

+Pupil premium strategy statement (primary)

1. Summary information					
School	Ecton Village Primary Academy				
Academic Year	2016- 2017	Total PP budget	£30,360	Date of most recent PP Review	N/A
Total number of pupils	72	Number of pupils eligible for PP	18	Date for next internal review of this strategy	July 2018

2. Current attainment KS2			
Figures represent unvalidated data (some children will be removed and validated data will be higher).	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils Ecton</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the Expected Standard in R,W,M	20%	20%	67%

Progress	Ecton PP	Ecton All	Ecton not PP	National All
Reading	-5.18	-5.46	-5.73	0.33
Writing	-1.48	-1.3	-1.12	0.17
Maths	-8.95	-7.81	-6.68	0.28

2. Current attainment KS1			
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils Ecton</i>	<i>Non-FSM National</i>
% achieving the Expected Standard in Reading	67%	77%	79%
% achieving the Expected Standard in Writing	67%	69%	72%

% achieving the Expected Standard in Maths	67%	69%	79%
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1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Oral skills – children with speech, language and communication barriers
B.	The rates of progress made by children who are disadvantaged at KS2 in reading.
C.	The rates of progress made by children who are disadvantaged at KS2 in mathematics. PiXL interventions/Afternoon teaching
2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
A.	Success criteria
<p>Improve the speech, language and communication skills of PP children. Of identified PP children with S,L,C needs the following has been put in place. The SENco and SEN TA have attended the Universally Speaking training – a three day course. The Speech, Language and Communication Progression Tools to provide a way of determining where children are against where they should be for their age and provide more information about how these vital skills are progressing. The Progression Tools support staff to identify children who may be struggling to develop their speech, language and communication skills. They are used to track progression of these skills over time and following interventions.</p> <p>Teachers refer pupils through the SEN referral system and GB and RC carry out assessments. Based on the outcomes of these assessments interventions are put in place. Interventions take place in small groups, or on a 1:1 basis, depending on need.</p> <p>Teachers are given strategies to use in class to support the intervention process. The Universally Speaking progression tool and SAS are used to measure the impact and pupil progress is reviewed half termly.</p> <p>Interventions are then reviewed and adjusted to meet the needs of the pupils.</p>	<p>PP children have improved SLC skills</p> <p>Referrals by teachers are picked up and swiftly acted upon by the SENco.</p> <p>Interventions run regularly.</p> <p>The impact of interventions are reviewed half termly and appropriate next steps are put in place.</p> <p>Pupil progress in class accelerates in order to bring progress in line with ARE – SAS tracking shows this.</p>

<p>B.</p>	<p>The rates of progress in KS2 in reading made by children who are disadvantaged.</p> <p>PP children will make at least expected progress taking into account their starting points. Some will make accelerated progress and where expected progress is not achieved interventions will be in place to support children to catch up.</p> <p>Reading work books will be purchased by the school and these will be used to in class to support the progress of reading and a resource for home learning.</p> <p>Accelerated Reader will be used as part of the monitoring and assessment of reading in KS2. AR will provide teachers and with leaders a range of information, including reading ages, which can then be used to assist teacher planning and intervention work.</p> <p>PP children in UKS2 will read to an adult in school at least once a week and the adults will ensure that these children engage fully with the AR reading assessment tool.</p> <p>Pixl papers and past SATs papers will be used and outcomes analysed in order to identify the skill gaps of PP children and targeted intervention will take place.</p> <p>KC to lead targeted intervention for PP children.</p>	<p>Rates of progress for disadvantaged children are in line with national rates of progress.</p> <p>Reading work books will have been purchased, shared with children and used for homework tasks.</p> <p>AR will be accessed at least once a month by PP children and the results of this analysed by the class teacher.</p> <p>Past papers and SAS will be used to track the progress being made by the children.</p> <p>KC will lead small group reading interventions and progress for identified children will be accelerated.</p>
<p>C.</p>	<p>The rates of progress made by children who are disadvantaged at KS2 in mathematics</p> <p>All children will make expected progress taking into account their starting points. Some will make accelerated progress and where expected progress is not achieved interventions will be in place to support children to catch up.</p> <p>SAS tracking will identify gaps in knowledge and in class intervention will be used to ensure a culture of 'keep up' rather than 'catch up' is seen across the school and these will inform booster groups and rapid, precise intervention.</p> <p>Reasoning work books will be purchased by the school and these will be used to in class to support the progress of reasoning skills and a resource for home learning.</p> <p>Teachers will use SAS assessment to inform planning which will embed next steps learning. This will be reflected through informative developmental marking.</p> <p>Pixl papers and past SATs papers will be used and outcomes analysed in order to identify the skill gaps of PP children and targeted intervention will take place.</p> <p>RH to lead targeted intervention for PP children.</p>	<p>Rates of progress for PP children will be in line with national.</p> <p>Reasoning work books will have been purchased, shared with children and used for homework tasks.</p> <p>Past papers and SAS will be used to track the progress being made by the children.</p> <p>RH will lead small group reading interventions and progress for identified children will be accelerated.</p>

