

Pupil Premium Strategy Statement 19/20

1. Summary information					
School	Evelyn Street Primary School				
Academic Year	2019/20	Total PP budget	£101,640	Date of most recent PP Review	9/19
Total number of pupils	264	Number of pupils eligible for PP	77	Date for next internal review of this strategy	9/20

2. Current attainment		
	<i>Pupils eligible for PP (Estimated figures until published)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in RWM	67% (GD 22%)	61%
Standardisation Points progress KS1to KS2 Reading	+1.3 (all pupils + 1.0)	
Standardisation Points progress KS1to KS2 Writing	+3.0 (all pupils + 2.6)	
Standardisation Points progress KS1to KS2 Mathematics	+4.3 (all pupils + 4.9)	
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 EXS + 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		2019/20			
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 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	Literacy/mathematic consultants - bespoke training (1:1 or groups of teachers or TA's) of direct teaching pedagogies, pupil outcomes in books and next step planning.	Teaching and learning tool kit 2016 CPD standards Pupil premium tool kit EEF 2018 (Mastery Learning, Reading	Deputy HT: monitoring, weekly recorded impact on Trello PP lead monitoring, weekly recorded impact on Trello	Deputy HT CW PP Lead SC	Ongoing feedback given after each session with staff, written summary record half termly provided by consultants: 1 st Dec 2019, 1 st April 2020, 1st July 2020.

<p>To improve outcomes in Reading and Writing</p>	<p>Reading/writing consultants - bespoke training (1:1 or groups of teachers or TA's) of direct teaching pedagogies, pupil outcomes in books and next step planning.</p> <p>Continued use of Literacy Counts programmes to support the teaching of writing. Guidance from consultant and school's writing lead when planning.</p> <p>Support in the delivery of Guided Reading for teacher's and TAs for those who require additional intervention.</p> <p>Using appropriate diagnostic tools to correctly identify areas of need for those children working below to offer bespoke learning.</p>	<p>Teaching and Learning Toolkit</p> <p>EEF Improving Literacy at KS1/KS2 2017</p> <p>EEF Reading Comprehension Strategies 2018</p> <p>Attainment:</p>	<p>Deputy Head monitoring, weekly recorded impact on Trello</p> <p>PP lead monitoring, weekly recorded impact on Trello</p>	<p>Deputy HT CW</p> <p>PP Lead SC</p>	<p>1st Dec 2019, 1st April 2020, 1st July 2020.</p>
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<p>To ensure all EYFS pupils access language rich environment</p>	<p>To increase opportunities for spoken language, verbal interaction, modelled language and reasoning by increasing staffing levels with an additional apprentice in order to develop Sustained shared thinking</p> <p>EYFS Consultant to work closely with EYFS staff to refine teaching pedagogy.</p> <p>Through continued use of Tapestry as an assessment tool alongside baseline assessments to identify individual needs and alter provision as required.</p>	<p>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.</p>	<p>EYFS lead weekly monitoring, learning walks, sampling in team meetings; recorded impact on Trello.</p>	<p>EYFS Lead: KT</p>	<p>1st Dec 2019, 1st April 2020, 1st July 2020.</p>
Total budgeted cost					£20,765

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and	How will you ensure it is	Staff lead	When will you review implementation?
Bespoke planning for individual PP pupils and groups	<p>Literacy and mathematics consultant planning, work scrutiny, during core delivery modelled teach support</p> <p>Pre/post teach interventions delivered as required ensuring a deeper understanding of key objectives to allow struggling learners to keep pace with the class.</p> <p>Early identification of children's needs through appropriate diagnostic tools, Diminishing the Difference planning and Pupil Progress meeting to ensure provision is bespoke and impactful.</p>	<p>Teaching and learning tool kit</p> <p>2016 CPD standards</p> <p>Pupil premium tool kit</p> <p>EEF 2018: 1:1 and Group Tuition provided by a teacher.</p> <p>International research project 2013 maths: pre and post teach.</p>	<p>Deputy Head and PP Lead weekly monitoring reports on Trello;</p> <p>Learning walks, Sampling pupil outcomes, books and data</p> <p>Intervention Trackers Individual/Groups and Provision Map (online) to track outcomes and delivery of programmes.</p>	<p>Deputy HT: CW</p> <p>SENDCo: SC</p>	<p>On-going feedback given after each session with staff, written summary record half termly provided by consultant; 1st Dec 2019, 1st April 2020, 1st July 2020.</p>

