

Pupil premium strategy statement: Eppleton Academy Primary School

1. Summary information					
School	Eppleton Academy Primary Schools				
Academic Year	2018/9	Total PP budget	£74,180	Date of most recent PP Review	Sept 2018
Total number of pupils	168 + nursery	Number of pupils eligible for PP	28%	Date for next internal review of this strategy	September 2019

2. Current attainment – Sept 2018		
	<i>Pupils eligible for PP</i>	<i>National 'other' pupils</i>
% of pupils achieving the expected standard in reading, writing and maths	50%	67% (GAP -17%)
reading progress score	0.66	0.33 (GAP +0.33)
writing progress score	3.63	0.1(GAP +3.53)
maths progress score	1.56	0.2 (GAP +1.36)
Comparison against national	Progress scores are above NA in all areas. Writing being the strongest.	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Limited vocabulary both on entry and across school
B.	Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to a wide variety of genres.
C.	Low self esteem and lack of confidence among pupils.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Eppleton Academy's deprivation indicator is above NA, unemployment is high. Stability is also below national at 84.5%
B	There is a high proportion of families who need support through Early Help, Child in Need or Child Protection.
C	The amount of children with social and emotional issues continues to be an issue.
D	Low attendance for particular groups of pupils.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>All lessons will provide language rich learning experiences for all pupils</p> <p>Improve the rate of progress for eligible pupils across the school. End of term assessment will be used to measure this.</p>	Improved outcomes for GLD; Phonics and end of KS1 data.
B.	<p>Improve the rate of progress across KS2 to improve end of key stage outcomes in reading.</p> <p>Improve quality of teaching using Read Write Inc. and Accelerated reader. To increase the participation of parents in supporting children's reading. Accelerated Reader is used effectively by learners and is monitored by teachers.</p> <p>Reading gap at KS2 narrows by the end of Y6. 2018 – Gap was 17% for disadvantaged and Other pupils nationally.</p>	<p>Pupils eligible for PP identified will make good progress from their KS1 outcomes. Y2 pupils who did not achieve the standard in phonics – achieve it this year.</p> <p>Accelerated reader evidences good progress.</p> <p>Improved outcomes for PP children at the expected standard and at greater depth and therefore close gaps at KS2.</p>
C.	Gaps in writing and maths narrow at the end of KS2. - Baseline and regular and on-going accurate assessments.	Assessment data in each class shows PP children making good progress – end of each term- and gaps are closing. (SEN PP children make progress linked to support plans).
D.	Low self-esteem is tackled so pupils have a good understanding of to keep mentally healthy and look after their own wellbeing.	Good behaviours for learning evident.

		Pupils demonstrating increased resilience and reduced amount of mental health issues impacting on learning, resulting in improved outcomes.
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5. Planned expenditure					
Academic year		2018/19			
i. Quality of teaching for all and 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? Cost?
All lessons will provide language rich learning experiences for all pupils	<p>Develop a deliberate language rich curriculum which meets the needs of PP pupils.</p> <p>Ensure all staff encourage and use rich vocabulary in all lessons and provide appropriate historical, geographical, scientific language which extends pupils' knowledge and language</p>	<p>Question level analysis has identified vocabulary as being a specific weakness. This is also linked to spelling e.g. Lack of understanding.</p> <p>All subjects have been reviewed and word banks are being developed for each subject showing progression and extending knowledge.</p>	<p>Quality CPD will be provided.</p> <p>Time and support given to key staff to develop this approach Explicit planning documentation.</p> <p>Lesson observations, scrutiny and talking to pupils.</p>	SLT EYFS Leader	<p>Review Ongoing – end of each term</p> <p>Cost Resources £3000</p> <p>Training and support £2000</p> <p>Total cost £5000</p>

<p>Increase the % of PP children working at the expected level across all cohorts in reading , writing and maths</p> <p>Gaps in writing and maths narrow at the end of KS2.</p> <p>Baseline and regular and on-going accurate assessments.</p>	<p>Baseline attainment in September and identify pupils needing support in basic skills.</p> <p>Additional teacher in Rec afternoons for 1:1 and small group work</p> <p>Organise interventions and use of Teacher/TA/HLTA and to ensure effective support.</p> <p>Evidence of progress to be expected in intervention groups.</p> <p>Increase the number of additional First-Hand Learning opportunities for pupils that will improve the focus – e.g. one to one/small group</p> <p>Use of AR and Lexia software to support targeted intervention</p>	<p>The success of some strategies used in 2017-18 will continue.</p> <p>EEF Toolkit used to support approaches to intervention</p> <p>Data used to identify targeted support</p>	<p>Additional training for members of staff.</p> <p>Additional training and support for TAs.</p> <p>Increased accountability of TAs through staff appraisal</p> <p>Subject reviews across year</p> <p>Ensuring monitoring plan is executed by all leaders.</p> <p>Key driver for our School Improvement Plan (SIP) and incorporates regular reporting mechanisms with Governor involvement.</p>	<p>SLT lit and maths leaders</p>	<p>Review Termly</p> <p>Cost Additional Teacher (EYFS)-£15000</p> <p>Additional teacher 1:1/1:2 support (KS1) £12000</p> <p>Additional daily phonics TA (KS1) £3000</p> <p>HLTA intervention (upper KS2) £9000</p> <p>Lexia Software £1350</p> <p>Accelerated Reader Software/books £1700</p> <p>Booster sessions teachers (Y6, Y2) £7200</p> <p>Total Cost £49,250</p>
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	Small group booster sessions out of school hours for maths and English Y2 and Y6				
Total budgeted cost for i.					£54,250

