

Euxton Primrose Hill Primary School Pupil Premium Strategy Statement



1. Summary information					
School	Euxton Primrose Hill Primary School				
Academic Year	2017/18	Total PP budget	£44,000	Date of most recent PP Review	November 2017
Total number of pupils	308	Number of pupils eligible for PP	30	Date for next internal review of this strategy	November 2018

2. Current attainment				
	<i>School (Whole cohort) 2017</i>	<i>Pupils eligible for PP (6 pupils) 2017</i>	<i>Pupils not eligible for PP (national average) 2017</i>	<i>Difference between school PP and national all</i>
% achieving in reading, writing and maths	83	50	67	-17
% in reading	83	50	77	-27
% in writing	90	67	81	-14
% in maths	93	67	80	-13
Average progress in Reading	1.6	2.34	0.33	2.01
Average progress in Writing	1.6	5.53	0.17	5.36
Average progress in Maths	4.7	7.01	0.28	6.73

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Oral language skills in Reception are low. This slows reading and writing progress in subsequent years.
B.	A low number of pupils eligible for PP achieved the higher standard or greater depth measure in reading, writing or maths at KS2.
C.	Maintaining the progress of pupils eligible for PP in KS2.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Punctuality/Attendance rates for pupils eligible for PP than other pupils. This reduces their school hours and causes them to fall behind.
E.	Attendance at extra-curricular activities as a result of potential costs

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Actions</i>	<i>Success Criteria</i>
A.	Improve oral language skills for pupils eligible for PP in EYFS/Year 1 classes	EYFS action plan to enhance oral Literacy and S and L opportunities. Identify pupils to attend 'Chattering Chimps' course, delivered by school family support worker. Time to talk intervention to be utilised in EYFS/Y1 classes. PP pupils targeted and invited to attend extra-curricular phonics club.	Pupils eligible for PP in Reception and KS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress across KS2 for pupils eligible for PP	Pupil progress meetings to detail progress of pupils eligible for PP termly. Provision maps to account for any pupil making less than expected progress. Planning to identify PP pupils so that staff awareness is heightened within all lessons.	Pupils eligible for PP make as much progress as 'other' pupils across key stage two in reading, writing and maths. Where pupils are in danger of falling behind all other pupils, clear provision mapping is in place showing actions to be taken.
C.	Increase in number of pupils eligible for PP attaining the higher standard/greater depth	Y6 being taught by two senior teachers to accelerate progress of all pupils. Pupils eligible for PP targeted to attend AGT English and Maths clubs.	Registers of AGT Maths/Reading clubs show PP pupils attendance. KS2 results show a greater number of pupils eligible for PP achieve the greater depth/higher standard.

