

## Pupil premium strategy statement – Engayne Primary School

| 1. Summary information |                        |                                  |         |  |        |
|------------------------|------------------------|----------------------------------|---------|--|--------|
| School                 | Engayne Primary school |                                  |         |  |        |
| Academic Year          | 2017-18                | Total PP budget                  | £84,900 | Date of most recent PP Review                  | 06/17  |
| Total number of pupils | 621                    | Number of pupils eligible for PP | 60      | Date for next internal review of this strategy | Jan 18 |

| 2. Current attainment  |   |  |
|--|---|--|
|  | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving EXS or above in reading, writing & maths (or equivalent) | 79%   | 67%  |
| Average scaled score in reading (progress)                           | 104.4 (0.23)                                | 105.3  |
| % achieving EXS or above in writing (progress)                       | 100% (4.07)                                 | 81%  |
| Average scaled score in maths (progress)                             | 107.4 (3.23)                                | 105.3  |

| 3. Barriers to future attainment (for pupils eligible for PP)  |   |
|--|---|
| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>          |   |
| A.   | Social, behaviour and oral language skills in Y2 were lower for the pupils eligible for PP. 5/7 did not make a GLD, however 6/8 passed the PS. This can still slow academic progress in subsequent years. |
| B.   | All abilities in Y5 who are eligible for PP are making less progress than other similar children. This prevents sustained achievement by the end of KS2.  |
| C.   | Pupils in maths who are eligible for PP are making less progress than other pupils across the school, 45% are underperforming. This leads to a lack of confidence.  |
| D.   | Pupils across the school, are lacking the confidence and support at home in acquiring inference and comprehension skills in order to make better than expected progress in reading                        |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> |   |

|  |  |   |
|--|--|---|
| <b>E.</b>  | Poor home learning environments and weak parenting skills for a number of pupils eligible for PP across the school leading to a lack of confidence and understanding of behaviours for learning as well as poor attendance |   |
| <b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> ) |  | <b>Success criteria</b>   |
| <b>A.</b>  | Improve social skills and behaviours for learning for pupils eligible for PP in Y2.  | <p>Pupil eligible for PP in Y1 will continue to make rapid progress with a</p> <ul style="list-style-type: none"> <li>• Target of 4/8 gaining EXS in reading.</li> <li>• Target of 4/8 gaining EXS in writing</li> <li>• Target of 5/8 gaining EXS in Maths</li> </ul> <p>Incidents of having to use the behaviour policy being reduced.</p> <p>Recorded play and lunch incidents reduced</p> |
| <b>B.</b>  | Higher rates of progress for underperforming Y5 pupils.  | <p>NFER scaled score to increase term on term.</p> <p>Reduce the number of children underachieving in maths particularly the arithmetic element.</p> <p>Children to use response marking and feedback to improve their writing.</p>   |
| <b>C.</b>  | Greater rates of progress in maths across the school for pupils eligible for PP.   | <p>Few children underperforming in maths in each year group. Children's NFER score increasing from Autumn benchmark to the Summer.</p> <p>Arithmetic score based on the year group expectations for where the pupil is currently working to improve</p>   |

|           |   |  |
|-----------|---|--|
| <b>D.</b> | <p>Increase the number of children converting from a L3 and 2A at the end of KS1 to above 110 scaled score in Y6 for reading.</p> <p>Increase the number of children not gaining GDL in reception attaining EXS by the end of Y2 in reading</p> | <p>Majority of L3 children to convert to above 110.</p> <p>Higher percentage of 2A children to convert than last year.</p> <p>4 out of the 8 children to gain EXS (Only 2/8 had a GLD at the end of reception.</p>                   |
| <b>E.</b> | <p>Raise the confidence and motivation to do well at school for pupils eligible for PP.</p>   | <p>Increase attendance and reduce the number of incidents of lateness.</p> <p>More positive view of learning and a willingness to want to do well.</p> <p>Fewer incidence of negative behaviour in the classroom or at playtimes</p> |

| <b>5. Planned expenditure</b>   |                                 |  |  |                   |  |
|---|---------------------------------|--|--|-------------------|--|
| <b>Academic year</b>  |                                 | <b>2017-18</b>   |  |                   |  |
| 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 |                                 |  |  |                   |  |
| <b>i. Quality of teaching for all</b>   |                                 |  |  |                   |  |
| <b>Desired outcome</b>  | <b>Chosen action / approach</b> | <b>What is the evidence and rationale for this choice?</b> | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>When will you review implementati</b> |

