

# Pupil premium strategy statement – Engayne Primary School

1. Summary information					
School	Engayne Primary school				
Academic Year	2018-19	Total PP budget	£	Date of most recent PP Review	06/17
Total number of pupils	627	Number of pupils eligible for PP	54	Date for next internal review of this strategy	Jan 19

2. Current attainment		
	<i>Pupils eligible for PP (progress)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS or above in reading, writing & maths (or equivalent)	86%	83%(64%)
% achieving EXS or above in reading (progress)	86% (+1.6)	90%(75%)
% achieving EXS or above in writing (progress)	100% (+3.3)	93% (78%)
% achieving EXS or above in maths (progress)	100% (+4.6)	93%(76%)

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Social, behaviour and oral language skills in Y3 were lower for the pupils eligible for PP. 5/7 did not make a GLD in reception, 2/8 were EXS at the end of KS1. This can slow academic progress in subsequent years.
B.	All abilities in Y6 who are eligible for PP have made less progress than other similar children and are under achieving.
C.	Pupils in maths who are eligible for PP are making less progress or have a lower starting point than other pupils across the school, 31% are underperforming. This leads to a lack of confidence.
D.	Pupils across the school, are lacking the confidence and support at home in acquiring higher level vocabulary in order to support their comprehension skills to make at least expected progress in reading.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>E.</b>	Due to home learning environments, a number of pupils eligible for PP across the school show a lack of motivation and engagement 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 Y3.	<p>Children to show a greater engagement in lessons</p> <p>All children making at least expected progress in RWM</p> <p>Reduction in the number of reported incidents of unacceptable behaviour in and out of the classroom.</p>
<b>B.</b>	Higher rates of progress for underperforming Y6 pupils.	<p>Mock SATs results to show an improvement term on term.</p> <p>Increase the children's fluency in arithmetic.</p> <p>Develop confidence to have a go using their prior knowledge of similar situations.</p>
<b>C.</b>	Greater rates of progress in maths across the school for pupils eligible for PP.	<p>Fewer children underperforming in maths across all year groups.</p> <p>Children to sustain the improvement year on year so less are classed as underperforming at the beginning of the academic year.</p> <p>Staff training to develop maths reasoning skills across the school.</p> <p>Develop the use of pre-teaching and over-teaching to help secure the children's knowledge.</p>

<b>D.</b>	<p>Increase the children's confidence when tackling and using new vocabulary.</p> <p>Develop early reading strategies across the school.</p>	<p>Children at all levels can identify and explore unknown vocabulary in a text.</p> <p>Children across the school, to be able to read age appropriate text and answer questions independently.</p> <p>Less underperforming pupils eligible for PP</p>
<b>E.</b>	<p>For pupils eligible for PP, to be more engaged in their own learning.</p> <p>To develop a better understanding of metacognition and self-regulate learning strategies and develop these with the children</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> <p>Children to engage more with their learning.</p>

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018-19</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 implementation</b>

A, B, C, D	<p>Staff training focusing on: acquisition of new vocabulary.</p> <p>Maths reasoning</p> <p>Metacognition and self-regulated learning.</p>	<p>British Cohort Study -2009 said that children with a restricted vocabulary at 5 years were more likely to be poor readers as adults.</p> <p>The Reading Mind stated that ... many disadvantaged children do not have the opportunities to develop the background knowledge to comprehend complex text (2009)</p> <p>Evidence for EEF has shown that teaching metacognition has a high impact on pupils based on extensive research.</p>	<p>Use of INSET days and staff meeting time.</p> <p>Individual curriculum leaders and HT to monitor the effectiveness of training through observations, work scrutunies, pupil feedback and teacher's evaluations/weekly round up</p>	<p>PF vocabulary</p> <p>AJ maths</p> <p>HT metacognition</p>	March 19
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>	Feb 2019
A,E	<p>Continued training and implementation of staff and support staff in ELSA</p>	<p>ELSA has a proven record within the borough in helping children to engage with their learning who have complex home lives and needs. It is led by the borough EP team, who provide support and activities for the support staff who have undertaken the training.</p>	<p>Careful choice of key members of staff</p>	<p>Inclusion manager AHT</p>	April 2019