D.	Increased attendance rates for pupils eligible for PP	Monitor progress of pupils eligible for PP separately from all other pupils. Review rewards and certificates for attendance.	Attendance figures for pupils eligible for PP are in line with all pupils within the school.
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4. Planned expenditure					
Academic year	2017/18 Pupil Premium Funding £44,000				
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?
Improve oral language skills	Enhanced provision with Literacy (Particularly EYFS) Talk4write training Chattering Chimps programme	Talk4write resource is proven to improve the rates of progress for pupils in Literacy of all abilities. Chattering Chimps programme engages pupils and parents jointly to raise oral interaction through rhythm and rhyme activities.	INSET training to deliver whole school reading technique comprehension. Lesson observations, Learning walks and book scrutiny	HT/DHT/Eng subject leader	Termly during PPM's and through monitoring of teaching and learning
Higher rates of progress across KS2 for pupils eligible for PP	Adopt small steps White Rose Maths materials to develop deeper understanding of mathematical concepts. Adopt whole class reading approach to develop deeper level reading skills. PPM's to track back on all HA PP pupils to ensure on track for expected progress to attain higher standards.	Not all high ability pupils are not attaining the higher standard in core subjects. We want to ensure that all pupils can achieve high attainment in addition to meeting the expected standard. By developing staff in whole school CPD in mastery in Maths and Reading we feel that all staff will have a better understanding as to how this is done.	All staff will have clear targets shared at the beginning of the year. PPM's, lesson observations and work scrutiny will enable monitoring of the implementation of deeper level understanding. PP data tracked separately in order to ensure progress.	Maths Lead/ English Lead/HT	Termly during PPM's and through monitoring of teaching and learning
Total budgeted cost					£1000
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?
Improved progress for high ability pupils eligible for PP.	Termly Pupil Progress Meetings with PP pupil data tracked separately in order to ensure progress is as good as non PP pupils or gap being narrowed.	Regular tracking of pupils means that all staff are accountable for the progress of PP pupils at all times and can address any underachievement of any ability pupil at the earliest opportunity.	Headteacher and Deputy Headteacher will lead the Pupil Progress Meetings and track data at a whole school level. Inclusion Leader to then follow up on any dips in progress and coach staff in addressing issue. Class teacher and TA's will have copy of all Pupil Progress Data and will implement strategies within class in order to ensure that progress is good.	HT/DHT	Termly during Pupil Progress Meetings and at the end of the academic year as part of our pupil premium strategy review
Improved oral skills in reception	Family support worker trained in 'chattering chimps' delivers targeted group for PP pupils and parents. PP pupils targeted for Time to Talk intervention.	Pupils who have missed key steps of oral development require development of rhythm and rhyme activities. Such activities are proven to develop Literacy skills at a much faster rate.	Experienced family support worker employed, who has delivered course in previous family centres and schools. EYFS leader liaising with FSW as to pupils to be targeted. Parents invited into sessions to ensure that learning is applied at home. Pupil progress monitored in Literacy.	FSW and DHT/SENCO	Immediately following completion of the course and then in PPM's termly.
Increased attendance rates for pupils eligible for PP	Devise individual tracking sheet showing PP attendance separate to non PP pupils so that any poor attendance can be addressed at the earliest opportunity.	Evidence clearly shows that good educational performance is linked to good attendance. Disadvantaged pupils often have poorer attendance than other pupils so monitoring this is extremely important. NfER briefing for school leaders identifies addressing attendance as a key step.	Undertake half termly reviews. Include data in regular reporting to parents.	HT/Bursar	Half termly – ensuring that the school's attendance procedures are followed and letters sent home where required.
Total budgeted cost					£500 – Family Support Worker to implement Chattering Chimps course £300 – Rewards for pupils achieving good attendance Total New = £800

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?
To ensure that all pupils' needs are met when families find themselves in crisis	Employ Family Support Worker	A great deal of research (in particular Maslow's hierarchy of needs) makes it clear that, unless pupils' physiological, safety, love/belonging and esteem needs are met then self-actualisation and full potential cannot be met.	As the school expands, increase the hours of a very experienced family support worker with many years of experience working in a children's centre. This will ensure best access to agencies that can offer the correct support at the appropriate times. Regular reviews of performance by HT will ensure this is being implemented effectively.	HT	Ongoing and as part of the Pupil Premium statement review.
To ensure the emotional and social needs of pupils are met at all times	Buttercups Social Group Counselling	A great deal of research (in particular Maslow's hierarchy of needs) makes it clear that, unless pupils' physiological, safety, love/belonging and esteem needs are met then self-actualisation and full potential will not be met.	Pupil progress of pupil attending will be reviewed as part of PP meetings. Social group leader will undertake half termly reviews and provide HT/class teachers with feedback on pupils developments.	Mrs. Jotejko (Social Group Leader) HT	Termly PP meetings. Half termly review by social group leader. Ongoing and as part of the pupil premium statement review.
To ensure that all pupils engage in all curriculum enrichment opportunities	Financial support for educational visits	Much research, e.g. Beecher, M and Sweeny, SM states that the achievement gap is greatly reduced when learning opportunities are strategically blended with a differentiated curriculum with enrichment opportunities.	Track percentages of pupils that participate in curriculum enrichment activities. Contact families directly if pupils have not signed up for activities. Advertise and directly apply financial reductions for eligible pupils.	Mrs. Vost (School bursar)	Ongoing and as part of the pupil premium statement review.
To ensure that all pupils make at least expected progress at all times	TA hours to support vulnerable pupils in all classes	We want to provide support to maintain high attainment in all classes. Small group interventions with high quality feedback has shown to be effective, e.g. Visible Learning by John Hattie and EEF Toolkit.	Regular CPD for TA's that work alongside the class teacher. TA's also responsible for provision map data for pupils falling below expectations and require high quality intervention.	DHT/HT	Termly pupil progress meetings. Half termly IEP/Intervention meetings. Ongoing and as part of the pupil premium statement review.
Total budgeted cost					£44,000

