

Pupil premium strategy statement

1. Summary information					
School	Engayne Primary School				
Academic Year	2016/17	Total PP budget	£87 120	Date of most recent PP Review	03/16
Total number of pupils	621	Number of pupils eligible for PP	56	Date for next internal review of this strategy	11/16
2. Current attainment					
			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving EXS or above in reading, writing & maths (or equivalent)			60%	67% (54%)	
Average scaled score in reading			104.4	104.3	
Average scaled score in writing			73%	75%	
Average scaled score in maths			104.7	105.7	
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 and oral language skills in Reception and KS1 were lower for the pupils eligible for PP. This can slow academic progress in subsequent years.				
B.	All abilities in lower KS2 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, 25% are underperforming. This leads to a lack of confidence.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Home learning environments and parenting skills need to be developed for a number of pupils eligible for PP across the school leading to a lack of confidence and motivation.				
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>				Success criteria	

A.	Improve social skills and oral language for pupils eligible for PP in reception and KS1.	Pupils eligible for PP (without SEN) in Y1 will make rapid progress so that they pass the phonic screening test and 4/7 will meet the age related expectations in reading and maths.
B.	Higher rates of progress across KS2 for underperforming lower KS2 pupils.	Pupils eligible for PP identified as underperforming in Y4 to make rapid progress compared to other pupils in reading, writing and maths. Measured by NFER tests in the summer term and by teacher assessment informed by Rising stars unit tests throughout the year.
C.	Greater rates of progress in maths across the school for pupils eligible for PP	Pupils eligible for PP to be deemed as on-track by the end of each academic year. Measured by NFER tests in Sept and the summer term and Rising Stars end of unit tests.
D.	Raise the confidence and motivation to do well at school for pupils eligible for PP.	Fewer incidents of lateness and warnings over negative behaviour in the classroom. A more positive view of learning and wanting to achieve. Measured by teacher's comments and work in children's books. Lateness recorded on SIMs. Meetings with parents by HSSW.

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	Staff lead	When will you review implementation
<p>A.Social and oral language skills</p> <p>B.Higher rates of progress across KS2 for underperforming lower KS2 pupils.</p> <p>C.Greater rates of progress in maths across the school for pupils eligible for PP</p>	<p>Staff training on language skills and high quality feedback.</p> <p>Staff training on progression in arithmetic and barriers associated with maths.</p>	<p>Response marking helps the children to relook at their work in terms of correcting mistakes or taking their thinking forward. This has been highlighted by Ofsted as an effective way of improving attainment. EEF toolkit suggests high quality feedback is an effective way to improve attainment and it is suitable as an approach that we can embed across the school.</p> <p>We want to ensure that all teachers are trained in the end of KS expectations for the curriculum 2014 and the barriers that might prevent the children from achieving their potential.</p>	<p>Use INSET days and staff meeting times to deliver training.</p> <p>Curriculum leads to monitor the effectiveness of the training through observations, work scrutinies, pupil feedback and the teachers</p>	<p>Maths lead, SENCo AHT</p>	<p>March 2017</p>
<p>C.Greater rates of progress in maths across the school for pupils eligible for PP</p>	<p>Y6 to set 4 ways for maths.</p> <p>Additional teacher/HLTA to provide support underperforming pupils.</p>	<p>Underperforming PP children in Year 6 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>JMan JPM</p>	<p>Jan 2017</p>
<p>B.Higher rates of progress across KS2 for underperforming lower KS2 pupils.</p> <p>C, Greater rates of progress in maths across the school for pupils eligible for PP</p>	<p>Purchase NFER maths tests</p>	<p>The NFER tests are able to give an accurate picture of where the children are at and how they are achieving in comparison with other children of the same age.</p> <p>They can be used as a diagnostic test to help the teacher decide what the priorities need to be in their teaching for all groups and individuals.</p>		<p>JMan</p>	<p>Oct 2016</p>
Total budgeted cost					<p>£35 000</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation
A.Social and oral language skills in Y1.	1-2-1 and small group provision based on individual needs including language, speech link, phonics .	Some of the pupils need targeted support to catch up. 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.	Organise timetables to ensure that staff delivering the provision have sufficient prep and delivery time.	SENCo, KS1 phase leader. AHT	Feb 2017 (£25 000)
B.Higher rates of progress across KS2 for underperforming lower KS2 pupils. 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.	We want to provide extra support for the underperforming pupils. 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. 1-2-1 tuition for the Y6 children proved effective for PP children who were underperforming as gaps in their knowledge were identified. Small group arithmetic sessions to increase confidence and speed have shown to work in a number of different schools in the local area as well as previously at the school.	Extra teaching time and preparation time paid for out of the PP budget not sort on a voluntary basis. Impact overseen by assessment lead.	AHT	Feb 2017

