

## Pupil Premium Strategy Statement 18/19

1. Summary information					
School	Evelyn Street Primary School				
Academic Year	2018/19	Estimated Total PP budget	£76,700	Date of most recent PP Review	9/18
Total number of pupils	265	Estimated Number of pupils eligible for PP	59	Date for next internal review of this strategy	9/19

2. Current attainment		
	<i>Pupils eligible for PP (School)</i>	<i>All Pupils (national average)</i>
% achieving ARE or above in RWM	100%	64%
Standardisation Points progress KS1to KS2 Reading	+9.1 ( all pupils + 9.6)	
Standardisation Points progress KS1to KS2 Writing	+6.2 (all pupils + 7.1)	
Standardisation Points progress KS1to KS2 Mathematics	+9.6 (all pupils + 11.2)	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Delayed speech and language- poor oracy language skills	
B.	Social emotional needs	
C.	Disadvantaged pupils low on entry attainment EYFS, KS1 and KS2 compared to All pupils	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Challenging home circumstance; Complex family circumstances/ poor home environment	
E.	Low attendance and punctuality	
F.	Disadvantaged more able - low family expectations and limited life experiences	

4. Desired outcomes		Success criteria
A.	Increase proportion PP LMH groups to reach ARE + by the time they leave KS2	To sustain and improve on the proportions of PP above NA in progress and achievement at both Key Stages.
B.	Increase proportions of PP LMH groups to attain Sig + progress across all subjects equal to that of All pupils with a specific focus on more able	Sig + increase in all subjects at band level
C.	Pupils with PP attendance rates and punctuality improve and be sustained inline or above school target	Attendance above 95%

5. Planned expenditure					
Academic year		2018/19			
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>					
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 develop and deepen CT subject knowledge in application of RWM in order to be for specific to the individuality of specific cohort needs.	Literacy/mathematic consultants bespoke training 1:1 of groups of teachers or TA's direct teaching pedagogies/ pupil outcome analysis in books and next step planning.	Teaching and learning tool kit 2016 CPD standards Pupil premium tool kit EET 2016 (Mastery Learning, Reading comp study, tuition 1:1 and Group)  See outcomes 2018 reviewed below.	Assistant Head monitoring CW/LG/KT: weekly recorded impact Trello PP lead monitoring SC: weekly recorded impact Trello	Assistant HT CW	Ongoing feedback given after each session with staff, written summary record half termly provided by consultants: 1 <sup>st</sup> Dec 18, 1 <sup>st</sup> April 19, 1 <sup>st</sup> July 19.

Quality Maths teaching based on the Singapore model	Teaching staff trained on Singapore teaching pedagogy	International research project 2014 EET 2015 Feb evaluation research project: Mastery Teaching  See outcomes 2018 reviewed below.	TLR2 Mathematic lead SI monitoring weekly: learning walks, book scrutiny	Maths Lead SI	1 <sup>st</sup> Dec 18, 1 <sup>st</sup> April 19, 1 <sup>st</sup> July 19
To ensure all EYFS pupils access language rich environment	Increase staffing levels with an additional TA in order to increase opportunities for spoken language, verbal interaction, modelled language and reasoning; Sustained shared thinking. Refine teaching pedagogy with bespoke CPD consultancy support.	Teaching and learning tool kit 2016 CPD standards Pupil premium tool kit EET 2016; Spoken communication and language, Early literacy and Numeracy approaches, Joining nursery at 2.  See outcomes 2018 reviewed below.	EYFS lead weekly monitoring KT: Learning walk monitoring sampling in team meetings.	EYFS Lead KT	1 <sup>st</sup> Dec 18, 1 <sup>st</sup> April 19, 1 <sup>st</sup> July 19

Raise attainment across the curriculum particularly for the disadvantaged.	Develop effective subject coordinator: bespoke training, refining pedagogies/ pupil outcome analysis in books and next step planning. Use research based pedagogies for all subjects.	Teaching and learning tool kit 2016 CPD standards Learning without Limits  Ensure outcomes across the curriculum are broadly in-line with RWM.  Highly engaged pupils enjoying a broad and balance curriculum.	Curriculum team leaders (CW & LG) and subject coordinators (all teachers) lead regular monitoring: Learning walks, book monitoring, planning etc and team meetings.	AHT LG Curriculum	1 <sup>st</sup> Dec 18, 1 <sup>st</sup> April 19, 1 <sup>st</sup> July 19
<b>Total budgeted cost</b>					£30,485
<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>
Bespoke planning for individual PP pupils and groups	English, mathematics and EYFS consultants planning /work scrutiny / during core delivery modelled teach support.	Teaching and learning tool kit 2016 CPD standards Pupil premium tool kit EET 2016: 1:1 and Group Tuition provided by a teacher. International research project 2013 maths: pre and post teach.  See outcomes reviewed below.	Assistant head CW (Teaching and Learning) and Assistant head LG (Curriculum) and Assistant head KT (EYFS): weekly monitoring reports on trello; Learning walks, Sampling pupil outcomes, books, data	SENCO SC	Ongoing feedback given after each session with staff, written summary record half termly provided by consultant; 1 <sup>st</sup> Dec 18, 1 <sup>st</sup> April 19, 1 <sup>st</sup> July 19

