



Pupil premium strategy statement: 2019/20

Written April 2019

Monitoring Governor: Mrs C Trim

1. Summary information					
School	Eastington Primary School				
Academic Year	2019/20	Total PP budget	£11,880	Date of most recent PP Strategy Review	April 2019
Total number of pupils	140	Number of pupils eligible for PP	9	Date for next internal review of this strategy	July/August 2019/April 2020

2. Attainment			
Attainment for Y6 : 2018-2019: 1 pupil with PP in this cohort	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national)</i>	<i>Overall (School/national average)</i>
% achieving expected standard or above in reading, writing and maths	100%	51%	Sch 75% / Nat 65%
% achieving expected standard or above in reading	100%	80% 2018	Sch 90% / Nat 73%
% achieving expected standard or above in writing	100%	83% 2018	Sch 80% / Nat 78%
% achieving expected standard or above in maths	100%	81% 2018	Sch 95% / Nat 79%

2. Attainment			
Attainment for Y2 : 2018-2019: 0 pupil with PP in this cohort	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national)</i>	<i>Overall (School/national average)</i>
% achieving expected standard or above in reading	-%	79% 2018	Sch 66%/ Nat 75% 2018
% achieving expected standard or above in writing	-%	74% 2018	Sch 67%/ Nat 70% 2018
% achieving expected standard or above in maths	-%	80% 2018	Sch 67%/Nat 76% 2018

2. Attainment			
Attainment for Phonic screening : 2018-2019 : 2 pupils in Y1 cohort, 0 in Y2 cohort	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national)</i>	<i>Overall (School/national average)</i>
% achieving the pass mark for Y1 phonic screening	50%	85% 2018	85%/83% 2018
% achieving the pass mark by end of Y2 phonic screening	-%		95%/92% 2018

2. Current attainment		
Attainment for PP pupil group: July 2019: 9 pupils in Y1-Y6 on site	<i>Pupils eligible for PP (our school)</i>	<i>Other pupils not eligible for PP (school average)</i>
% achieving WA/GD in mathematics	78%	79%
% achieving WA/GD in reading	78%	83%
% achieving WA/GD in writing	77%	76%

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.	Social and emotional issues	
B.	Poor academic skills at present – Some PP children are not meeting the expected standard for their age in some subjects	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Challenging family situations which impact on pupils at times	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> Children are able to discuss their concerns and worries which may impact on their learning and well-being. Children feel safe and happy in school and know what to do if they feel unsure about any aspect of school life Interventions are used effectively to develop social skills and communication, children are able to utilise the benefits of these on a day to day basis throughout their learning Children are given opportunities to develop language and communication skills Confidence is built, enabling children to articulate thoughts, feelings and ideas with increased clarity and expression. 	<ul style="list-style-type: none"> Pupil voice will show that children are safe and happy and know who to talk to when they have concerns Teaching staff and parents can report that their children feel safe and happy Interventions are recorded and monitored by teaching staff to ensure any targets set relating to the child's social, emotional and mental health (eg in a My Plan, TAF or PEP) are met Teaching staff will report that children's speech, language and communication skills are in line with their age related expectation or intervention is supporting improvement Assessments carried out by teaching staff (through observation etc) report that children are able to articulate thoughts, feelings and ideas
B.	<ul style="list-style-type: none"> Children reach their school based targets through personalised planned programmes of study Children enjoy learning experience both in and out of the classroom which deepen knowledge and understanding and foster a love of learning Children have strong foundations in reading, writing and mathematics which equip them for each stage in their learning journey 	<ul style="list-style-type: none"> Internal data shows that children are meeting their progress targets throughout the year (discussed and actioned in Narrowing the Gap meetings 3 times a year) and provision is put in place to close any gaps Interventions are recorded and monitored by teaching staff to ensure targets set in My Plan, TAF or PEP are being met Pupil voice shows that children are positive about learning
C.	<ul style="list-style-type: none"> Families are able to access any support needed through excellent relationships with teaching staff Families are engaged and feel part of their child's learning journey Attendance is closely monitored and support offered to families when an issue arises Children are able to attend school without worry or concern and are able to access a wealth of activities and opportunities offered by the school 	<ul style="list-style-type: none"> Families report that they feel supported Teaching staff report that families are engaged with their children's learning, comments on My Plans and provision shows the engagement of parents Attendance for identified children improves/remains in line with expected Attendance at extra-curricular activities is encouraged and children are taking part in all activities available

C. Planned expenditure					
Academic year	2019/20				
i. Quality first 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?
<ul style="list-style-type: none"> Children are able to discuss their concerns and worries which may impact on their learning and well-being. Children feel safe and happy in school and know what to do if they feel unsure about any aspect of school life 	Teaching staff provide guidance and support for children who are experiencing difficulties in and out of the classroom	Positive relationships with teaching staff are proven to benefit children, a deeper knowledge of the child is also gained	Monitoring by SENCo & Inclusion co-ordinator in pupil conferencing/NtG meetings	SENCo	Spring 2020
<ul style="list-style-type: none"> Children reach their school based targets through personalised planned programmes of study 	Quality First Teach is targeted at vulnerable children Additional Teaching Assistant support is provided in all classes Assessment for Learning is used to effectively plan learning experiences	EEF evidences the positive impact of QFT (enabled sometimes through the additional adult being in the classroom) and personalised learning EEF documents the very positive impact of effective use of AfL	Effective use and monitoring of the schools marking policy	English/ Maths subject leads/HT	Spring 2020
<ul style="list-style-type: none"> Children enjoy learning experience both in and out of the classroom which deepen knowledge and understanding and foster a love of learning 	Teaching staff plan interesting and exciting opportunities to further engage children using all the resources available in the locality, including a cross-curricular approach to learning to enhance engagement eg topic based like The Romans/Egyptians	If children are engaged in their learning they will achieve their potential	Monitoring of planning Observations Book looks	Subject leaders/H T	Spring 2020

