

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Ecton Brook Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£277,200	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	615	<b>Number of pupils eligible for PP</b>	210	<b>Date for next internal review of this strategy</b>	Jan 2017

2. Current attainment at KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>National average for all pupils</i>
<b>% achieving expected level in reading, writing and maths</b>	66%	53%
<b>% achieving expected level in reading</b>	71%	66%
<b>% achieving expected level in Writing</b>	87%	74%
<b>% achieving expected level in Maths</b>	74%	70%
<b>Reading Progress Score</b>	-1.02	
<b>Writing Progress Score</b>	4.53	
<b>Maths Progress Score</b>	-0.70	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	When children enter reception year a significant percentage of children have EYFS baseline scores which are well below national baseline scores, particularly in Speaking, Listening & Attention and Reading.
<b>B.</b>	At the end of KS1 in 2015/2016 pupils who are eligible for PP did not make as much progress as PP pupils nationally.
<b>C.</b>	At Y1 phonics screening check the percentage of PP pupils (68%) attaining expected standard is slightly lower than national PP pupils (70%)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	A significant percentage of pupils in the school who are eligible for PP require a high level of additional pastoral support in order to access learning. This includes support with attendance and safeguarding

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children who enter the school in Reception year with Speaking and Listening & Attention skills which are well below national expectations will reach age related expectations by the end of the year.	The majority of children, including PP children, will make rapid progress and reach age related expectations by the end of Reception year.
<b>B.</b>	Higher rates of progress and attainment across KS1 in reading, writing and maths for pupils who are eligible for PP	End of KS1 data to demonstrate that the majority of pupils in KS1 who are eligible for PP make rapid progress and have attainment in line with national PP children. Increased numbers of children receiving support from outside agencies.
<b>C.</b>	Pupils who are eligible for PP achieving at least in line with national PP children in Year 1 phonics screening.	2016/17 Year 1 phonic data for all pupils eligible for PP to show improved outcomes in December, March and at end of year.
<b>D.</b>	PP children and their families to have adequate Family Worker & Learning Mentor support to ensure pupils have increased opportunities to successfully access school and the curriculum. Develop Higher levels of emotional wellbeing in those children eligible for PP.	Improved attendance for pupils eligible for PP. Reduction in number of recorded behaviour incidents. PASS (pupil attitude to school data) to show increased impact of FW support of children. Additional FW to be employed. Additional Early Help support for families.

5. Planned expenditure					
Academic year	2016/17				
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?
<b>A. Children who enter the school in Reception year with Speaking and Listening &amp; Attention skills which are well below national expectations will reach age related expectations by the end of the year.</b>	<ul style="list-style-type: none"> <li>Welcomm Screening for every child entering reception year followed by intervention as appropriate. This is part of commissioned Speech &amp; Language support.</li> </ul>	<p>This will ensure early identification of those children whose speech and language skills are underdeveloped. Evidence from prior years indicates that a targeted approach to improving outcomes for those children will have a long term effect on children's ability to access reading and writing as they progress through the school.</p> <p>Evidence sourced from Sutton Trust fully supports schools in drawing a percentage of the cost of whole school interventions from Pupil Premium funding.</p>	<ul style="list-style-type: none"> <li>Commissioned Speech &amp; Language therapist will deliver training to two key members of staff.</li> <li>Trained Speech and Language staff member on each campus of the school will carry out baseline Welcomm assessment at the end of September 2016.</li> <li>Children with identified needs will be targeted either through group intervention or further referral to Speech &amp; Language therapy service.</li> <li>Progress will be monitored through data tracking in February and June 2017.</li> </ul>	L Hyslop (Deputy Head)	December 2016 February 2017 June 2017
<b>B. Higher rates of progress and attainment across KS1 in reading, writing and maths for pupils who are eligible for PP</b>	<ul style="list-style-type: none"> <li>Maths specialist commissioned</li> <li>Kinetic Letters training</li> <li>Drama for Writing specialist</li> <li>Staff training around high quality feedback &amp; AFL</li> </ul>	<p>Support strategies suggested by the maths and drama specialists have shown impact in KS2 in previous years. The specialists work closely with other in leaders in education to ensure that strategies and methods support current national recommendations.</p> <p>Kinetic letters has shown impact in enabling children build core strength and present writing accurately thus meeting the criteria of the KS1 interim assessments.</p>	<ul style="list-style-type: none"> <li>Termly NPAT (academy) moderation of children's work with senior leaders and teachers</li> <li>Termly Book Looks by Senior Leadership</li> <li>Weekly progress updates to team leader during PPA sessions.</li> <li>Termly Pupil Progress meetings with senior leaders and gaps identified</li> </ul>	Head & Deputy Head teachers  Team Leader	Ongoing
	<ul style="list-style-type: none"> <li>Senior leader allocated to Year 1 &amp; 2 team to training as County KS1 moderator</li> </ul>	<p>The school wishes to ensure that all staff are trained to deliver high quality feedback which will enable pupils to take ownership of their learning and move their learning forward independently.</p> <p>A trained moderator in the team will ensure that standards are met and that the progress of pupils who are eligible for PP are a focus group for all staff.</p>	<ul style="list-style-type: none"> <li>Planning scrutinised for evidence of appropriate differentiation</li> <li>Governor monitoring</li> </ul>		

