



Pupil premium strategy statement

1. Summary information					
School:	Esh Winning Primary School				
Academic Year:	2016/17	Total PP budget	£111,960	Date of most recent PP Review	18 th October 2016
Total number of pupils:	202	Number of pupils eligible for PP	83 pupils	Date for next PP Strategy Review	March 2017

2. Attainment		
	Pupils eligible for PP	Pupils not eligible for PP
2016 KS1 SATs		
% making at least average progress in reading	67%	75%
% making at least average progress in writing	67%	63%
% making at least average progress in maths	56%	75%
2016 KS2 SATs		
% achieving the expected standard or above in reading, writing & maths	20%	62%
% making at least average progress in reading	50%	76%
% making at least average progress in writing	40%	81%
% making at least average progress in maths	60%	71%

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers		
A.	Low levels on entry of PP pupils, particularly in communication, literacy and language.	
B.	Lower ability pupils who are eligible for PP are making less progress than middle and higher ability pupils at Key Stage 1 in Reading, Writing and Maths.	
C.	Fewer than 70% of disadvantaged pupils met the expected standard in phonics in Year 1.	
D.	A number of PP premium pupils also have SEND, mental health and attachment needs which may impact on academic progress.	
E.	Low levels of resilience for some pupils (including those eligible for pp).	
F.	Fewer pupils who are PP are achieving Age Related Expectations at the end of Key Stage 2. No PP pupils achieved a high scaled score in Reading, Writing or Maths at the end of Key Stage 2.	
External barriers		
G.	Attendance rates: 2015/16 PP = 4.1% of sessions missed; Non PP = 2.8% of sessions missed. Persistent absence 2015/16 PP = 10.6 % of pupils absent for 10% or more sessions; Non PP = 4% of pupils absent for 10%	
H.	Parenting capacity: lack of routine, sleep, food and homework (including reading, impacting on Year 1 phonics measure, especially for PP pupils).	
I.	Some low income families find it hard to afford extra enrichment activities.	
4. Outcomes		Success criteria
A.	Improve oral language skills for pupils eligible for PP in Early Years and transition into Year 1. Teaching Assistants to deliver Early Talk Boost to support specific needs, working alongside class teachers. Work supported by development of outdoor learning environment.	Pupils eligible for PP in Early Years are able to express their needs better and be "school ready" for Year 1. Pupils not yet school ready quickly catch up in Year 1.
B.	Higher rates of progress across KS1 for low attaining pupils eligible for PP.	Pupils eligible for PP identified as low prior attainers make as much progress as "other" pupils identified as lower ability, across KS1 in reading, writing and maths.
C.	Increased number of pupils eligible for PP meeting the expected standard in phonics in Year 1.	Pupils eligible for PP identified as low prior attainers make as much progress as "other" pupils identified as lower ability in Phonics.

D.	<p>Ambitious progress for SEND pupils.</p> <p>Address social, emotional and mental health issues through nurture groups, 1:1 support (Parent Support Advisor).</p> <p>Additional targeted support provided from Emotional Well-Being Team (SLA).</p> <p>Pupils access the Forest School Programme</p>	<p>Half termly reviews/ Parent and pupil voice/ school assessment tracking will show good progress.</p> <p>Pupils more able and better equipped with skills to change their behaviours/ responses to situations.</p>
E.	<p>Levels of resilience and independence are improved in pupils eligible for PP, supported through participation in Growth Mindset staff training.</p>	<p>The resilience and motivation of pupils eligible for PP in learning situations will be improved. Attainment and progress for these (and other) pupils is improved.</p>
F.	<p>Higher rates of attainment at the end of KS2 for PP pupils.</p>	<p>Pupils eligible for PP make as much progress as other pupils by the end of KS2 in Maths, Reading and Writing.</p>
G.	<p>Increased attendance and punctuality for pupils eligible for PP.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP to 8% or below. Overall PP attendance improves from 4.1% to 3.6% in line with national expectation.</p>
H.	<p>To encourage parents/carers in offering further support in relation to home/school liaison.</p>	<p>No child will be disadvantaged through financial hardship or lack of parental support.</p>
I.	<p>Parents and carers more able to access support.</p>	<p>Equal access to outside/enrichment activities: parents/carers know how to access support.</p>

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?

