

Pupil Premium (PP) Strategy Statement (Primary)

1. Summary information					
School	Ecton Village Primary Academy				
Academic Year	2018-2019	Total disadvantaged budget	£25,080	Date of most recent disadvantaged review	March 18
Total number of pupils	78	Number of pupils eligible for pupil premium payment	12	Date of next internal review of this strategy	July 19

2. Current attainment KS2					
Figures represent unvalidated data (some children will be removed and validated data will be higher).		<i>Pupils eligible for PP Ecton</i>	<i>All Pupils Ecton</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving the Expected Standard in R,W,M		25%	50%	67%	
Progress	Ecton PP 16-17	Ecton PP 17-18	Ecton All	Ecton not PP	National All
Reading	-5.18	-2	-1	-0.3	0.33
Writing	-1.48	-1.4	0.2	1.2	0.17
Maths	-8.95	-2.8	-2.6	-2.6	-0.28

2. Current attainment KS1			
	<i>Pupils eligible for PP –</i> 2 children	<i>All Pupils Ecton</i>	<i>Non-FSM National</i>
% achieving the Expected Standard in Reading	50%	77%	82%
% achieving the Expected Standard in Writing	50%	77%	82%
% achieving the Expected Standard in Maths	50%	69%	73%

1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Poor oral language and sentence construction on entry to FS2 and across KS1 and KS2	
B.	The rates of progress made by children who are disadvantaged in reading and writing in Year 6.	
C.	The rates of progress made by children who are disadvantaged in reading, writing and mathematics in Year 4.	
2. Desired outcomes (desired outcomes and how they will be measured)		Success Criteria
A.	All children in Foundation Stage 2 and KS1 will be able to articulate in at least simple full sentences.	<p>Disadvantaged 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>
B.	<p>The rates of progress made by children (4 children) who are disadvantaged in reading and writing in Year 6.</p> <p>All children in Y6 will make at least 6 points progress and identified disadvantaged children will make accelerated progress (7 points+) in reading and writing. Where progress is not achieved swift interventions will be in place to support children to catch up.</p>	<p>Rates of progress for disadvantaged children in Y6 will be accelerated in reading and writing.</p> <p>Reading work books will have been purchased, shared with children and used for homework tasks.</p> <p>AR will be accessed regularly by disadvantaged 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>Disadvantaged children will have regular writing conferences with CT.</p>
<p>C.</p>	<p>The rates of progress made by children who are disadvantaged in reading, writing and mathematics in Year 4. Data targets around accelerated SAS progress.</p> <p>All children in Y4 will make at least expected progress and disadvantaged children (2 children) will make accelerated progress in reading, writing and maths in Year 4 (7 points+).</p>	<p>Rates of progress for disadvantaged children in Y4 will be accelerated in reading, writing and maths.</p> <p>Disadvantaged children for whom progress is an issue will always be key focus group in maths.</p> <p>Reading work books will have been purchased, shared with children and used for homework tasks.</p> <p>AR will be accessed regularly by disadvantaged 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>

		PPG children will have regular writing conferences with CT.
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3. Planned expenditure

Academic year	2018-2019
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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	Review
Poor oral language and sentence construction	Oral rehearsal in reading, writing and maths will form a part of every lesson. An insistence on children speaking in full and accurate sentences when writing and reading will be visible. Children will regularly use partner teaching and partner talk in maths to be able to articulate their understanding and others can question this appropriately.	Research evidence shows the strength of children articulation and the positive effect it has on cognition and learning.	Lesson visits and behaviour audits will highlight how often children are given the opportunity to articulate thoughts.	KC	<p>Jan 19 Oral rehearsal is embedded in all classes. The TTYP strategy is used frequently by all teachers in years R-6. This is seen in learning walks and lesson walks.</p> <p>The use of the level 3 TA in year 1 and 2 has proved effective in allowing two focused groups to run at the same time. The high teacher / pupil ratio ensures that PP children receive extra adult time. We will appoint an additional TA in term 3 which will allow us to use the same strategy in KS2.</p>

