



Pupil premium strategy statement 2017 - 2018

| 1. Summary information | | | | | |
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| School: | Esh Winning Primary School | | | | |
| Academic Year: | 2017/18 | Total PP budget | £117,820 | Date of most recent PP Review | October 2017 |
| Total number of pupils: | 202 | Number of pupils eligible for PP (8 service + 1 LA = 95 pupils) | 86 pupils | Date for next PP Strategy Review | January 2018 |

| 2. Attainment | | |
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| | 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% |

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| % 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. | 33% 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: 2016/17 PP = 4.5% of sessions missed; Non PP = 2.8% of sessions missed. Persistent absence 2016/17 PP = 8.2 % of pupils absent for 10% or more sessions; Non PP = 3.9% 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 Literacy Project (EEF & LA) to support specific needs, working alongside class teachers. Work supported by development of outdoor learning environment. Commitment to the Speech and Language Programme for Early Years & Year 1. | 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. | |

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| 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, identified against individual learning pathways.</p> <p>Address social, emotional and mental health issues through nurture groups and therapeutic interventions, 1:1 support (Parent Support Advisor).</p> <p>Additional targeted support provided from Emotional Well-Being Team (SLA) and the Behaviour Team.</p> | <p>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. | Levels of resilience and independence are improved in pupils eligible for PP, supported through the Growth Mindset approach. | 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. |
| F. | Continued higher rates of attainment at the end of KS2 for PP pupils. | Pupils eligible for PP make as much progress as other pupils by the end of KS2 in Maths, Reading and Writing. |
| G. | Increased attendance and punctuality for pupils eligible for PP. | 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. |
| H. | To encourage parents/carers in offering support in relation to home/school liaison. Increased number of parent workshops implemented throughout the school year. Increased number of Family Learning opportunities throughout the year. Involvement with the Early Literacy Project. | No child will be disadvantaged through financial hardship or lack of parental support. |
| I. | Parents and carers more able to access support. | Equal access to outside/enrichment activities: parents/carers know how to access support. |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2017/18 | | | |
| 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 | Continued development of Early Years' outdoor learning environment. | 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. | Early Years Lead to monitor and report to SLT. Link Governor visits. | Early Years' Lead | January 2018 |
| | Redeployment of a teaching assistant to provide additional support for identified children/small groups. Additional teacher deployed to Early Years. | An additional member of staff in Early Years where the gap is evident between PP and non PP pupils achieving the good level of development will give greater flexibility with groupings and 1:1 as required during learning situations. Children make more progress when they are supported "in the moment", which requires additional staffing. Increased level of expertise provided by the class teacher who is also the SENCo. Early intervention and identification able to be instigated immediately due to this expertise. | Key School Improvement Priority. Governors to monitor alongside the EY Lead. | Early Years' Lead | January 2018 |
| Increased % pupils (inclu eligible for PP) attain Year 1 phonics standard | Continued development of KS1 outdoor learning environment. | Research has shown that specific children, i.e. boys, engage and learn more effectively when they are involved in outdoor learning. | KS1 Lead to monitor and report to SLT. | KS1 Lead | |

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| <p>Higher rates of progress across KS1 and KS2 for low attaining pupils eligible for PP:</p> <ul style="list-style-type: none"> - Reading - Writing - Mathematics | <p>Qualified teaching assistants to support children/small groups/specific SEND pupils.</p> <p>Staff CPD SLA with English and Maths consultants.</p> <p>Attendance at LA training sessions.</p> <p>Moderation with two neighbouring schools.</p> | <p>Pupils need concrete learning experiences to support theoretical understanding and develop deeper thinking in mathematics.</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 Leads to deliver CPD Maths and English Leads – model lessons, joint planning, team teaching</p> <p>Key school Improvement Priority, Governors to monitor alongside English and Maths Lead.</p> | <p>English Lead Maths Lead Assessment Lead Headteacher</p> | <p>January 2018</p> |
| <p>Increased levels of resilience and independence are improved in pupils eligible for PP.</p> | <p>Whole school has undertaken Growth Mindset training and this underpins the ethos within the school.</p> <p>HT continues to provide relevant resources to support this ethos and disseminates information to staff through staff meetings.</p> | <p>Evidence shows that by promoting a growth mindset, children’s academic performance is enhanced.</p> <p>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>Pupil voice feedback and staff evaluation through staff meetings.</p> | <p>HT</p> | <p>January 2018</p> |
| Total budgeted cost | | | | | £68,030 |

| ii. Targeted support | | | | | |
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| 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 school to maintain strong KS2 outcomes.</p> <p>Ambitious progress for SEND pupils, identified against individual learning pathways.</p> | <p>A detailed intervention programme which includes:</p> <ul style="list-style-type: none"> - Talk Boost/ Early Talk Boost - Additional 1:1 reading - Read Write Inc - Fresh Start - Precision Teaching <p>Pupils receive regular timetabled intervention sessions each week.</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 and Intervention 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 Intervention Lead and SENDCo update Wave 2 and Wave 3 tracking half termly to monitor progress. 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> | <p>Intervention Lead</p> | <p>January 2018</p> |

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| <p>Address social, emotional and mental health issues through nurture groups, 1:1 support and PSA.</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>To purchase Early Intervention SLA.</p> <p>Additional Teaching Assistant employed to deliver the Forest School programme.</p> <p>Teaching Assistant trained in Forest School programme and Outdoor First Aid.</p> <p>Years 1 to 6 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) that outdoor learning has positive benefits on academic achievement.</p> | <p>PSA to report termly to Governors. PSA to monitor and feedback to HT and SLT.</p> <p>Reports received and shared with class teachers and parents.</p> <p>DHT who oversees Forest School programme and OPAL reports termly to governors.</p> <p>CPD carried out with all staff including lunchtime supervisors.</p> | <p>PSA HT</p> <p>DHT</p> | <p>January 2018</p> |
| Total budgeted cost | | | | | £50,000 |

| iii. Other approaches | | | | | |
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| 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. 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. | PSA will liaise with Headteacher, SLT and Governors to report termly on impact and progress. | PSA | January 2018 |
| To provide an equality of opportunity, i.e. - All pupils to have access to breakfast - Enrichment activities | School to employ kitchen staff to operate daily breakfast club. Subsidy for cultural visits – Y6 Edinburgh visit 2017. | Children must eat to have energy and maintain concentration in lessons. A healthy, balanced breakfast ensures pupils are ready to learn. 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. | DHT to monitor Breakfast Club registers/ visit sessions. How many pupils regularly attend? How many of them are eligible for PP? Quality of activities/ food choices? What do the children like about Breakfast Club? What could be better? Governor to undertake a monitoring visit and report back to the full governing body. | DHT | January 2018 |
| Total budgeted cost | | | | | £18,000 |
| Total Overall | | | | | £136,030.00 |