1:1 and group pre and post teach interventions with experienced teachers /TA (inclusive extend more able PP)	Before/After each RWM session children who have and are likely to struggle will be taught key objectives in order to keep pace with the class.	Teaching and learning tool kit 2016 CPD standards Pupil premium tool kit EET 2016. International research project 2013 maths: pre and post teach.  See outcomes reviewed below.	A HT: Teaching and Learning (CW) and Curriculum (LG): weekly monitoring reports on Trello; learning walks; sampling pupil outcomes; books; data. SENDCo (SC): weekly recorded impact Trello	SENCO SC	Half term informal review Formal assessment /tracking analysis re 1 <sup>st</sup> Dec 18, 1 <sup>st</sup> April 19, 1 <sup>st</sup> July 19
<b>Total budgeted cost</b>					£25,085
<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>When will you review implementation?</b>
To support pupil wellbeing, health and pastoral needs	Welfare Team offer: Learning mentor, welfare officer, attendance officer to target specific families with complex needs re child protection, parenting and attendance.	EET pupil premium research 2016: Social and emotional wellbeing  See outcomes reviewed below.	Welfare team: sampling children	Assistant Head: Welfare (KT)	1 <sup>st</sup> Dec 18, 1 <sup>st</sup> April 19, 1 <sup>st</sup> July 19

To support children's attendance and punctuality	Attendance officer, to ensure children do not miss learning when ill and keep them up to date with teaching while absent.	EET pupil premium research 2016 1:1tuition  See outcomes reviewed below.	Attendance office tracking target families	Assistant Head: behaviour and attendance lead KT	1 <sup>st</sup> Dec 18, 1 <sup>st</sup> April 19, 1 <sup>st</sup> July 19
<b>Total budgeted cost</b>				<b>£25,104</b>	

6. Review of expenditure				
Previous Academic Year 2017/18				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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
To develop and deepen CT subject knowledge in the application of RWM in order to plan specifically for the individuality of a cohort needs.	Literacy/mathematic: bespoke training TA's and teachers refining pedagogies/ pupil outcome analysis in books and next step planning.	<p><b>Attainment:</b></p> <ul style="list-style-type: none"> <li>Year 1 Phonics check 95% sustained high 3 year trend.</li> <li>KS1 Tests: All pupils KS1 RWM combined 84% GD 43%. Significantly above LA/NA averages for all pupils and pupil premium children.</li> <li>KS2 Tests: All pupils KS2 RWM EXS 100% GD 52%. Pupil premium RWM 100% ARE; 59% GD. Significantly above LA/NA averages for all pupils and pupil premium children</li> <li>KS2 average scale scores: R115 (NA 105) M 115 (NA 104) SPAG 117 (NA 106)</li> <li>Progress indicators: R 9.6; W 7.1; M 11.2</li> </ul>	<p>The schools phonics trend has been sustained 2013-79%, 2014 - 70%, 2015- 89%, 2016- 92%, 2017-95.5 %, 2018 -95%. PP pupils continue to be above NA averages.</p> <p>Both attainment /achievement have been impacted upon positively, within both phase which are well above national average in all subjects at expected and exceeding for all pupils and all pupil groupings.</p> <p>Pupil premium pupils at KS1 and KS2 perform better than Local authority pupil groups and national pupil groups.</p> <p>This strategy has been highly successful and will be continued</p>	£2,500

Quality Maths teaching based on the Singapore model	Teaching staff trained on Singapore teaching pedagogy	2018 Attainment KS1: 89% GD 47% KS2: EXS 100% GD 76%	Schools 3 year trend: KS2: RWM ARE 2018 100%, 2017 100%, 2016 91%. RWM GD 2018 52%, 2017 55%, 2016 13% This strategy has been highly successful and will be continued.	£15000
To ensure all EYFS access language rich environment	Increase staffing levels with an additional TA. Refine teaching pedagogy with bespoke CPD consultancy support.	2018: GLD 74% NA 72%  77% pupil premium pupils achieved GLD  This demonstrates significant gains when compared to the very low on entry baseline 0% ARE on entry	The schools upward trend has been sustained for 3 years 2013 20%, 2014 33%, 2015 71% 2016 70%, 2017 68%, 2018 74%  This strategy has been highly successful and will be continued	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>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)	<b>Cost</b>
Bespoke planning for individual PP pupils and groups	Literacy and mathematics consultant planning /work scrutiny / during core delivery modelled teach support.	Reading Gains EYFS2016- KS1 2018 KS2 pupil premium; Progress for All pupils and PP is above NA across all band groups and is Sig + (top 10%) in all subjects. Attainment for All pupils and PP is above NA at expected and greater depth across all band groups	To continue this approach but to focus specifically on individual pp pupils to ensure that pupils have increasing Sig + across all subjects and band groups equal to all Pupils.	£8,000



1:1 and group pre and post teach interventions with exp teachers /TA (inclusive extend more able PP)	Before/After each RWM session children who have and are likely to struggle will be taught key objectives in order to keep pace with the class.	Reading Gains EYFS2016- KS1 2018 KS2 pupil premium; Progress for All pupils and PP is above NA across all band groups and is Sig + (top 10%) in all subjects. Attainment for All pupils and PP is above NA at expected and greater depth across all band groups	To continue this approach but to focus specifically on individual pp pupils to ensure that pupils have increasing Sig + across all subjects and band groups equal to all Pupils.	£4,000
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>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)	<b>Cost</b>
To support pupil well-being, health and pastoral needs	Welfare Team: Learning mentor and Welfare officer target specific families with complex needs; child protection parenting and attendance. SENDCo and SEMH Consultant offering targeted and whole school mental health and well-being support.	Improved attainment and progress for specific pupils though the use of Wave 2 support.	This strategy has been highly successful and will be continued.	£7,000

<p>To support children's attendance and punctuality</p>	<p>Home school tutor offer, to ensure children do not miss learning when ill and keep them up to date with teaching while absent.</p>	<p>Improved attendance and punctuality for specific families.</p> <p>Overall PP attendance: 96.2% (NA 94.5%)</p> <p>Persistent PP absences: 5.4% (NA 15.7%)</p>	<p>This strategy has been highly successful and will be continued</p>	<p>£3,000</p>
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