3. Planned expenditure					
Academic year	2017-2018				
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	How will you ensure it is implemented	Staff lead	When will you review
Improve pupil progress and outcomes in reading and maths at the end of KS2	<p>SAS tracking will be used to ensure that those children falling behind in reading and maths will receive timely intervention. Staff training for using SAS will be provided.</p> <p>AR will be used as a motivational as well as monitoring tool to increase levels of engagement with reading.</p> <p>Numicon resources and training will be acquired to develop high quality first teaching and ensure that foundation skills in maths are securely embedded.</p>	<p>RH successfully implemented SAS in his previous setting and it had a positive impact.</p> <p>KC has successfully implemented AR in a previous setting and it had a positive impact.</p>	<p>KC will monitor through data checks, book scrutiny and intervention tracking.</p> <p>KC will monitor through AR tracking and scrutiny of reading logs.</p>	KC, RH	<p>In line with the academy monitoring schedule planning and books will be reviewed each half term.</p> <p>In line with the academy monitoring schedule planning and books will be reviewed each half term.</p> <p>In line with the academy monitoring schedule planning and books will be reviewed each half term.</p>
Total budgeted cost					3,018

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?
Improve SLC skills for children	Universally Speaking will be used to deliver targeted intervention for those children with a communication need.	Some PP children have a SLC need. This is evidenced as early as EYFS and intervention will start in EYFS.	Regular learning walks, observations, book scrutiny, planning scrutiny, SAS tracking and intervention tracking	KC, RH	In line with the academy monitoring schedule planning and books will be reviewed each half term. Data is reviewed termly.
Improve progress in mathematics	Improving progress in maths through the purchase of Numicon and an increase in the use of manipulatives to support the teaching and learning of mathematics.	Outcomes in maths for PP children is weaker than non PP children.			
Improve progress in reading	AR will support us in monitoring the reading habits of pupils. TAs and teaching staff will ensure that PP children engage with regular reading and will hear them read more frequently than non-PP children.	Tracking suggests that some PP children read at home less frequently than non PP children.			
Improve progress in writing	Handwriting intervention for those children who need help with the mechanics of writing, or for whom automaticity will improve outcomes. The Kinetic Letters intervention tool will be used for this.	Tracking suggests that some PP children need greater support in developing their writing skills.			
Improve progress in phonics	Phonics intervention groups and 1:1 teaching to support those not making expected progress.	Phonics tracking suggests that some PP children need a greater amount of teacher support to progress in phonics.			
Total budgeted cost					11,466

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 ?
	Trip subsidies for all PP children, free school meals, free milk, free clubs and extracurricular activities and uniform purchase assistance	Ensure PP children have the same opportunities and experiences as non PP children	Ensure that parents are aware. Two letters to be sent with notification of trips – one to PP children with the additional information on. Office staff aware.	KC, JB	Jan 18, April 18 and July 18
	Family support	To ensure good attendance at school and encourage family engagement with the school.	Monitor attendance of all groups, including PP and direct FSW to support identified families. Measure impact of FSW through ongoing monitoring.	KC, SM, DK	Half termly
	TA interventions – small group and 1:1 intervention	To ensure progress	1:1 tracking systems	KC, RC	Half Termly
	HLTA in class and pastoral support for PP children	Support engagement and progress in learning	Lesson plans direct TA roles	KC	Half termly
Total budgeted cost					15,876

4. 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)	Cost
Literacy levels increase	<p>RWInc training and small group delivery</p> <p>Kinetic Letters training to improve quality of and automaticity in handwriting in FS and KS1</p>	<p><u>Reception.</u> All pupils reaching GLD rose by 13% in the year 2016-2017. 71% of children reached GLD at EVPA against a national picture of 70.7%</p> <p><u>Phonics.</u> Year 1 – 100% of pupils met the expected standard against a national picture of 67%. This an increase from 50% in 2016 Year 2 – 100% of disadvantaged pupils met the expected standard against a national picture of 86%</p> <p><u>KS1 Disadvantaged Reading</u> 100% (National FSM 61%) Year 2 disadvantaged Writing 100% (National FSM 52%) Year 2 Maths 100%</p> <p><u>KS2</u> progress in writing was in line with the whole group and closer to the national average than in reading and in maths.</p>	<p>KS1 strategies were more successful than KS2.</p> <p>Pupils need small group interventions from teaching staff and rapid catch up work to ensure they continue to make good and accelerate progress over time and throughout KS2. The use of KC to provide writing intervention for year 6 pupils proved effective and this will be further developed in the year 17/18</p> <p>Kinetic Letters was shown to be an effective strategy in KS1 and teachers in KS2 have been trained.</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)	Cost
To support improved behaviour for PP children at risk of exclusion	Use of a level 3 TA to lead behaviour interventions including social skills, support in unstructured time, withdrawal from class when necessary	A number of PP children with high rates of FTEs were targeted for intervention and support. Rates of exclusion fell and one child in danger of PE remained in the school until the end of year 6.	Early intervention and targeted support is effective when staff are dedicated to this role. Looking to the future, intervention lower down the school may prevent such high level disruption later in a child's school career. This is now in place.	14,100
Increase attendance and reduction in unauthorised absence.	Family support work to work with families with poor attendance.	Good impact of strategies evidence by attendance figures for 2016-2017 where PP attendance was above the national average.	Continue with this strategy.	
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)	Cost
				16,260

<p>Activities and support that increases aspirations.</p>	<p>Subsidising school trips and uniforms.</p>	<p>The extra funding enabled all PP children to access school trips. These included visits to Holdenby House, Irchester Country Park and East Lodge Rural Centre.</p>	<p>Continue to send letters to parents ensuring they check that they are eligible and that they use the monies available to them to enhance the provision.</p>	
<p>.</p>		<p>These strategies provide opportunities for children to access activities and thus ensure inclusion of PPG children.</p> <p>Uniform vouchers enabled parents to buy appropriate school uniform and PE kit for children.</p> <p>PP children were invited to attend after school clubs at no cost to the family.</p>	<p>Continue with these strategies for the forthcoming year.</p>	