

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</p>
<p>Quality first teaching TA level 3 weekly cost to provide small group language construction intervention</p>					<p>Total budgeted cost £20,000</p>
<p>ii. Targeted support</p>					

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
<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>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>PiXL papers and past SATs papers will be used and outcomes analysed in order to identify the skill gaps</p>	<p>Accelerated Reader is a proven tool for improving the fluency of children's reading, the quality of their comprehension and for extending their vocabulary.</p> <p>Regular AR quizzes provide detailed formative and summative information for teachers and senior leaders to use.</p>	<p>Accelerated Reader outcomes will be analysed termly by class teachers and senior leaders and it will be used as an ongoing assessment tool by teachers.</p>	<p>KC/NB</p>	

	<p>of disadvantaged children and targeted intervention 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>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>Extra after school sessions for three PP children who are not making expected progress in R, W,M.</p> <p>Accelerated Reader (AR) will be used as part of the monitoring</p>	<p>Accelerated Reader is a proven tool for improving the fluency of children's reading, the quality of their comprehension and for extending their vocabulary.</p>	<p>Accelerated Reader outcomes will be analysed termly by class teachers and senior leaders and it will be used as an ongoing assessment tool by teachers.</p>	KC/HS	<p>March 19</p> <p>By the spring data drop Progress between PPG and non-PPG children in year 6 is minimal – only .6 of an SAS point.</p>

<p>All children in Y4 will make at least 6 points progress and identified disadvantaged children in Y4 will make accelerated progress in reading, writing and maths.</p>	<p>and assessment of reading in KS2.</p> <p>Disadvantaged children in LKS2 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 papers will be used and outcomes analysed in order to identify the skill gaps of disadvantaged children and targeted intervention groups will be led by the class teacher.</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>Regular AR quizzes provide detailed formative and summative information for teachers and senior leaders to use.</p>		<p>There are no PPG children in year 5.</p> <p>There are two PPG children in year 4 and they are making progress at the same rate as non-PPG children.</p> <p>There are two PPG children in year 3 and they are making 0.6 of an SAS point progress slower than non-PPG children. The teacher is ensuring that these children receive additional teacher time in class and have small group intervention.</p> <p>There is one PPG child in year 2 and he has made 4 points progress. The average for non-PPG children in the class at this data drop was 3.9 points progress.</p> <p>In year one there are 3 PPG children and they have made 4 points progress at this point in the year. The class average is 4 points. This shows accelerated progress from the last data drop. The impact of interventions and the high profile of PPG children is clear.</p>
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	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.				July 19
Total budgeted cost					£1,000
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 activities and uniform purchase assistance.	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.	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 between KC and key families.	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 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	To ensure progress	1:1 tracking systems	KC	December 18 Children in need of intervention were identified through SAS

	adults to address specific needs				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 class teacher has allowed us to increase small group in class intervention for PPG children.
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	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. March 19 The appointment of an additional class teacher has allowed us to increase small group in class intervention for PPG children.
Pastoral support / intervention for PP children	Pastoral interventions which focus on resilience, confidence and social skills.	Support engagement and progress in learning		KC	December 18 Tracking of sessions shows a high level of engagement. March 19

					The appointment of an additional TA has allowed SM to increase her pastoral intervention allocation time.
Total budgeted cost					£2,500

4. Review of expenditure

Previous Academic Year	2017-2018			
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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
Improve pupil progress and outcomes in reading and maths at the end of KS2	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.	For rates of progress of PPG children to be in line with that nationally.	Rates of progress for disadvantaged children in reading and maths were not in line with that made by children nationally.	£3,100
	AR will be used as a motivational as well as monitoring tool to increase levels of engagement with reading.		AR was accessed by most PP children once a month, a focus for 18/19 must be to support PP children with this to ensure increased engagement.	
	Numicon resources and training will be acquired to develop high quality first teaching and ensure that		Numicon resources were bought and some in-house training was provided. Next steps would be to secure some external	

	foundation skills in maths are securely embedded.		training to fully develop the teacher skills in using these resources.	
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 £11,466 £15,900
Improve SLC skills for children	Universally Speaking will be used to deliver targeted intervention for those children with a communication need.	For children with language deficit to be supported to catch up.	Screening identified many children in need of intervention, and this intervention was measured and showed some impact on speech.	
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.	AR used to engage readers.	AR did engage some PPG pupils and the increased library stock helped with this. However, a weekly slot allocated to this would be beneficial in 18/19	
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.	Increased speed and confidence in handwriting will improve outcomes in writing.	Handwriting intervention will continue in 18/19 as this has helped a number of children.	

Improve progress in phonics	Phonics intervention groups and 1:1 teaching to support those not making expected progress.	To ensure that all children make at least expected progress.	Phonics outcomes were broadly in line national, this strategy will continue in 18/19	
Other Approaches	Trip subsidies for all PP children, free school meals, free milk, free clubs and extracurricular activities and uniform purchase assistance.	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.	This has been reviewed for 18/19 and there is now a voucher scheme in place and families can choose to exchange these for clubs or trips or uniform.	
	TA interventions – small group and 1:1 intervention	Small group and 1:1 interventions allow adults to address specific needs	This will continue into 18/19	
	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 18/19	