<p>A.Social and oral language skills in Reception and KS1. B.Higher rates of progress across KS2 for underperforming lower KS2 pupils. C, Greater rates of progress in maths across the school for pupils eligible for PP. D.Raise the confidence and motivation to do well at</p>	<p>Marking and feedback of pupils eligible for PP and disadvantaged children's work first</p>	<p>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 trialled this approach with Y1,3 and 5 last year. The feedback from both teacher and pupils was very positive.</p>	<p>Discussion on the benefits and the feedback from last year to the teachers who didn't trail the project. Evidence in weekly evaluations. Monitoring by AHT</p>	<p>AHT</p>	<p>Feb 2017</p>
<p>A.Social and oral language skills in in Reception and KS1. D.Raise the confidence and motivation to do well at school for pupils eligible for PP</p>	<p>Extra time given at or around parents evening and extra meetings given to parents of pupils eligible for PP</p>	<p>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.</p>	<p>Extra PPA time for the reception and Y1 teachers paid out of PP budget so they aren't having more directed time than others. Impact assessed by questionnaire to parents and evidence of the children's progress.</p>	<p>AHT</p>	<p>March 2017</p>
Total budgeted cost					<p>£35 000</p>
<p>iii. Other approaches</p>					

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>D.Raise the confidence and motivation to do well at school for pupils eligible for PP.</p> <p>A.Social and oral language skills in in Reception and KS1.</p>	<p>Homework club to support Y1 and KS2 children</p>	<p>A number of the parents have commented to teachers that they find helping their children with homework difficult due to either lack of confidence themselves or the child's unwillingness at home. The EEF toolkit suggests that targeted interventions matched to specific students with particular needs can be effective,</p>	<p>Speak personally to the parents. Provide a crèche for siblings. Teacher led activities that are modelled in school and repeated at home for Y1. KS2 lunchtime club based on mathematics.</p>	<p>AHT with SL Maths lead for KS2</p>	<p>Y1 6 week programme. Dec 2016</p> <p>KS2 Feb 2017</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>We found that a number of pupils eligible for PP showed a more significant fall back in their attainment during the holidays. We wanted to provide continuity and link to the school during the longer holidays particularly for children considered vulnerable/ parent unable to provide activities due to work/ financial constraints. EEF toolkit has shown that this link can provide a constant for children.</p>	<p>Staff volunteering to take the class with their time being paid out of the pp budget and resources available to allow for activities that couldn't be done in larger groups in school time. Impact overseen by pupil premium co-ordinator</p>	<p>AHT</p>	<p>After each holiday when activities are provided.</p>

D.Raise the confidence and motivation to do well at school for pupils eligible for PP A.Social and oral language skills in in Reception and KS1.	Parenting workshops and shared funding of HSSW and Speech and Lang Therapist.	A number of our families need extra support getting their children into school regularly with all the correct equipment. Targeted, individualised advice that can be followed up has proven to be successful.	Through briefing the support workers. Engage with parents before support worker begins to address any concerns.	SENCo	June 2017
Total budgeted cost					£74 900