<p><b>C. Pupils who are eligible for PP achieving at least in line with national PP children in Year 1 phonics screening.</b></p>	<ul style="list-style-type: none"> <li>•INSET training in phonics for all KS1 teaching assistants</li> <li>•Re visit phonic training throughout the year</li> <li>•Senior leader allocated to Year 1 &amp; 2 team to training as County KS1 moderator</li> </ul>	<p>The school wishes to ensure that there is a consistent approach to teaching phonics and that every member of staff is trained to be using the same language when it comes to working with children in their reading and writing.</p>	<ul style="list-style-type: none"> <li>•Learning walks by senior leaders</li> <li>•Observations</li> <li>•NPAT (academy) shared good practice</li> <li>•Training sessions planned in throughout the year for groups of staff</li> <li>•Governor monitoring</li> </ul>	<p>Head &amp; Deputy Head teachers</p> <p>Team Leader</p> <p>Phonics co-ordinator</p>	
<p><b>D. PP children and their families to have adequate Family Worker &amp; Learning Mentor support to ensure pupils have increased opportunities to successfully access school and the curriculum.</b></p> <p><b>Develop Higher levels of emotional wellbeing in those children eligible for PP.</b></p>	<ul style="list-style-type: none"> <li>•Additional FW employed meaning the school has four FW.</li> <li>• CPD for FW (attachment disorder/ protective behaviours/My Concern</li> <li>•My Concern centralised County safeguarding online system</li> <li>•Increased support for families through Early Help</li> </ul>	<p>The school recognises that raising attainment for many children in the school begins with their 'readiness for learning' A number of external factors which are particular to the school's catchment area mean that many children and families within the school require additional support with accessing learning. These factors may include finance, housing, deprivation, English as an additional language, migration, behaviour, safeguarding or attendance.</p>	<ul style="list-style-type: none"> <li>•PASS (Pupil attitudes to school survey) carried out for all pupils from Year 2 upwards.</li> <li>•Intervention groups based on results of PASS</li> <li>•PASS retests to show impact of interventions</li> <li>•Monitoring of provision offered by FW</li> <li>•Termly feedback meetings</li> <li>•Weekly safeguarding meetings</li> <li>•Pupil Voice/Parent voice</li> <li>•Governor monitoring</li> </ul>		