ii. 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?
Improve mental health and well-being e.g. Increase pupils self-esteem to improve behaviour for learning	<p>School councillor will support PP pupils and their families.</p> <p>Target after school nurture group for target pupils</p> <p>Curriculum will have a focus on developing confidence and independence.</p> <p>SMSC profile will be raised through the new SMSC lead.</p>	When Behaviour issues have been raised, we have found underlying mental health reasons which we dealt with through support, mentoring and counselling. This worked for a number of children and we would like to continue to address this for all our pupils when the need arises. We need to equip them with the tools to not get to the point where it impacts on behaviour and well being.	<p>Structured plan across the year and regularly review referral systems.</p> <p>Monitoring of termly counselling outcomes</p> <p>Impact of counselling sessions and reviewing workload.</p> <p>Monitoring of behaviour records for individual pupils</p>	<p>SENDCO</p> <p>SMSC Leader</p> <p>SLT</p>	<p>Review Half termly</p> <p>Cost Councillor £8500</p> <p>Teacher time £1500</p> <p>Behaviour support £1250</p> <p>Total cost £11250</p>
Provide support for the increasing number of pupils	Continued School focus on care and support of vulnerable families.	Increased number of vulnerable families and those working with external support services. A high % of these are PP children	Parent questionnaires. Number of parents asking for support and receiving help.	DHT HT	Review Termly

<p>with social and emotional issues.</p>	<p>Open door policy for parents and coffee mornings.</p> <p>Reading for fun activities in EY. Opportunities for parents to share learning experiences within school across all year groups.</p> <p>Named person to refer issues to who contacts parents and makes links with other agencies.</p> <p>Behaviour support for target children</p>	<p>Parents reluctant to make contact with other agencies because of poor basic skills and/or previous experiences.</p> <p>Teachers recognised the impact of poor concentration of these pupils which impacts on progress. Behaviour from these pupils can also impact within the classroom.</p>	<p>Meetings with named person and parent ambassadors.</p>		
<p>Improve attendance of PP children.</p>	<p>Attendance will be heavily managed and monitored by SLT staff instead of externally. External agency to make home visits and identify possible support for families</p>	<p>Analysis of attendance shows that poor attendance impacts on learning and behaviour.</p>			<p>Early Help Attendance Officer £2000</p> <p>Business manager time £2000</p> <p>SLT Time £5000</p>

	Implement new attendance policy and procedures				
	Revise rewards and incentives				
	Set targets and ensure medical certificates are available				Total cost £9000
Total budgeted cost for ii					£20250
Complete Total Budgeted Cost					£74,500

6. Review of expenditure from previous academic year 2017-18			
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)

<p>Improve the rate of progress for eligible pupils in Reception Class.</p> <p>Improve the rate of attainment at Key Stage 1 by building on phonic outcomes ensuring that more PP pupils achieve the expected standard in reading.</p> <p>Track phonic attainment and respond immediately to</p>	<p>All actions completed</p>	<p>PP children – 2 pupils – both below expected on entry – both made progress but did not achieve expected standard. Overall 63% of pupils achieved GLD which broadly at the school target</p> <p>3 pp children in y1 – 1 achieved the standard. 2 were SEN Reading KS1 (7 PP children) 71.4% NA other 79% School is close to NA data.</p> <p>Identified children were heard read daily by TA. Small group's intervention was successful in improving comprehension and overall</p>	<p>RWI impacted on initial sounds. Speech and language support was successful for both pupils but this is to continue. Change in staffing has meant that further training is required for consistency for all pupils</p> <p>Evidence of impact of AR shows positive progress and this will continue. Small group focus comprehension skill groups impact don outcomes for identified pupils.</p>
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<p>Close Reading gap at KS2 narrows by the end of Y6. 2017 – Gap was 32% for disadvantaged and Other pupils nationally</p> <p>Teachers effectively use assessment data to identify PP pupils for support and intervention. Teachers use assessment daily to plan for next steps and accelerate progress so more</p>		<p>Reading gap has closed and is 17%now – 2017 gap was 32%</p> <p>The strategies mentioned were used across the school and data is supporting improvements in all cohorts.</p> <p>New tracking system in place has increased staff awareness of PP children and their focus on progress. Regular assessment measures progress through a point system. This identifies pupils in need of extra support. Staff CPD has provided staff with skill to effectively use tracking systems to increase progress.</p>	<p>Are HAS PROVED SUCCESSFUL IN INCREASING PROGRESS. An extra teacher allowed for smaller teaching groups. Weekly booster class 1:4 ratio targeted GD. The above will continue. Additional GD sessions were held on an afternoon. Funding restricts possibility of extra teacher but TA will be used to target indivial.</p> <p>Systems will be embedded across the year and new staff will be appropriately trained.</p>
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>

<p>Improve the involvement of parents in their children's learning.</p> <p>Provide support for</p>	<p>All actions planned have been completed and parents are much more involved and informed about how to support their children in reading.</p> <p>Councillor – 83% of her caseload were PP children. She led sessions for parents to support emotional</p>	<p>This has impacted on outcomes.</p> <p>Behaviour for learning has improved and there has been a decrease in the number of behaviour incidents in class.</p>	<p>Councillor will continue to support PP children. The parent workshops etc. will be repeated this year.</p> <p>The idea of ambassadors was not successful and will not be</p>
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