6. Review of expenditure

Pupil Premium Expenditure 2015-2016 Review

Activity	Objective	Cost
Small-group learning sessions across all year groups for under-achieving children in literacy and maths.	To increase the number of children meeting or exceeding expectations in English and maths (enhancing and new)	£32000 Numicon in Y1 was successful in developing number confidence and the children participating in the group made better than expected progress in the time it ran. Extra phonics support was given to children who had not passed the phonic screening test in Y1 and those children in Y1 who were at risk of not passing whose foundation stage profile indicated that they should. All Y2 children who are eligible for PP passed. Extra HLTA support was placed in Y4 and 5 for individual and small groups. These pupils showed greater confidence and increased their scores on the Raising stars tests. Reception phonics and number booster classes proved effective as a number of the children eligible for PP gained 2 in these areas even though they did not achieve a GDL.
Additional teacher to provide support for targeted	To improve underperforming children's basic	£31000 In Y6 an extra teacher was used to support maths allowing for smaller, ability groupings

<p>disadvantaged children within year groups for maths.</p>	<p>calculation skills and mathematical vocabulary. (enhancing)</p>	<p>with the lower group only having 12 children in it. This led to pupils eligible for PP making similar progress to those not and having a similar averaged scaled score.</p> <table border="1" data-bbox="801 178 1370 333"> <tr> <td>progress</td> <td>PP</td> <td>Non-PP</td> </tr> <tr> <td>maths</td> <td>1.35</td> <td>1.4</td> </tr> </table> <p>An extra teacher for maths in Y4 helped to raise the attainment from 49% at over above to over 80% by the end of the year. All but one of the children eligible for PP made rapid progress and were at or above by the end of the year.</p> <p>1-1 teaching in Y6 lead to the majority of children achieving a +ve progress score with those that didn't being very close to 0.</p> <p><i>This will continue in the coming year.</i></p>	progress	PP	Non-PP	maths	1.35	1.4
progress	PP	Non-PP						
maths	1.35	1.4						
<p>Intervention groups for the development of social and language communication skills</p>	<p>To develop and improve children's social, emotional and language skills to enable learners to get along and engage in learning programmes. (Enhancing and new)</p>	<p>£5000</p> <p>This has funded Language and Speak Link predominantly in KS1 and reception. These programmes, which are run by trained TAs and overseen by the SENCo, help improve the children's speech and communication skills. The children who have received this have had greater access to the whole curriculum and develop more rapidly socially in the classroom. Their confidence to participate in discussions and whole class activities has increased, with peers and teachers being able to understand them better.</p> <p><i>This will continue next year and extra funding for training new staff will be allocated.</i></p> <p>Lunchtime social club was very successful in providing children who struggle with social interaction and friendships a place to be in a smaller group rather than having to cope in the playground and direct intervention to help them in social situations. A small number of children needed 1-1 help.</p> <p><i>The amount of time this will run for will be reduced next year as there are significantly fewer children needing this intervention than in previous years.</i></p>						

<p>Time for individual pupil feedback with the class teacher to support writing, reading and maths.</p>	<p>To ensure that pupils understand how to take their learning forward. (enhancing)</p>	<p>£6000.</p> <p>All teachers were released twice for an additional hour to conference children regarding their writing. Teachers reported that this helped the children understand their targets better however this was not frequent enough to provide value for money.</p> <p><i>Feedback back to and marking PP children's work first will provide a better value for money and is more regular so this will no longer continue unless there is an identified individual need.</i></p>
<p>School holiday activities and booster classes</p>	<p>To ensure disadvantaged children continue to consolidate skills during the holidays.</p> <p>To provide continuity and a link to the school during longer breaks. (new)</p>	<p>£4000</p> <p>Twenty-five children were able to access booster groups led by the school and Hall Mead during Easter. The up-take was over 75% and parents felt that it helped the children with their transition and kept them motivated and working over the Easter holidays. They felt that this would not have been the case otherwise. The teachers from Hall Mead felt the work done with the children was very useful in terms of helping the children progress, their own knowledge of the standards required at the end of KS2 and their knowledge of the abilities and behaviour of pupils they would be taking the following year.</p> <p>Under- achieving pupils eligible for PP were identified by their teachers during PPPP meeting and those with the potential motivation but lack of resources were given packs of work for over the summer holidays including for some a school tablet to access Mathematics and Bug club.</p> <p><i>Both these interventions were successful and we would look to run them again. However, this will be dependent on staff availability, Hall Mead co-operation and CP recommendations.</i></p>
<p>Homework club to support KS2 pupils</p>	<p>To provide support to pupils to ensure homework assignments are</p>	<p>£4200</p> <p>Children were targeted for all KS2 with an emphasis on basic maths knowledge, spellings and reading. The children who attended showed an increase in weekly test scores and</p>