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 D E	<p>1:1 and small group provision based on individual needs including language link, phonics and behaviour for learning.</p> <p>SLT mentoring individual children in Y6</p>	<p>Some of the pupils need targeted support/ mentoring to develop a greater understanding of what is being taught/ how to behave in a classroom/ develop a greater resilience to learning and to self-regulate. 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.</p>	<p>Meeting with TA, Class teacher and AHT to decide on the aims and success criteria. IPP written for the individual children involved.</p>	<p>AHT and class teacher</p>	<p>On an approx 8 weekly basis.</p>
A, B, C D E	<p>Marking and feedback of pupils eligible for PP, disadvantaged and underperforming children 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 has used this approach across all year groups last year. The feedback from both teacher and pupils was very positive.</p>	<p>Staff meeting time, discussion on individual pupils in PPPP meetings and how this approach is helping them. Evidence in weekly evaluations Monitored by AHT</p>	<p>AHT</p>	<p>Benchmark meetings in Feb 19</p>

B, D	Weekly small group sessions in reading and vocabulary acquisition with an experienced teacher in addition to standard lessons. 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. 1:1 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 been shown to work	Checking progress made using entry and exit data. Planning time given for the interventions. Monitoring evaluations.	AHT Inclusion Manager	Benchmark meetings
A, C 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 EYFS 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 AHT with VC EYFS 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. Regular monitoring. 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>

6. Review of expenditure				
Previous Academic Year		2017-18		
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)	
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>Reading progress for the PP pupils increased from 0.2 to 1.2.</p> <p>Maths NFER tests indicated that at the beginning of the academic year 48% of pupils eligible for PP were underperforming which reduced to 19% in the June suite of tests.</p>	<p>This will continue and be monitored and staff training will be given if necessary.</p> <p>Resources are in place.</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>For 2017/8 cohort, progress for pupils eligible for PP was greater than that of other pupils 4.7.</p> <p>Marks for the arithmetic section improved during the year at a faster rate for the underperforming children.</p> <p>Progress in maths for all 1.7 for KS2. KS1 83% EXS compared to 64% nationally</p>	<p>Continue setting 4 ways in Y6 for maths and as appropriate for other year groups.</p> <p>Continue same day marking and intervention.</p>	

A,E	Training for a key member of staff and support staff in ELSA / Rainbow	At present 2 TAs have either undergone training or are training at present. Children who have been involved and have had 6 weeks programme have been in less reportable incidents. Their teachers have also reported that they have been more engaged in class.	Continue with the approach.	
<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 D E	1:1 and small group provision based on individual needs including language link, phonics and behaviour for learning.	Less incidents in the behaviour logs involving pupils eligible for PP. Across the school children underperforming in reading dropped from 29% in Autumn to 15% in summer.	1:1 will continue and the small groups that have proved effective.	
A, B, C D E	Marking and feedback of pupils eligible for PP, disadvantaged and underperforming children first.	Number of children underperforming in RWM over the year decreased. All the teachers were able to explain strengths and weakness of the pupils eligible for PP in their classes.  4/8 PP in KS1 gained EXS in reading. 2/8 and 3/8 made EXS in writing and maths respectively, however all except 2 children in one of the subjects made expected progress.	Continue and develop the use of pre-teaching and over-teaching.	

B, D	Weekly small group sessions in maths with an experienced teacher in addition to standard lessons. Extra TA in classes during key lessons to support 1:1 or small groups.	Children made better than expected progress during the year. Y5 underperforming R-64% 39% W -64% 42% M – 82% 33% of the children are underperforming	This will continue in Y6	
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.	Attendance of PP eligible children has increased with an initial policy of 'better late than not at all' moving to tackling the lateness. Parents more confident to help children.	Continue in KS1	
<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)	
A C D E	After school / before school parent and child clubs and activities.	Identified children were able to come to school or have breakfast through the use of clubs who otherwise would have been absent.  PP eligible children were able to take part in after school sports clubs who would not previously have been able to.	Continue	
A D E	Peer mentoring and tutoring for reading and behaviour	Children involved developed a more positive view of learning and their behaviour improved in the class.  Reading score and confidence increased during the year.	Continue and develop for older children with adult mentors.	
A E	Providing support where needed for school trips, breakfast club, music tuition, and holiday activities.	All children got this appropriately.	Continue.	

## 7. Additional detail

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