## 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?
<p><b>A. Children who enter the school in Reception year with Speaking and Listening &amp; Attention skills which are well below national expectations will reach age related expectations by the end of the year.</b></p>	<ul style="list-style-type: none"> <li>•1:1 and small group intervention using Black Sheep Press, Chataway &amp; Time for Talk</li> <li>•Educational Psychologist and Occupational Therapist commissioned weekly.</li> <li>•Speech &amp; Language Therapist commissioned termly.</li> </ul>	<p>Some pupils require additional targeted support in order to catch up.</p> <p>Some pupils may need an additional referral to a commissioned outside agency to support their specific needs. Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet those needs. This also provides parents with strategies to support with at home.</p> <p>Sutton Trust EEF Toolkit suggests that Early Years intervention has very high impact.</p>	<ul style="list-style-type: none"> <li>•HLTA trained in S&amp;L to provide and track intervention.</li> <li>•Inclusion Leader to oversee and provide Senior Leaders with feedback.</li> <li>•Inclusion Leader to liaise with teachers and meet weekly with EP &amp; OT to discuss individuals.</li> <li>•Inclusion Leader to meet with parents as appropriate.</li> </ul>	<p>Inclusion Leader</p>	<p>January 2017 April 2017 July 2017</p>
<p><b>B. Higher rates of progress and attainment across KS1 in reading, writing and maths for pupils who are eligible for PP</b></p>	<ul style="list-style-type: none"> <li>•1:1 and small group intervention provided by additional HLTA who is allocated specifically to improving attainment and progress for children who are eligible for PP.</li> <li>•Educational Psychologist and Occupational Therapist commissioned weekly</li> <li>•Switched on Reading Intervention</li> </ul>	<p>Based on Sutton Trust, children benefit from additional support in class rather than being withdrawn. HLTA will provide children with additional small targets which the child will be supported in, within their class work. Children will be able to self-assess against whether they have met their small targets. This will give children ownership of their learning.</p> <p>Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet those needs. This also provides parents with strategies to support with at home.</p> <p>Some pupils need targeted support to catch up. Switched on is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<ul style="list-style-type: none"> <li>•HLTA inset training.</li> <li>•Senior Leaders to liaise with class teacher to discuss impact of intervention</li> <li>•Book Looks</li> <li>•Learning Walks</li> <li>•Pupil Progress Meetings</li> <li>•Switched on Reading baseline and tracking</li> </ul>	<p>Head &amp; Deputy Head teachers</p>	<p>January 2017 April 2017 July 2017</p>

<p><b>C. Pupils who are eligible for PP achieving at least in line with national PP children in Year 1 phonics screening</b></p>	<ul style="list-style-type: none"> <li>•1:1 and small group intervention (precision teaching) provided by additional HLTA who is allocated specifically to improving attainment and progress for children who are eligible for PP.</li> <li>•Educational Psychologist commissioned</li> <li>•Speech &amp; Language Therapist commissioned and targeted support delivered by trained HLTA</li> </ul>	<p>Some pupils require additional overlearning in order to catch up. The EEF toolkit suggests that PP children benefit from good quality programmes taught by well trained practitioners.</p> <p>HLTAs INSET training will ensure that pupils are being provided with a range of high quality Kinesthetic, oral and auditory strategies to improve learning in phonics. Precision teaching is a programme which has been recommended by the Educational Psychology Service to support individual children's learning.</p> <p>Black Sheep Press is a programme recommended by Speech &amp; Language Therapy Service.</p>	<ul style="list-style-type: none"> <li>•HLTA inset training</li> <li>•Senior Leaders to liaise with class teacher to discuss impact of intervention</li> <li>•Pupil Progress Meetings</li> <li>•Weekly liaison with EP</li> <li>•Termly review of targets and progress with HLTAs</li> </ul>	<p>Head &amp; Deputy Head teachers</p>	<p>January 2017 April 2017 July 2017</p>
<p><b>D. PP children and their families to have adequate Family Worker &amp; Learning Mentor support to ensure pupils have increased opportunities to successfully access school and the curriculum.</b></p> <p><b>Develop Higher levels of emotional wellbeing in those children eligible for PP.</b></p>	<ul style="list-style-type: none"> <li>•1:1 support for pupils on a drop in basis</li> <li>•1:1 support for pupils around attachment, protective behaviours, anger management, friendships and behaviour.</li> <li>•Group support for pupils to improve attitudes to school</li> <li>•Family Support through Early Help assessments.</li> <li>•Family Support around safeguarding</li> <li>•JOGO commissioned support with attendance</li> </ul>	<p>All pupils, including those entitled to PP, from Year 2 upwards take part in PASS. (Pupil Attitudes to school survey) This is a tried and tested online survey which identifies strengths and weaknesses in pupils' attitudes to school.</p> <p>Data from this test is used to create groups for group intervention with the Learning Mentor and Family Workers and also those children who may need additional 1:1 support in order to overcome their barriers to learning.</p> <p>Early Help Assessments are a recognised means of pulling agencies together to support families.</p> <p>The EFF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.</p>	<ul style="list-style-type: none"> <li>•CPD for Family Workers and Learning Mentor</li> <li>•Support materials reviewed regularly</li> <li>•PASS survey baseline score and retests following interventions</li> <li>•Weekly FW &amp; Senior Leadership meetings to share concerns/interventions</li> <li>•Regular safeguarding training and reviews for Designated Safeguarding Officers</li> <li>•Number of recorded behaviour sanctions for individuals monitored</li> </ul>	<p>Family Workers</p> <p>Behaviour Support</p> <p>School Leaders</p>	<p>January 2017 April 2017 July 2017</p>