	completed. (enhancing)	better confidence levels in literacy and numeracy lessons. <i>This will continue next year with targeted children.</i>
Subsidised breakfast club places.	To improve pupil attendance and punctuality. (enhancing)	£2000 We have subsidised places for 5 children. The children have been able to eat before starting lessons and have had a better attendance record due to the expectation that they will attend breakfast. Their teachers reported that they were more prepared for learning and their attention was better. <i>Funding will be decreased as there are fewer children in the coming year that will require it.</i>
Music tuition	To improve children's self-confidence and to target children who wouldn't otherwise be able to learn a musical instrument. (enhancing)	£1000 No children eligible for PP took up the opportunity to play an instrument having had the equal ops lessons in class <i>This funding will cease unless there is a particular child who needs it.</i>
Subsidising the cost of school visits, uniform and sporting clubs, including residential visits	To ensure that all pupils have access to school visits to enrich their access to the curriculum and remove the potential cost barrier. To promote healthy lifestyles and provide	£2000 This has given children the opportunity to access after school sports clubs with outside providers that they would not have been able to otherwise. This has helped them to improve their overall well-being and social skills. A number of children were able to attend the Y5 residential trip and other school visits whose parents were unable to afford them. This has meant they have been able to learn through first hand experiences and foster an enjoyment of learning outside the classroom.

	opportunities to further develop social skills. (new and enhancing)	<i>This funding will continue next year on a need basis.</i>
Provide additional opportunities for assessing the needs of the children	To be able to assess fully the needs of the most disadvantaged and underperforming children. (new)	£500 NFER tests, that have the advantage of providing us with a standardised score in reading , maths and SPAG, have been purchased to give a better indication whether the children are on track in their learning compared to children of the same age. They can also be used to assess the strengths and weakness of the pupils so interventions can be identified. <i>This will be an on-going expense.</i>
Parenting classes and advice for groups and individuals.	To increase the engagement of the parents in the children's learning. (new)	£14000 AHT for each phase has held meeting with parents at the beginning of the year to help the parents understand the expectations required. This has raised the confidence of the parents to come into school to speak to teachers or AHT when they need advice on homework including reading, problems they or their child might be having and attitudes to school. Parents of children eligible for PP in reception have been targeted to raise the profile of how their engagement in school has an effect on their children. The parents were given extra time at or around parents evening and then extra sessions with the class teachers each of the other half terms. The parents were then surveyed and were greatly appreciative of the extra time with the teachers and felt they understood their children's needs better. However, didn't feel the extra worked helped as they struggled to get their children to engage. <i>This will continue next year looking at how the parents can be provided with extra support in a different way than things that the children perceive as 'work'. Some of the Y1 parents</i>

		<i>will continue to be targeted.</i>
Shared funding for a Home/School Support worker and Speech and Language Therapy Assistant.	To provide social and emotional support to families in need. To ensure that children who need specialist input from a Speech and Language therapist receive it. (new and enhancing)	£3000 The HSSW is currently supporting 4 families, who are having difficulties getting their children to school or engage as they should at school. The HSSW has helped to identify additional services and has helped parents understand and meet the school's expectations. Several children in KS1 have been assessed and supported by speech and language therapist. She has also given advice to staff to enable them to provide further support in class. The children's communication with the peers and adults has improved and the children have shown greater confidence in school. <i>This will continue.</i>
Training for interventions and good first class teaching	To be able to deliver and assess interventions accurately and effectively. (new)	£2000 TAs new to year groups and interventions such as numicon have been trained to deliver them effectively. The entry and exit data has shown that the interventions have had an effect on the children's outcomes. Teachers have been able to access courses such as Singapore maths and fast feedback. The courses have been disseminated to other staff through year group meetings, staff meetings and notes distributed. <i>This will only continue if applicable courses are available.</i>
	PP GRANT 2015-16	£101 800
	Total spend	£106 700
	REMAINING BUDGET	-£5,220