<ul style="list-style-type: none"> Families are able to access any support needed through excellent relationships with teaching staff Families are engaged and feel part of their child's learning journey Attendance is closely monitored and support offered to families when an issue arises 	<p>Teaching staff/SENCo hold regular meetings/structured conversations with identified families to establish support needs and signpost them to the appropriate support with outside agencies if appropriate eg Family First Plus</p> <p>The attendance officer monitors attendance and informs the HT if there are concerns. Support is offered to families who may have a need</p>	<p>When families are engaged with their children's learning they are more likely to be engaged too, this results in enhance learning experiences and therefore achievement in all areas of learning</p>	<p>Record of meetings kept in children's files and any concerns raised with Safeguarding Lead if appropriate</p> <p>Monitored and discussed at staff meetings with teaching staff</p>	<p>HT</p>	<p>Spring 2020</p>
<p>Teaching staff time for meetings £600 (£200/day: 3 day supply for NtG meetings) Subject Leaders time for book scrutiny/obs/conferencing £1200 (£200/day: 6 day supply maths/Eng subject leaders) SENCo & Inclusion Leader time for meetings/pupil conferencing £2600 (£200/day: 3 days NtG meetings, 10 days conferencing/meeting staff/ leading SM training, My Plan development for specific children, liaising with parents/other agencies)</p> <p>£4200</p>					
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<ul style="list-style-type: none"> Interventions are used effectively to develop social skills and communication, children are able to utilise the benefits of these on a day to day basis throughout their learning Children are given opportunities to develop language and communication skills Confidence is built, enabling children to articulate thoughts, feelings and ideas with increased clarity and expression. 	<p>Bespoke interventions put in place following either notification of needs and concerns in line with SEN Policy or identification at Narrowing the Gap meetings between HT/SENCo/Class teachers</p> <p>Commonly used resources include the Feelings Artbook, 'What to do when you worry too much' and advice from ATS in relation to SEMH needs is followed</p> <p>The school has access to the speech and language therapy service who offer advice and resources relating to developing language and communication skills</p> <p>Specific support from a sports coach to enhance self-esteem</p>	<p>Recommended resources from the Children and Young People's Service, the Advisory Teaching Service and the Speech and Language Therapy service</p>	<p>Monitoring forms for interventions are completed and reviewed weekly by the CT and overseen by the SENCo & Inclusion Leader</p>	<p>Class teachers SENCo & Inclusion Leader</p>	<p>Spring 2020</p>
<ul style="list-style-type: none"> Children have strong foundations in reading, writing and mathematics which equip them for each stage in their learning journey 	<p>Pre and post teaching based on well informed AfL</p> <p>Focussed small group interventions to meet specific identified need, based on outcomes identified in Narrowing the Gap meetings.</p> <p>One to one tuition/small group tuition by support staff. Children are removed from class and given intensive support, for short, regular sessions over a period of time. This includes support for phonics, comprehension and maths using proven interventions (Reciprocal reading, Reading between the lines, Toe by Toe, Power of Two, etc)</p>	<p>The impact of pre and post teach sessions on the confidence of the children is apparent, particularly in maths. All identified children show accelerated progress and a more positive approach, particularly with problem solving in maths</p> <p>Education Endowment Foundation toolkit identifies most effective interventions</p>	<p>Progress of children positive as monitored using internal data Assessment of interventions is recorded by teaching staff and monitored by class teachers and impacts on the future provision for the targeted child</p>	<p>Class teachers Monitored by SENCo & Inclusion Leader/HT</p>	<p>Spring 2020</p>

<ul style="list-style-type: none"> Children are able to attend school without worry or concern and are able to access a wealth of activities and opportunities offered by the school 	Extra-curricular subsidy to help fund trips, visits and workshops (including swimming lessons)	All children are included in all activities and families feel supported knowing that their children will not be disadvantaged by their financial position. The well-being of the children and families are improved	Monitoring of PP attendance on trips/residentials/swimming etc Families to access support if needed	Admin Officer/HT	Spring 2020
COST	Purchase of resources eg Nesy subscription £180 Sports coaching support £900 (£25/session weekly for group including PP pupils) Funding for extra curricular £500 Teaching Assistant support £6500 (£1000 social/emotional intervention, Spelling+L&S £2000, Reciprocal reading/Reading between the line/Toe by Toe £1500, maths intervention £2000 SENCo & Inclusion officer time for support and monitoring/attendance at Narrowing the Gap meetings/staff development training – included in previous $£5200 + £7680 = £11,880$				