p>Increased levels of resilience and independence are improved in pupils eligible for PP.</p>	<p>HT and staff to attend relevant training and evaluate impact.</p>	<p>Growth Mindset training took place as whole school training. This was evident both in classroom environments and in observations of teaching. This was also reinforced during whole school assemblies.</p>	<p>Continue with this approach. Ensure that it is being reinforced throughout the school.</p>

ii. 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)
<p>To diminish differences between PP pupils and “other” where identified across KS2.</p> <p>Ambitious progress for SEND pupils identified.</p>	<p>A detailed intervention programme which includes:</p> <ul style="list-style-type: none"> - Additional 1:1 reading - Fresh Start - Hornet and Wasp intervention - Lexia <p>Pupils receive regular timetabled intervention sessions each week</p> <p>Qualified teacher to lead booster classes for targeted pupils.</p>	<p>The intervention is focused, timely and regular. The intervention is both responsive and planned; dependent on the needs of the children. Responsive interventions are noted in children’s books and planned interventions are recorded and annotated in an Intervention File. The impact of planned interventions is assessed every 8 weeks by both the teacher and TA. This is to ensure the effectiveness and impact of an intervention.</p> <p>A qualified teacher conducted booster sessions with our most vulnerable Year 6 pupils</p>	<p>All of these interventions will be continued.</p> <p>The progress of SEND pupils will continue to be a focus for the next academic year.</p>

<p>Address social, emotional and mental health issues through nurture groups, 1:1 support.</p> <p>Forest School Programme delivered across the school.</p> <p>OPAL programme delivered in school.</p>	<p>To maintain part time Parent Support Advisor Post to support our most vulnerable pupils and their families. Weekly targeted nurture groups are delivered by two qualified teaching assistants.</p> <p>To purchase Emotional Wellbeing SLA. Additional Teaching Assistant employed to deliver the Forest School Programme.</p> <p>Yr1 to Yr6 pupils access the OPAL programme during break and lunchtimes.</p>	<p>Unfortunately, the PSA left part way through the academic year, but initial feedback was very positive. Therefore, another PSA has been employed to this post.</p> <p>The Nurture group continues to run on a weekly basis and Boxhall Profile scorings indicate that it is having a positive impact on the targeted areas for specific children. Additional therapeutic interventions also run throughout the school, targeting more vulnerable pupils, e.g. <i>Connecting with Children</i>.</p> <p>One Year 6 pupil who has been involved with the Emotional Wellbeing team has made significant improvements and has not received any internal exclusions in this academic year. He successfully attended a residential, which also impacted positively on his attitude and self-esteem.</p> <p>OPAL continues to thrive in the school and we have become a hub school for OPAL.</p>	<p>We will continue with all of these approaches.</p> <p>Further evidence will be gathered regarding the positive impact of children being involved in the therapeutic interventions and the Forest School programmes. We will train another member of staff in Forest Schools in order to increase the opportunities of accessing this type of provision.</p>
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iii. Other approaches			
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)
Increased attendance rates.	Parent Support Advisor with responsibility for targeting specific families where attendance rates are poor, in need of further support and engagement with school. Offering support and referring as appropriate to outside agencies.	The overall attendance % has improved over the last three years, with the biggest difference being with children who are non-FSM (2015 – 3.5% absence, 2017 – 2.8% absence). However, there is slight increase in the % absence rate for FSM (2015 – 4.2% absence, 2017 – 4.5% absence).	The HT and SBM meet every 3 weeks to look at the attendance across the school. Specific children are targeted if they have dropped below a certain %. Three sets of parents have been referred to the LA for request for fines as a result of absence. More specific involvement of the PSA is required to further improve this process.
Enrichment activities	Subsidy for cultural visits – Y6 France visit/Y5 Ullswater 2016. Music tuition		This approach will continue to ensure increased participation in residential visits and music tuition. Improve the promotion of the music tuition availability.