|                             |   |   |   |                                  |                   |
|-----------------------------|---|---|---|----------------------------------|-------------------|
| B, C,D, E                   | <p>Staff training on key comprehension skills and maths reasoning.</p> <p>Purchase of resources to support the teaching of this</p>   | <p>Research by Terezinha Nunes 2009 identified the ability to reason mathematically as the most important factor in a pupil's success in maths.</p> <p>ASP 2017 data identified inference in reading as a weak area in the school with only 53% of the cohort answering these types of questions correctly (in line with national).</p>   | <p>Use INSET days and staff meeting times to deliver training. Curriculum lead to monitor the effectiveness of the training through observations, work scrutinises, pupil feedback and the teachers evaluations</p> | <p>PF-reading<br/>AJ-maths</p>   | <p>March 2018</p> |
| B, C                        | <p>Y6 to set 4 ways for maths. Setting within each KS2 year group suitable for the ages and abilities of the children</p> <p>Additional teacher/HLTA to provide support underperforming pupils.</p> | <p>Underperforming PP children are of all different levels. Creating smaller, fluid, ability groups has proven successful in closer monitoring and targeting of underperforming PP children.</p> <p>Where year groups have a high percentage of underperforming pupils eligible for PP extra provision so maths can be taught in smaller groups has proven to be successful.</p>  | <p>Data from Termly tests. Year group benchmark meetings with SLT. PPPP meetings</p>  | <p>JPM, maths subject lead</p>   | <p>Feb 2018</p>   |
| A,E                         | <p>Training for a key member of staff and support staff in ELSA / Rainbow</p>   | <p>A number of the children eligible for PP have complex home lives and needs. The rainbow project is designed for children who have suffered a loss including divorce. It develops an individual child's self-esteem and behaviours for learning. It has been recommended by cluster schools in having a positive beneficial effect and is cost effective.</p> <p>ELSA is a borough wide initiative which is being set up with the EP and is cost effective.</p> | <p>Careful choice of key members of staff</p>   | <p>Inclusion manager<br/>AHT</p> | <p>April 2018</p> |
| <b>Total budgeted cost</b>  |   |   |   |                                  | <b>£35000</b>     |
| <b>ii. Targeted support</b> |   |   |   |                                  |                   |

| <b>Desired outcome</b> | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>        | <b>When will you review implementation</b> |
|------------------------|---|--|--|--------------------------|--|
| A D E                  | 1:1 and small group provision based on individual needs including language link, phonics and behaviour for learning.  | Some of the pupils need targeted support to develop a greater understanding of what is being taught and how to behave in a classroom. Their needs are such that a second adult in the classroom to give reminders or take them out when necessary is beneficial. Grouping the children for phonics with some children receiving extra support during the week has proved effective in the school in previous years. 1:1 support including pre-teaching and rehearsal of task has shown clear benefits. | Meeting with TA, Class teacher and AHT to decide on the aims and success criteria. IPP written for the individual children involved.                           | AHT and class teacher    | On an approx 8 weekly basis.               |
| A, B, C D E            | Marking and feedback of pupils eligible for PP, disadvantaged and underperforming children first.   | EEF toolkit suggests high quality feedback is an effective way to improve attainment. The sooner this is able to happen after the lesson / during the lesson also impacts on confidence and motivation. The school has used this approach across all year groups last year. The feedback from both teacher and pupils was very positive.   | Staff meeting time, discussion on individual pupils in PPPP meetings and how this approach is helping them. Evidence in weekly evaluations<br>Monitored by AHT | AHT                      | Benchmark meetings in Feb 18               |
| B, D                   | Weekly small group sessions in maths with an experienced teacher in addition to standard lessons.<br>Extra TA in classes during key lessons to support 1:1 or small groups. | Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence such as Visible learning by John Hattie and the EEF toolkit.<br>1:1 tuition for the Y6 children proved effective for PP children who were underperforming as gaps in their knowledge were identified.<br>Small group arithmetic sessions to increase confidence and speed have been shown to work   | Checking progress made using entry and exit data.<br>Planning time given for the interventions.<br>Monitoring evaluations.                                     | AHT<br>Inclusion Manager | Benchmark meetings                         |

