

Pupil premium strategy statement (primary)

1. Summary information Please note all finalised costings will be added to this document end November 2017 post audit					
School	Ecton Brook Primary School				
Academic Year	2017/18	Total PP budget		Date of most recent PP Review	Sep 2017
Total number of pupils	604	Number of pupils eligible for PP	217	Date for next internal review of this strategy	Jan 2018

2. Current attainment at KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>National average for all pupils</i>
% achieving expected level in reading, writing and maths	43%	61%
% achieving expected level in reading	52%	71%
% achieving expected level in Writing	88%	76%
% achieving expected level in Maths	60%	75%
Reading Progress Score KS1 – KS2	-2 below national	
Writing Progress Score KS1 – KS2	2.2 sig above national	
Maths Progress Score KS1 - KS2	-1 in line with national	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	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.	A significant percentage of pupils in the school (1 in 6) who are eligible for PP require a high level of additional pastoral support in order to access learning. This includes pupils attaining at a deeper level.
C.	There is high mobility within the school largely due to factors affecting family housing.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	PP children within the school have lower attendance rates and rates of lateness than non PP children.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	<ul style="list-style-type: none"> The majority of children, including PP children, will make rapid progress and reach age related expectations by the end of Reception year.
B.	<p>All PP pupils including 'new to school' pupils who are eligible for PP achieving at least in line with national PP children by the end of KS2.</p> <p>All pupils with additional needs including SEN and EAL are identified and supported both by school and by external agencies in order that they make good progress.</p>	<ul style="list-style-type: none"> Evidence that children who have joined the school have had baseline assessments carried out in all areas including PASS. Evidence that 'gaps' in PP children's learning have been identified, and that those 'gaps' have been targeted through 1:1 or small group support. Evidence that all children have access to quality teaching which is supported, through training, by external specialists. Evidence of the involvement of outside agencies and evidence of this involvement informing a targeted approach to meeting children's needs. Evidence that all new to school children have an initial home visit from a school Family Worker in order that potential home/emotional barriers can be identified and supported.
C.	<p>Those pupils identified as needing additional pastoral support in order to be 'ready for learning' will be supported through nurture interventions, Early Help, Child in Need, PASS (Pupil Attitudes to School) to be used to support this.</p> <p>Looked After Children will have their pastoral needs identified through the PEP process and will have access to the appropriate resources.</p>	<ul style="list-style-type: none"> Evidence of identification of vulnerable pupils through the use of PASS (Pupil Attitudes to School) and Family Worker Support. Evidence of the use of 1:1 and group support improving opportunities for readiness for learning and increased attainment. Evidence of the impact of interventions. (PASS retest, Boxall)
D.	PP children and their families to have adequate Family Worker & Learning Mentor support to improve levels of attendance, including access to a breakfast club.	<ul style="list-style-type: none"> Improved attendance for pupils eligible for PP. Reduction in number of recorded 'lates' Evidence of PP children with poor attendance being offered/attending breakfast club. Evidence of attendance being targeted through Early Help.

5. Planned expenditure

Academic year

2017/18

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?
A. 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.	<ul style="list-style-type: none"> •Welcomm Screening for every child entering reception year followed by targeted small group or 1:1 intervention as appropriate. Commissioned Speech & Language support. 	<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"> •Commissioned Speech & Language therapist will update and provide continued training for two key members of staff. •Trained Speech and Language staff member on each campus of the school will carry out baseline Welcomm assessment at the end of September 2017. •Children with identified needs will be targeted either through group intervention or further referral to Speech & Language therapy service. •Progress will be monitored through data tracking in February and June 2018. 	L Hyslop (Deputy Head)	December 2017 February 2018 June 2018
B. Increased rates of progress and attainment by the end of KS2 in reading, writing and maths for pupils who are eligible for PP	<ul style="list-style-type: none"> •Maths specialist commissioned •Kinetic Letters training •Drama for Writing/Reading specialist •Art specialist 	<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"> •Termly NPAT (academy) moderation of children's work with senior leaders and teachers •Termly 'Book Looks' by Senior Leadership •Weekly progress updates to team leader during PPA sessions. •Termly Pupil Progress meetings with senior leaders and gaps identified 	Head & Deputy Head teachers Team Leader	Ongoing

