

Pupil premium strategy statement: Eastergate CE Primary School



1. Summary information					
School	Eastergate CE Primary School				
Academic Year	2016/17	Total PP budget	£28,320	Date of most recent PP Review	N/A
Total number of pupils	136	Current number of pupils eligible for PP (excluding Children Looked After)	21	Date for next internal review of this strategy	Jan 2017

2. Current attainment and Progress* - Summer 2016				
	<i>Pupils eligible for PP</i>	<i>All pupils in cohort</i>	<i>National Non PP</i>	<i>National</i>
% achieving expected standard in reading, writing and maths (KS2)	40%	42%		53%
% achieving expected standard in reading, writing and maths (KS1)	67%	56%		60%
% making good or better progress in KS2 - Reading *	80%	68%		
% making good or better progress in KS2 - Writing *	40%	53%		
% making good or better progress in KS2 - Maths *	40%	58%		
% making good or better progress in KS1 - Reading *	67%	63%	74%	60%
% making good or better progress in KS1 - Writing *	67%	63%	66%	50%
% making good or better progress in KS1 - Maths *	67%	81%	73%	58%

* awaiting publication of National data

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.	Ability to learn phonic sounds in Early Years and Year 1 is poorer in children eligible for PP, leading to a gap in knowledge between them and their peers.
B.	Specific children require additional support due to attention issues and learning and behaviour difficulties.
C.	Several pupils eligible for PP are not on track to achieve age related expectations in one or more of reading, writing or maths, resulting in lower combined attainment.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some PP pupils have challenging home circumstances resulting in emotional difficulties (linked to safeguarding concerns)
E.	A significant group of PP pupils have English as an additional language and require specialist support.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve knowledge of phoneme/grapheme correspondence in Early Years and Year 1 Improve speech and language development	Pupils eligible for PP in Early Years and Year 1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Improve children's ability to apply themselves to extended tasks and problem solving resulting in improved attention and behaviour.	PP pupils meet age related expectations in Reading, Writing & Maths. PP pupils' behaviour is improved with a reduction of red cards given.
C.	Children's overall attainment will be at a consistent level, with no subject significantly poorer than the others.	Children will reach the same level of attainment across reading, writing and maths. (unless a specific learning difficulty is identified in one or more of these)

D.	PP pupils with emotional challenges due to a safeguarding issue are effectively supported by the school and social care resulting in improved outcomes in their well-being and attainment.	PP pupils' attainment is in line with age related expectations.
E.	PP pupils with English as an additional language will receive specialist support and make expected or better progress.	PP pupils with EAL will achieve age related expectations in Reading, Writing and Maths

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. Improve children's ability to apply themselves to extended tasks and problem solving resulting in improved attention and behaviour.	TA support in whole class lessons	PP pupils who struggle to access more challenging work have been successfully supported in previous years using in class TA support	Class Teacher to monitor daily behaviour improvements SENDCo to monitor impact each half term	WT JP	Half termly
e. Improve outcomes for PP pupils with English as an additional language.	TA support in whole class lessons with additional intervention group work	Specific support within the class context has proven to be most effective in improving outcomes for this group of pupils	SENDCo to monitor provision and outcomes each term	JP	Termly

c. Children's overall attainment will be at a consistent level, with no subject significantly poorer than the others.	TA support in whole class lessons with additional intervention group work	Quality first teaching by class teacher, supported by high quality teaching assistants enable pupils to achieve more successfully than children being constantly withdrawn from lessons for intervention work.	Headteacher to monitor classroom provision and progress of PP pupils	CW	Half Termly
Total budgeted cost to March 2017					£17.250

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. Improve knowledge of phoneme/grapheme correspondence in Early Years and Year 1. Improve speech and language development	HLTA to deliver daily phonic program TA deliver SALT program	HLTA historically has had significant impact on improving phonics with PP pupils. TA is trained and supported by external agencies to provide quality SALT support.	Class teachers to oversee planning and provision. SENDCo to oversee provision.	KW JP	Termly with adjustments made in light of data.
Total budgeted cost					£5,570
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?
d. PP pupils with emotional challenges due to a safeguarding issue are effectively supported by the school and social care resulting in improved outcomes in their well-being and attainment.	Learning Mentor to work with individual pupils to provide support and strategies to improve their emotional health. Class TAs to provide additional support in class to ensure good progress is made across the curriculum	Previous pupils supported in this way have demonstrated improved self-esteem and resilience to tackle challenging tasks.	Head teacher to monitor the Learning Mentor provision and impact on outcomes.	Learning Mentor CW	Half termly
Total budgeted cost					£5,500

6. Review of expenditure				
Previous Academic Year		2015/16		Total Budget £19,800
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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 diminish the difference between PP pupils and all others in Reading, Writing & Maths	Teacher targeted support in class	<p>KS1 % achieving expected standard in RW&M was above All Other Pupils at Eastergate, and above national.</p> <p>This improvement was due to a coaching program.</p> <p>KS2 % achieving expected standard in RW&M was in line with All Other Pupils at Eastergate, however, it was below national</p>	<p>Highly effective and will be continued in 2016/17 for KS1</p> <p>Recognition of some success, however, with further training and support by Headteacher, this strategy is expected to make greater impact next year.</p>	£5,000
ii. Targeted support				
Desired outcome	Chosen action/approach	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 diminish the difference between PP pupils and all others in Reading, Writing & Maths	TA 1:1 and small group interventions for PP pupils	<p>KS1 % achieving expected standard in RW&M was above All Other Pupils at Eastergate, and above national.</p> <p>This improvement was due to a coaching program.</p> <p>KS2 % achieving expected standard in RW&M was in line with All Other Pupils</p>	<p>TAs had complicated timetables which resulted in them moving between classes and working with a variety of pupils across year groups, which has been recognised to be less effective. Looking forward, TAs will be assigned to one class and will provide consistent support for the</p>	£3,200

		at Eastergate, however, it was below national	PP pupils in that class throughout the year.	
To improve outcomes for PP pupils in Year 2 in RW&M	Additional Teacher employed to work in Year 2 providing small group interventions	KS1 % achieving expected standard in RW&M was above All Other Pupils at Eastergate, and above national.	Although outcomes for PP pupils in KS1 were improved, the cost of this intervention resulted in other PP pupils across the school not receiving the support they needed.	£11,600