|                              |  |   |  |  |                                   |
|------------------------------|--|---|--|--|-----------------------------------|
| A, D, E                      | Extra time given for all reception pupils and selected other PP children's parents at parent's evenings to discuss activities that parents can help with in greater depth. Meetings on a half termly basis (6 times a year) to monitor progress and parental confidence with engagement. | This was trailed last year with the reception pupils who are eligible for PP. (EEF toolkit) The feedback from the teachers and parents was very positive. The parents felt that they understood what and how their children were learning and felt more able to talk to and encourage their children about all aspects of school. | Extra PPA time for the teachers to hold the meetings. Impact assessed by questionnaire to parents and evidence of the children's progress. | AHT<br>EYFS<br>lead                        | March 2018                        |
| <b>Total budgeted cost</b>   |  |   |  |  | £35 000                           |
| <b>iii. Other approaches</b> |  |   |  |  |                                   |
| <b>Desired outcome</b>       | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>                          | <b>Review of implementation ?</b> |
| A C D E                      | After school / before school parent and child clubs and activities.  | Some children are not heard read / haven't completed their homework with parental help. Some parents have expressed a lack of confidence in the way maths/ reading is taught. EEF toolkit suggests that targeted interventions matched to specific students with particular needs are effective.                                  | Preparation time given. Targeted parents invited to be involved teacher. Home record card and certificates provided for participation.     | AHT with SL<br>AHT with VC<br>EYFS<br>lead | After each 5 week block.          |

|                            |   |   |  |                        |   |
|----------------------------|---|---|--|------------------------|---|
| A D E                      | Peer mentoring and tutoring for reading and behaviour   | A number of the younger children are not reading regularly at home and need daily practice. Behaviour of some of the children on the KS1 playground is quite rough and tumble. Older KS2 children are keen to help the younger children. EEF research says that peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. | Different adults responsible for small scale projects. Research undertaken and training given to both adults and children.<br>Regular monitoring.<br>Children's progress measured. | AHT                    | Each half term, feedback from teachers and pupils will be sort. |
| A E                        | Providing support where needed for school trips, breakfast club, music tuition, and holiday activities. | A number of parents of pupils eligible for PP are coming to speak to SLT as they cannot afford to pay for activities. Some of the pupil's eligible for PP are not coming into school on time or have a high absence rate. We have found that behaviour and engagement can be improved when children are in school on time and have the incentive of trips and holiday activities to look forward to.  | Each case looked at individually by SLT.   | AHT responsible for PP | After each trip or holiday.                                     |
| <b>Total budgeted cost</b> |   |   |  |                        | <b>£14 900</b>  |

|                                       |                |
|---------------------------------------|----------------|
| <b>6. Review of expenditure</b>       |                |
| <b>Previous Academic Year</b>         | <b>2016-17</b> |
| <b>i. Quality of teaching for all</b> |                |

| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b> (and whether you will continue with this approach)                           |  |
|--|---|---|---|--|
| A.Social and oral language skills in Y1<br>B.Higher rates of progress across KS2 for underperforming Y4 pupils.<br>C.Greater rates of progress in maths across the school for pupils eligible for PP | Staff training on language skills and high quality feedback.<br><br>Staff training on progression in arithmetic and barriers associated with maths. | 5/8 of the PP children in Y1 passed their phonic screening test. Only 2/7 had gained GLD in reception. The majority of children needing language link in Y1 no longer needed the intervention in Y2. Teachers are aware of the progression in maths and used this to help lower attaining children. Children were consistently shown the bar method in both class and interventions. Children in Y4 scored better on mental arithmetic tests. | We will continue with first feedback. Maths training will be monitored it doesn't need to continue. |  |
| C.Greater rates of progress in maths across the school for pupils eligible for PP  | Y6 to set 4 ways for maths.<br><br>Additional teacher/HLTA to provide support underperforming pupils.   | Year 6 maths results were very good with the PP having a greater ASP than all other pupils nationally. In year data, also improved over the year.   | On-going intervention   |  |
| B.Higher rates of progress across KS2 for underperforming Y4 pupils.<br>C, Greater rates of progress in maths across the school for pupils eligible for PP.  | Purchase NFER maths tests   | Data drops throughout the year are now like for like rather than through different tests so a more accurate picture can be seen.<br>Teachers have used the information to priorities their teaching where they have identified gaps in the children's knowledge.  | On-going use of the tests. Teachers will analysis the results to group children for interventions.  |  |
| <b>ii. Targeted support</b>  |   |   |   |  |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b> (and whether you will continue with this approach)                           |  |