	<ul style="list-style-type: none"> •Senior leader allocated to Year 1 & 2 team - County KS1 moderator 	<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"> •Planning scrutinised for evidence of appropriate differentiation •Governor monitoring 	Head & Deputy Head teachers	Ongoing
<p>C. Those pupils identified as needing additional pastoral support in order to be 'ready for learning' will be supported through nurture interventions, Early Help, Child in Need, PASS (Pupil Attitudes to School) to be used to support this.</p> <p>Looked After Children will have their pastoral needs identified through the PEP process and will have access to the appropriate resources.</p>	<ul style="list-style-type: none"> • Three Family Support Workers working across the two school sites • PASS (Pupil attitudes to school survey) carried out for all pupils in KS2 • CPD for FW (attachment disorder/ protective behaviours/My Concern • My Concern centralised County safeguarding online system • Increased support for families through Early Help 	<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"> •Intervention groups monitored •PASS retests to show impact of interventions •Monitoring of provision offered by FW •Termly feedback meetings •Weekly safeguarding meetings •Pupil Voice/Parent voice •Governor monitoring 	Head & Deputy Head teachers	Ongoing
<p>D. PP children and their families to have adequate Family Worker & Learning Mentor support to improve levels of attendance, including access to a breakfast club.</p>	<ul style="list-style-type: none"> • Breakfast Club by invitation for PP pupils 	<p>Evidence of previous years shows that attendance improves when children have the opportunity to attend breakfast club. This is also a time when children have the opportunity for additional nurture support which in turn improves readiness for school.</p>	<ul style="list-style-type: none"> • Regular leadership drop ins • Half termly feedback meetings • Monitoring of attendance 	Head & Deputy Head teachers	Ongoing

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?
A. 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.	<ul style="list-style-type: none"> •1:1 and small group intervention using Black Sheep Press, Chataway & Time for Talk •Educational Psychologist and Occupational Therapist commissioned weekly. •Speech & Language Therapist commissioned termly. 	<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"> •HLTA trained in S&L to provide and track intervention. •Inclusion Leader to oversee and provide Senior Leaders with feedback. •Inclusion Leader to liaise with teachers and meet weekly with EP & OT to discuss individuals. •Inclusion Leader to meet with parents as appropriate. 	Inclusion Leader	<p>January 2018</p> <p>April 2018</p> <p>July 2018</p>
B. Increased rates of progress and attainment by the end of KS2 in reading, writing and maths for pupils who are eligible for PP	<ul style="list-style-type: none"> •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. •Educational Psychologist and Occupational Therapist commissioned weekly •Speech & Language Therapist commissioned and targeted support delivered by trained HLTA •Switched on Reading Intervention 	<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"> •HLTA inset training. •Senior Leaders to liaise with class teacher to discuss impact of intervention •Book Looks •Learning Walks •Pupil Progress Meetings •Switched on Reading baseline and tracking 	Head & Deputy Head teachers	<p>January 2018</p> <p>April 2018</p> <p>July 2018</p>

<p>C. Those pupils identified as needing additional pastoral support in order to be 'ready for learning' will be supported through nurture interventions, Early Help, Child in Need, PASS (Pupil Attitudes to School) to be used to support this. Looked After Children will have their pastoral needs identified through the PEP process and will have access to the appropriate resources.</p>	<ul style="list-style-type: none"> •1:1 support for pupils on a drop in basis •1:1 support for pupils around attachment, protective behaviours, anger management, friendships and behaviour. •Group support for pupils to improve attitudes to school •Family Support through Early Help assessments. •Family Support around safeguarding 	<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"> •CPD for Family Workers and Learning Mentor •Support materials reviewed regularly •PASS survey baseline score and retests following interventions •Weekly FW & Senior Leadership meetings to share concerns/interventions •Regular safeguarding training and reviews for Designated Safeguarding Officers •Number of recorded behaviour sanctions for individuals monitored 	<p>Family Workers</p> <p>Behaviour Support</p> <p>School Leaders</p>	<p>January 2018 April 2018 July 2018</p>
<p>D. PP children and their families to have adequate Family Worker & Learning Mentor support to improve levels of attendance, including access to a breakfast club.</p>	<ul style="list-style-type: none"> •JOGO commissioned support with attendance for families on a 1:1 basis .Early Help assessments to support individual families with attendance 	<p>Targeted approach to supporting families with a number of external issues including housing, health and finance.</p>	<ul style="list-style-type: none"> • Regular Early Help meetings. • Termly feedback meetings to senior leaders and Governors 	<p>Family Workers</p> <p>Behaviour Support</p> <p>School Leaders</p>	<p>ongoing</p>