6. Review of expenditure				
Previous Academic Year		2015/16		
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
<p><b>Most children eligible for PP in KS2 to make expected progress in reading writing and maths</b></p> <p><b>Improved handwriting skills in KS1</b></p>	<ul style="list-style-type: none"> <li>•Maths specialist commissioned</li> <li>•Drama for Writing specialist commissioned</li> <li>•Commissioned support</li> <li>•Kinetic Letters training for all teaching staff</li> </ul>	<p>Achieved. RAISEonline data shows that children who are eligible for PP in KS2 left Year 6 with results in Reading, writing and maths that were higher than the same children nationally</p>	Continue to develop further with a focus on KS1	£2,880
		<p>A greater number of pupils have been supported in their learning through expert advice and strategies.</p>	Continue to commission external agencies	£2,880
		<p>A greater number of children are meeting KS1 expectations for handwriting.</p>	Ensure new staff to the school receive training	£19,085
				£1175
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
<p><b>•Most children eligible for PP in KS2 to make expected progress in reading writing and maths</b></p> <p><b>•PP children and their families to have adequate Family Worker &amp; Learning Mentor support to ensure pupils have increased opportunities to successfully access school and the curriculum. Develop Higher levels of emotional wellbeing in children entitled to PP</b></p>	<ul style="list-style-type: none"> <li>•Booster groups in writing and maths after school</li> <li>•1:1 teaching by qualified teacher and 3 HLTA s</li> <li>•PASS (Pupil Attitudes to School Survey)</li> <li>•Group and 1:1 intervention offered over a number of different areas</li> <li>•Before and After school clubs</li> <li>•Breakfast and nurture groups</li> </ul>	<p>Achieved. RAISEonline data shows that children who are eligible for PP in KS2 left Year 6 with results in Reading, writing and maths that were higher than the same children nationally.</p>	1:1 teaching had good impact and is something that will be developed further this year in KS1.	£9,925
		<p>Most children who were retested following an Intervention showed a significant increase in scores.</p>	Continue with this approach. In 2015/16 all year groups in the school were tested. In 2016/17 only children from year 2 upwards to be tested. It was felt that the younger children struggled with understanding the test and that the results were less reliable.	£34,056
		<p>An increased number of children and families were supported. Children's' readiness for learning increased.</p>	Continue with and extend this provision.	£19,085
				£81,300
				£106,605

### 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
<p><b>Develop higher levels of emotional wellbeing in pupils entitled to PP</b>  <b>Develop resilience and a Growth Mindset attitude where pupils are aware of their own potential.</b></p>	<ul style="list-style-type: none"> <li>•Subsidised residential trips</li> <li>•Forest School provision</li> <li>•Out of school activities</li> <li>•Free School Meals</li> </ul> <p>Service Level Agreement</p>	<p>Good impact. Pupil and parent voice suggest that all of the listed provisions developed confidence in learners.</p> <p>Learners were given opportunities that were equal to other children.</p> <p>Teachers and parents report that pupils developed social skills and higher self-esteem which was visible in class work including whole class discussion and group project work. Pupils had a greater 'I can' attitude.</p>	<p>Continue with approaches.</p> <p>Develop additional means of measuring impact.</p>	<p>£9,240</p> <p>£600</p> <p>£9,200</p> <p>£50,709</p>

### 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)