5. Review of expenditure

Previous Academic Year

2016-17 Pupil Premium Funding = £34, 060

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

To ensure that all pupils make at least expected progress at all times	Additional TA hours into all classes	Progress figures in reading (1.6), writing (1.6) and maths (4.7) at the end of KS2 were positive. In particular progress figures for disadvantaged pupils were very good: reading (2.34), writing (5.53) and Maths (7.01). Progress across the vast majority of year groups was strong.	Continue to implement TA hours across school. Ensure that TA's attend all CPD in relation to mastery in reading and maths and are confident in the approaches being applied across the school.	£25,260
To ensure that pupils know how to keep safe at all times	Kidsafe Training	All pupils benefited from high quality Kidsafe programme input and could al state ways of keeping safe in pupil interviews.	Continue with very good practice of kidsafe sessions across all year groups. Supplement this work by working with NSPCC across KS2 classes in addition to KS1 classes last year.	£500
To ensure high attendance for all pupils	Rewards for good attendance	Whole school attendance was at 97.3% – above 97% target for school and well above national average.	The 100% attendance termly attendance awards as well as overall attendance awards continued to work very well. Continue to implement this strategy.	£300
To ensure all pupils make at least expected progress	Provision Map Meetings	Progress figures in reading (1.6), writing (1.6) and maths (4.7) at the end of KS2 were positive. In particular progress figures for disadvantaged pupils were very good: reading (2.34), writing (5.53) and Maths (7.01). Progress across the vast majority of year groups was strong.	Provision map meeting ensure that all pupils who are in danger of not making expected progress are picked up at the earliest opportunity. Setting SMART targets ensures that pupils progress does not become static and progress rates remain high. This system will be continued and PIVATS used to measure small step progress where progress is slow.	£1000

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 ensure all pupils participate in curriculum enrichment opportunities	Educational visits funding for curriculum enrichment	All pupils across school accessed equal share of curriculum enrichment opportunities.	Continue to fund curriculum enrichment opportunities and be proactive in approaching families who are eligible for funding support.	£2000

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
All pupils supported emotionally in times of family crisis	SLA with children's centre for outreach support	Three families who were in crisis benefited from excellent support of family support worker. Several other families accessed the services of the FSW at some stage throughout the year. This enabled pupils needs to be met that would have otherwise negatively impacted on achievement in school.	Due to several families reaching crisis point last year and with the school growing in pupil numbers, it is felt that school would benefit from employing own family support worker.	£2500

All pupils emotional and social needs met at all times	Social Group	Throughout the year 14 pupils accessed social group (several PP pupils). The group reduced behavioural incidents for two pupils and enabled other pupils to make expected progress in class.	Continue to provide this facility as there is a clear need for pupils who require additional emotional and social support. The system needs to be improved by undertaking half termly reviews of pupil progress and ensuring exit strategies and review procedures are clearly in place. Pupils attending social group also require individual reviews as part of Pupil Progress meetings.	£2500
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