|  |   |   |   |  |
|--|---|---|---|--|
| A.Social and oral language skills in Y1.   | 1-2-1 and small group provision based on individual needs including language, speech link, phonics .  | 5/8 of the PP children in Y1 passed their phonic screening test. Only 2/7 had gained GLD in reception.<br>Many of the children on the language link programme have successfully completed it during the foundation stage and Y1.  | Phonic groups to be organised once a PS has happened.<br><br>Both will continue.  |  |
| B.Higher rates of progress across KS2 for underperforming Y4 pupils.<br>C, Greater rates of progress in maths across the school for pupils eligible for PP.  | Weekly small group sessions in maths with an experienced teacher in addition to standard lessons and to let the teachers focus on few children in standard lessons. | See PP year group sheets. % of children on track or better increased during the year.   | Children have more difficulty retaining the information particularly over the summer. Confidence and reasoning now need to be considered to help retention. |  |
| A.Social and oral language skills in Y1.<br>B.Higher rates of progress across KS2 for underperforming Y4 pupils.<br>C, Greater rates of progress in maths across the school for pupils eligible for PP.<br>D.Raise the confidence and motivation to do well at school for pupils eligible for PP | Marking and feedback of pupils eligible for PP and disadvantaged children's work first  | From evaluations, teachers have been able to target children more effectively by doing this. Rate of progress in Y6 for some PP children was greater than that of their peers.<br>Fewer PP children are underperforming in writing.   | This intervention will continue.<br>Training on good quality feedback is needed for new staff as well as coaching on same day feedback strategies.          |  |
| A.Social and oral language skills in Y1.<br>D.Raise the confidence and motivation to do well at school for pupils eligible for PP  | Extra time given at or around parents evening and extra meetings given to parents of pupils eligible for PP   | All the children eligible for PP gained GLD at the end of reception. Parents felt more confident helping their children at home and consequently did more at home with them. (Parents completed a survey). This was also the case for targeted child who are not eligible for PP. | This will continue and needs to be extended where possible to children underperforming in other year groups.  |  |
| <b>iii. Other approaches</b>   |   |   |   |  |

| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b> (and whether you will continue with this approach)   |
|--|--|---|---|
| <p>D.Raise the confidence and motivation to do well at school for pupils eligible for PP.<br/>A.Social and oral language skills in Y1.</p> | <p>Homework club to support Y1 and KS2 children</p>                                  | <p>Fun ways to learn facts – was successful. Parents and children attended most of the sessions and there was no drop off. Parents did more work with their children and the children wanted to play the games at home (survey)</p> <p>Creative Literacy- parents didn't come to all the sessions and dropped out. They felt it didn't help them.</p> <p>KS2 – entry and exit data showed an improvement in maths arithmetic skills</p> | <p>Fun ways to learn facts will run again.</p> <p>Creative literacy won't but we will concentrate on parenting skills instead.</p> <p>KS2 homework club will run depending on staffing.</p>       |
| <p>D.Raise the confidence and motivation to do well at school for pupils eligible for PP</p>   | <p>School holiday activities and booster classes</p>                                 | <p>A number of children were able to attend school trips and holidays that wouldn't have had the opportunity to.</p> <p>The incentive of a holiday club helped improve several children's behaviour in KS2 particularly.</p>  | <p>This will continue.</p>  |
| <p>D.Raise the confidence and motivation to do well at school for pupils eligible for PP<br/>A.Social and oral language skills in Y1.</p>  | <p>Parenting workshops and shared funding of HSSW and Speech and Lang Therapist.</p> | <p>Attendance has shown improvement for some children but is not consistent. When parents attend the parenting workshops they have proved successful for short periods of time. HSSW worked well with some of the families encouraging engagement with the school.</p>  | <p>HSSW became not cost effective and will not continue. Speech and lang therapist is used when needed. A counsellor is being used as and when needed for children with significant problems.</p> |

## 7. Additional detail

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