	<p>In year 1 and 2 a level 3 TA allows the class to split into small groups for focused teaching each morning.</p> <p>The academy has 'PP Always' strategy which all teachers follow.</p> <p>Each class has a PP barriers document which details the barriers faced by PP children and strategies to overcome them. This is considered in planning and shared with relevant staff.</p>			<p>PP always strategy has been reiterated with all staff and the PP barriers documents are in place for all classes. These will be reviewed in the spring term.</p> <p>March 19 Oral rehearsal can be seen in every classroom in the school and TTYP is used frequently.</p> <p>An additional TA has been appointed and she supports year 1 and 2 small group activities. Three afternoons each week she works across the KS1 and KS2 classes to support PP children with reading, or a misconception identified by the class teacher.</p> <p>The PPG barriers document has been reviewed by all class teachers.</p> <p>July 19 Oral rehearsal is embedded in all classes and TTYP is used across the school.</p> <p>The appointment of the additional TA meant increased intervention in years 1 and 2 to support PP children with</p>
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					phonics, writing and maths. In KS2 a TA undertook daily intervention with one PP pupil with additional needs and weekly intervention for a small group of PP children. This TA has secured a place on ITT and we will need to review how the support of children in UKS2 is sustained.
Quality first teaching TA level 3 weekly cost to provide small group language construction intervention					Total budgeted cost £20,000
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	Review
Total budgeted cost					
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	Review
Trip subsidies for all PP children, free school meals, free milk, free clubs and extracurricular	For all children to have opportunities and broad and varied experiences within and beyond school.	Ensure PP children have the same opportunities and experiences as non PP children	Ensure that parents are aware. Letters sent to all families via parentmail and on paper. Follow up with a 1:1 conversation	KC	December 18 Letters detailing the PP voucher system was sent in July and Dec. Some parents have used vouchers for school uniform, but uptake

activities and uniform purchase assistance.	The aim being for children to enjoy school and engage fully with learning.		between KC and key families.		was low in term 1. JJ tracks money spent. March 19 All classes have enjoyed trips of school this term. These trips were accessed by 100% of PPG children and were subsidised using the voucher scheme.
TA interventions – small group and 1:1 intervention	Small group and 1:1 interventions allow adults to address specific needs	To ensure progress	1:1 tracking systems	KC	December 18 Children in need of intervention were identified through SAS tracking. Small group interventions for RWM are led by AM based on the need identified by the class teacher. Following each session AM completes an intervention record form. Progress will be reviewed in Jan, following the Dec data drop. March 19 The appointment of an additional TA has allowed us to increase small group in class intervention for PPG children. July 19 In class intervention continued throughout the summer term and the final SAS data drop showed that PP children were making progress broadly in line with their peers.

TA in class	TA in class allows the teacher to lead small group intervention – the most qualified adult teaching those most in need.	Support engagement and progress in learning	Lesson plans direct the TA role and the teacher can lead a small group	KC	<p>December 18 Teacher feedback of this strategy is positive. They like the opportunity to spend one afternoon a week focusing on those most in need. While gaps remain in some areas, some children are moving closer to their target.</p> <p>March 19 The appointment of an additional TA has allowed us to increase small group in class intervention for PPG children.</p> <p>July 19 The KS1 class and the UKS2 each have a TA timetabled to allow for in class intervention. One child with PP and a diagnosed SEN has a 1:1 TA to support with learning and social need. We have seen an improvement in behaviour and academic progress. While still not ARE, he is making progress in R,W,M and is more successful in social times.</p>
Pastoral support / intervention for PP children	Pastoral interventions which focus on resilience, confidence and social skills.	Support engagement and progress in learning		KC	<p>December 18 Tracking of sessions shows a high level of engagement.</p> <p>March 19</p>

