

# Pupil premium strategy statement – Engayne Primary School

1. Summary information					
School	Engayne Primary School				
Academic Year	2019-20	Total PP budget	£	Date of most recent PP Review	06/17
Total number of pupils	627	Number of pupils eligible for PP	61	Date for next internal review of this strategy	Jan 20

2. Current attainment		
	<i>Pupils eligible for PP (progress)</i>	<i>All pupils(national average)</i>
% achieving EXS or above in reading, writing & maths (or equivalent)	50%	74%(65%)
% achieving EXS or above in reading (progress)	50% (-4.3)	78%(73%)
% achieving EXS or above in writing (progress)	83% (+1.6)	88% (78%)
% achieving EXS or above in maths (progress)	58% (+0.1)	87%(79%)

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 two year groups, were lower for the pupils eligible for PP. 5/7 in both year groups did not make GLD in reception. This can slow academic progress in subsequent years.
B.	Number of children entering the school or becoming PP in year has increased as has the number classed as EAL.
C.	Pupils in maths who are eligible for PP are making more progress during the year but have a lower starting point at the beginning of each academic year than other pupils across the school in September, 32% 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.

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<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 all year groups.	<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>	<p>Children coming new into the school settle quickly and make friends.</p> <p>Teachers have a good working knowledge of their strengths and areas for development within the first few weeks.</p>	<p>Children know the routines and expectations of the school.</p> <p>Children are given buddies but have made their own choice of friends within the first half term.</p> <p>Teachers have met with the parents and have given the children appropriate reading material. They are correctly differentiated for in lessons</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>Develop the use of pre-teaching and over-teaching to help secure the children's knowledge.</p> <p>Staff inset on maths fluency and how this can be achieved.</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>Develop the use of non-fiction texts in foundation subjects to expose the children to a greater range of vocabulary.</p>	<p>Children at all levels can identify and explore unknown vocabulary in a range of texts and subjects.</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>Children to begin to understand the consequences of their behaviour through restorative discussions.</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>Negative behaviour in the classroom or at playtimes being better understood by the children.</p> <p>Children to engage more with their learning.</p>

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2019-20</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 in fiction and non-fiction texts. Glossaries for foundation subjects</p> <p>Maths fluency and mastery</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 scrutinise, pupil feedback and teacher's evaluations/weekly round up</p>	<p>PF vocab BN maths HT metacognition</p>	<p>March 20</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 2020 Benchmark meeting</p>
A,B,E	<p>On-going training for 2 ELSA TAs</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>Children who have received this support have gone on to feel more supported, happier and have engaged in school activities better.</p>	<p>Careful choice of key members of staff</p>	<p>Inclusion manager AHT</p>	<p>Children have a 6 week programme which is reviewed.</p>
<b>Total budgeted cost</b>					£34000
<b>ii. Targeted support</b>					

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 C 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/ 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.	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 Monitored by AHT	AHT	Benchmark meetings in Feb 20
A, D, E	Weekly small group pre reading breakfast club sessions with a parent led by an experienced teacher  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. By pre-reading the following weeks class text children will develop the confidence to participate and engage more with the lesson and tests. 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 PP 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 2019
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**Total budgeted cost**    £35 000

### 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	Review of implementation ?
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. Use of Havering Adult College courses.	AHT with SL AHT with VC EYFS lead	After each 5 week block.

A, B, D E	Peer mentoring and tutoring for reading, maths 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				
<b>Previous Academic Year</b>		<b>2018-19</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, 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>Across the school the children performed better in the NFER tests at the end of the academic year. Few PP children were underperforming in both maths and reading.</p> <p>When interviewed several children saw themselves as better learners.</p> <p>Y6 progress results were lower than expected as a number of children underperformed considerably on the test. This wasn't reflected in the mock tests/ class work the child had been producing until then.</p>	<p>Staff training on reading still remains a school priority as it needs to be embedded and extended into the foundation subjects.</p> <p>Metacognition also needs to continue.</p> <p>Maths reasoning will change to fluency.</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>Splitting in maths in Y6 into 4 classes has increased the children's confidence and participation preparing them for secondary school. In school data shows it is very effective.</p> <p>Data for the intervention groups showed children made progress.</p>	<p>Maths Y6 setting will continue with other year groups looking at best use of teaching skills in their year groups.</p>	
A,E	<p>Continued training and implementation of staff and support staff in ELSA</p>	<p>A second TA was trained to support children through the ELSA programme.</p> <p>This is very effective for the children involved especially those who find relationships difficult or who are having problems at home.</p>	<p>Reduced training needed for next year as teaching staff know how and when to refer. ELSA trained staff need on-going workshops and group sessions.</p>	
<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.  SLT mentoring individual children in Y6	Less incidents in the behaviour logs involving pupils eligible for PP. Across the school children underperforming in reading dropped from 25% in Autumn to 7.4% in summer. Maths dropped from 31% to 5%. SLT mentoring individual children had little impact on most of the children chosen.	1:1 will continue and the small groups that have proved effective.  SLT mentoring will not continue however some form of mentoring will be looked into.	
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.	Continue and develop the use of pre-teaching and over-teaching.	
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.	Y6 progress in reading was poor due to a number of children with significant negative progress. The children had higher than average absence and so missed the lessons.	This won't continue next year but a weekly comprehension lesson set 4 ways will replace it. TAs will be strategically placed.	
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. Parents more confident to help children. Very few behaviour incidents in school. These were dealt with, with parental support. 6/8 PP children achieved GLD	Continue in KS1 and for 19-20 reception children.	
<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.	Both breakfast club and after-school clubs have been invaluable to some of the children.	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.	A number of families needed support for the Y5 residential trip and would not have been able to attend without it	Continue.	

## 7. Terms of Reference

Engayne PP Strategy is a live, ongoing document that has the pupils at its heart. Data from SATs, phonic screening, MTC, in house benchmarking as well as intervention data are used to ensure pupils make progress and reach their potential.

A **draft document is written in the summer term** where progress for the academic year can be tracked and the approaches can be reviewed. SATs results need to be analysed and new reception intake need to be considered as well as the results of Autumn benchmarking before a **final copy can be presented to the governors at the Autumn Teaching and Standards meeting and ratified at the FGB meeting.**

The strategies and their implementation are reviewed termly after benchmark meetings and PPPP meeting. **The effectiveness of the strategies is reviewed at the Teaching and Standards meeting and their value for money at the Leadership and Management meeting each term.**