6. 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
<p>A. 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.</p> <p>B. Higher rates of progress and attainment across KS1 in reading, writing and maths for pupils who are eligible for PP</p> <p>C. Pupils who are eligible for PP achieving at least in line with national PP children in Year 1 phonics screening.</p> <p>D. 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.</p>	<ul style="list-style-type: none"> • Welcomm Screening for every child entering reception year followed by intervention as appropriate. This is part of commissioned Speech & Language support. • Maths specialist commissioned • Kinetic Letters training • Drama for Writing specialist • Staff training around high quality feedback & AFL • Senior leader allocated to Year 1 & 2 team to training as County KS1 moderator • INSET training in phonics for all KS1 teaching assistants • Re visit phonic training throughout the year • Senior leader allocated to Year 1 & 2 team to training as County KS1 moderator • Additional FW employed meaning the school has four FW. • CPD for FW (attachment disorder/ protective behaviours/My Concern • My Concern centralised County safeguarding online system • Increased support for families through Early Help 	<p>A. The majority of children reached expectations in Welcomm Screening.</p> <p>B. At the end of KS1 the gap between PP pupils' attainment and others attainment closed by 3.2% in Reading, 5.8% in writing and 19.2% in maths. The use of commissioned external agencies ensured quick, clear identification of children's needs and supported with targeted interventions to meet those needs. Staff training ensured consistency.</p> <p>C. The gap between PP children and non PP children achieving in year 1 phonics closed by 28.8% (Gap was 38.1% Dec 2016 and 9.3% July 2017) 12 children joined the Y1 cohort mid year and 8 of those were PP.</p> <p>D. 164 families and young people were supported at Level 1,2,3,4 Thresholds and Pathways by the four Family Workers within the school. The emotional needs of children within school were identified and targeted through a number of recognised interventions.</p>	<ul style="list-style-type: none"> • Continue to develop further • Continue to commission external agencies • Continue with high quality external training providers • Ensure new staff to the school receive training related to targeted interventions • Continue with focussed approach to phonics • Continue to use strategies such as PASS (Pupil Attitudes to School) to identify children who require additional emotional support. • Continue to support families through Thresholds and Pathways 	

ii. Targeted support 2016/2017

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>A. 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.</p> <p>B. Higher rates of progress and attainment across KS1 in reading, writing and maths for pupils who are eligible for PP</p> <p>C. Pupils who are eligible for PP achieving at least in line with national PP children in Year 1 phonics screening</p> <p>D. 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.</p>	<ul style="list-style-type: none"> •1:1 and small group intervention using Black Sheep Press, Chataway & Time for Talk •Educational Psychologist and Occupational Therapist commissioned weekly. •Speech & Language Therapist commissioned termly. <ul style="list-style-type: none"> •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. •Educational Psychologist and Occupational Therapist commissioned weekly •Switched on Reading Intervention <ul style="list-style-type: none"> •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. •Educational Psychologist commissioned •Speech & Language Therapist commissioned and targeted support delivered by trained HLTA <ul style="list-style-type: none"> 1:1 support for pupils on a drop in basis •1:1 support for pupils around attachment, protective behaviours, anger management, friendships and behaviour. •Group support for pupils to improve attitudes to school (PASS) •Family Support through Early Help assessment 	<p>All children achieved age related expectations on the Welcomm screen and intervention.</p> <p>Children who required additional support were identified through Pupil Progress Meetings and commissioned assessments took place on a weekly basis. This informed Individual Education Plans.</p> <p>PP 1:1 teaching enabled teachers to liaise with support staff and ensure that teaching was tailored to individual needs. 'Gaps' in learning were successfully plugged. Learning walks and conversations with those children in conjunction with their class work supported the impact of this approach.</p> <p>Phonics successfully supported by small groupings working on specific targets.</p> <p>Good impact. Pupil and parent voice suggest that all of the listed provisions developed confidence in learners. Learners were given opportunities that were equal to other children. 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>1:1 teaching had good impact and is something that will be developed further this year in KS2.</p> <p>Develop further in KS2 – particularly reading intervention such as Switched on.</p> <p>Continue with this approach. In 2016/17 all year groups in KS2 used PASS (Pupil Attitudes to School Survey) in order to show a baseline of their 'Readiness for Learning'. Children who required intervention were identified and provision put in place.</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