					<p>The appointment of an additional TA has allowed SM to increase her pastoral intervention allocation time.</p> <p>July 2019</p> <p>SM continued to increase the number of pastoral interventions; prioritising PP children. Interventions included: Drawing and Talking; Zones of Regulation; Change 4 Life; yoga and meditation.</p> <p>SM also extended her pastoral role into working with families – leading the EHAs for PP children. She successfully made referrals to CAMHS, SSS and the School Nurse Team, Parenting Classes and informal daily support for parents in order to ensure that PP children and their families had access to the right support at the right time.</p>
Total budgeted cost					£2,500

4. Review of expenditure				
Previous Academic Year	2018-2019			
i. 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 £15,900
<p>The rates of progress made by children (4 children) who are disadvantaged in reading and writing in Year 6 will be at least in line with non PPG children in year 6.</p> <p>All children in Y6 will make at least 6 points progress and identified disadvantaged children will make accelerated progress (7 points+) in reading and writing. Where progress is not achieved swift interventions will be in place to support children to catch up.</p>	<p>Specific Y6 reading resources 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 (AR) will be used as part of the monitoring and assessment of reading in KS2.</p> <p>Disadvantaged 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 comprehension quizzes.</p> <p>Past SATs papers will be used and outcomes analysed in order to identify the skill gaps of disadvantaged children and targeted intervention</p>	<p>Specific Y6 reading resources were purchased by the school and these were used to in class to support the progress of reading and a resource for home learning. Some children engaged better than others and those children who were PP and SEN were unable to access the year 6 resources. Adapted resources were created to meet the needs of these children.</p> <p>Accelerated Reader (AR) was used as part of the monitoring and assessment of reading in KS2. All abilities were able to access the programme, though there needs to be some investment in high interest, low ability reading books that 'look' like the texts read by children working at ARE.</p>	<p>These resources will be used again next year. A letter will accompany them to explain why they are being used. We will also purchase them for year 5, not only to make the admin of h/wk tasks easier for the teacher, but also to start earlier with SATs preparation.</p> <p>This is an expensive resource, but it is well used. We will review the book stock and look at expanding the number of low ability texts suitable for UKS2 children.</p>	

	<p>groups will be led by the Principal.</p> <p>In writing, disadvantaged children will be targeted for support in lesson and through additional teaching to ensure their progress is secured at every available opportunity.</p> <p>Disadvantaged children will have 1:1 meetings with CT to discuss how their writing is progressing and to agree future areas for writing development and support to achieve these.</p>	<p>Disadvantaged children in UKS2 did read to an adult in school and the adults supported those reluctant to engage with AR to choose appropriate books and take the quizzes.</p> <p>Past SATs papers were used and outcomes analysed in order to identify the skill gaps of disadvantaged children. Targeted intervention groups were led by the Principal and the CEO.</p> <p>In writing, disadvantaged children were targeted for support in lesson and through additional teaching to ensure their progress is secured at every available opportunity.</p> <p>Disadvantaged children did have a 1:1 meeting with CT to discuss how their writing is progressing and to agree future areas for writing development and support to achieve these.</p>	<p>Reading to an adult will be timetabled in UKS2 to hear readers to ensure that it happens every week to ensure consistency of adult support.</p> <p>Intervention groups will continue in 19/20.</p> <p>This will continue into 19/20. This will again be led by KC for children in year 6, LB for children in year 2 and the class teacher for other year groups.</p> <p>The impact of this is difficult to measure, but we plan to have regular conversations about progress and engagement with children in 19/20.</p>	
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Other Approaches	Trip subsidies for all PP children, free school meals, free milk, free clubs and extracurricular activities and uniform purchase assistance. All parents of PPG children will be entitled to a termly voucher to exchange for the above.	For all children to have opportunities and broad and varied experiences within and beyond school. The aim being for children to enjoy school and engage fully with learning.	The voucher scheme has been reviewed for 19/20 and the voucher scheme will continue for the foreseeable future.
	TA interventions – small group and 1:1 intervention	Small group and 1:1 interventions allow adults to address specific needs	This will continue into 19/20
	HLTA in class and pastoral support for PP children	HLTA in class allows the teacher to lead small group intervention – the most qualified adult teaching those most in need.	This will continue into 19/20