<p>Improved communication language and literacy skills in the Early Years</p>	<p>Development of outdoor learning environment.</p> <p>Employ an Apprentice Teaching Assistant plus redeployment of a qualified teacher to support children/small groups/specific SEND</p>	<p>High quality activities to promote team work, problem solving and taking turns. Pupils are engaged by sand and water play, role play and our mud kitchen. Signage and labelling create a language rich environment.</p> <p>By employing an additional member of staff in Early Years where the gap is evident between PP pupils and non PP pupils achieving the good level of development.</p>	<p>Early Years Lead to monitor and report to SLT.</p> <p>Training received/to undertake: Learning Conversations Creating Outstanding Early Years Communication Friendly Spaces Early Talk Boost Link Governor visits.</p> <p>Key school improvement Priority, Governors to monitor alongside the Early Years Lead.</p>	<p>Early Years' Lead</p>	<p>Mar 2017</p>
<p>Increased % pupils (including eligible PP) attain Year 1 Phonics standard.</p>	<p>Employ an Apprentice Teaching Assistant to support children/small groups/specific SEND pupils.</p>	<p>By employing an additional member of staff in KS1 where the wide gap between PP and Non PP is evident in the Phonics results, adults can focus closely on additional needs, including our PP children. .</p>	<p>Pupil Progress Meetings/ tracking, Lesson observations and Governor monitoring.</p>	<p>English Lead</p>	<p>Mar 2017</p>
<p>Higher rates of progress across KS1 for low attaining pupils eligible for PP:</p> <ul style="list-style-type: none"> - Reading - Writing - Mathematics 	<p>Employ an Apprentice Teaching Assistant/Qualified Teaching Assistant to support children/small groups/specific SEND pupils.</p> <p>Staff CPD SLA with English and Maths consultants.</p> <p>Reading books purchased – lower attaining PP boys.</p>	<p>By employing two additional members of staff in Key Stage 1 where our need is greatest and the difference between PP and non PP pupils is widest, adults can focus closely on individual needs, including our PP children.</p> <p>Resources selected specifically to engage target group.</p>	<p>Pupil Progress Meetings/ tracking Lesson observations, book scrutinies and pupil interviews. Governor monitoring Cross-school moderation of writing and maths</p> <p>Whole staff Inset Maths and English Lead to deliver CPD</p> <p>Key school Improvement Priority, Governors to monitor alongside English Lead.</p>	<p>English Lead Maths Lead Assessment Lead Headteacher</p>	<p>Mar 2017</p>

Increased levels of resilience and independence are improved in pupils eligible for PP.	HT and staff to attend relevant training and evaluate impact.	Evidence shows that by promoting a growth mindset, children's academic performance is enhanced. Children are given lots of opportunities to reflect, evaluate and talk about their learning so that they know their strengths; what they need to improve and have the strategies and resilience to do so.	Use INSET day to deliver training. Pupil Voice feedback and staff evaluations through staff meetings.	HT/DHT	Mar 2017
Total budgeted cost					£87,900.00
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?
To diminish differences between PP pupils and "other" where identified across KS2. Ambitious progress for SEND pupils identified.	A detailed intervention programme which includes: - Additional 1:1 reading - Fresh Start - Hornet and Wasp intervention - Lexia Pupils receive regular timetabled intervention sessions each week Qualified teacher to lead booster classes for targeted pupils.	We want to provide extra support to enable rapid progress and pupils to catch up. Small group or 1:1 boosters with highly qualified staff have been shown to be effective, as discussed in reliable evidence such as the EEF Toolkit.	Assessment Lead oversees all additional provision for PP and non PP pupils. Timetables are monitored and target pupils regularly reviewed to ensure focus and impact. The Assessment Lead and SENDCo's review assessment tracking half termly to monitor progress. PP pupils are clearly indicated on these tracking records. The HT and SLT monitor provision and a link governor is also identified.	HT/DHT	Mar 2017

<p>Address social, emotional and mental health issues through nurture groups, 1:1 support.</p> <p>Forest School Programme delivered across the school.</p> <p>OPAL programme delivered in school.</p>	<p>To maintain part time Parent Support Advisor Post to support our most vulnerable pupils and their families. Weekly targeted nurture groups are delivered by two qualified teaching assistants.</p> <p>To purchase Emotional Wellbeing SLA.</p> <p>Additional Teaching Assistant employed to deliver the Forest School Programme.</p> <p>Yr1 to Yr6 pupils access the OPAL programme during break and lunchtimes.</p>	<p>Pupils will learn most effectively and make most progress when other issues have been addressed which otherwise may form a significant barrier to learning.</p> <p>Research states (EEF Toolkit) outdoor learning has positive benefits on academic attainment.</p>	<p>Parent Support Advisor to report termly to Governors.</p> <p>Parent Support Advisor to monitor and feedback to HT and SLT.</p> <p>Reports received and shared with class teachers and parents.</p> <p>DHT to report termly to Governors.</p> <p>CPD carried out for all staff including Lunchtime Supervisors.</p>	<p>PSA/SLT</p> <p>DHT</p>	<p>Mar 2017</p>
Total budgeted cost					£25,250.00
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?

Increased attendance rates.	Parent Support Advisor with responsibility for targeting specific families where attendance rates are poor, in need of further support and engagement with school. Offering support and referring as appropriate to outside agencies.	We cannot improve attainment for children if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Research shows (EEF Toolkit) there is a positive impact on children's learning through parental engagement.	PSA will liaise with Headteacher, SLT and Governors to report termly on impact and progress.	SBM/HT	Mar 2017
Enrichment activities	Subsidy for cultural visits – Y6 London visit/Y5 Ullswater 2017. Music tuition.	We wish to remove financial constraints to enable all our pupils, including those eligible for pupil premium funding, to experience a high quality cultural visit. All pupils included in the opportunity to learn a musical instrument by removing the financial constraints of tuition fees.	Governor to undertake a monitoring visit and report back to the full governing body.	HT JM	Mar 2017
Total budgeted cost					£2,200.00

6. Review of expenditure				
Previous Academic Year				
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

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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

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.