<p>To improve language and communication skills through bespoke speech and language programmes</p>	<p>Using WellComm in EYFS to baseline all children upon entry and transition into Reception to identify those children requiring bespoke programmes or referral to the Speech and Language Therapy team.</p> <p>Using SpeechLink and LanguageLink to assess children in the Autumn term of Years 1, 3 and 5 to identify those children requiring bespoke programmes or referral to the Speech and Language Therapy team.</p> <p>Working alongside the school's designated Speech and Language Therapist to deliver bespoke programmes to individuals.</p>	<p>Teaching and learning tool kit</p> <p>2016 CPD standards</p> <p>Pupil premium tool kit</p> <p>EEF 2018: 1:1 and Group Tuition provided by a teacher / oral language interventions.</p>	<p>Deputy Head and PP Lead weekly monitoring reports on Trello;</p> <p>Learning walks, Sampling pupil outcomes, books and data</p> <p>Intervention Trackers Individual/Groups and Provision Map (online) to track outcomes and delivery of programmes.</p> <p>Termly reviews by Speech and Language Therapist.</p> <p>Reassessment using WellComm, SpeechLink or LanguageLink as appropriate.</p>	<p>Deputy HT: CW</p> <p>SENDCo: SC</p>	<p>1st Dec 2019, 1st April 2020, 1st July 2020.</p>
Total budgeted cost					£19,085

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	When will you review implementation?
To support pupil wellbeing, health and pastoral needs	<p>Welfare Team offer: Learning mentor and Welfare officer target specific families with complex needs; child protection parenting and attendance.</p> <p>Implementation of whole school Mental Health and Well-being policy, including the Internal Referral system to access the support of Learning Mentor or school's SEMH Consultant.</p> <p>Using appropriate assessment tools (PASS/SDQ) to identify children needing bespoke intervention to regulate their mental health.</p> <p>Learning Mentor to access Emotional Literacy Support Assistant (ELSA) training to support changing needs of the children.</p>	EEF pupil premium research 2018: Social and emotional wellbeing	<p>Welfare team: sampling children</p> <p>Joined-Up Care Meetings to review vulnerable children</p>	<p>Assistant HT: KT</p> <p>Welfare Co-ordinator: BG</p> <p>SENDCo: SC</p>	1st Dec 2019, 1st April 2020, 1st July 2020.

To support and improve children's attendance and punctuality	Home school tutor offer: to ensure children do not miss learning when ill and keep them up to date with teaching while absent. Award system implemented for those with 100% attendance for whole terms and year.	EEF pupil premium research 2018 1:1 tuition	Attendance office tracking target families	Assistant HT: KT EWO: KN	1st Dec 2019, 1st April 2020, 1st July 2020.
Total budgeted cost					£20,104

6. Review of expenditure				
Previous Academic Year:		2018/19		
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)	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/maths: bespoke training TA's and teachers refining pedagogies/ pupil outcome analysis in books and next step planning.	<p>Attainment:</p> <p>Year 1 Phonics check 93% sustained high trend. (PP children 83%)</p> <p>KS1 Tests: All pupils KS1 RWM combined 86% GD 43%. Significantly Above LA/NA averages for all pupils and pupil premium children. (PP children 80% ARE, 30% GD)</p> <p>KS2 Tests: All pupils KS2 RWM EXS 80% GD 30% (PP children 67% ARE, 22% GD)</p> <p>Above LA/NA averages for all pupils and Pupil premium children</p> <p>Progress KS2 scale scores: R 106 (NA 105) M 113 (NA 104) SPAG 114 (NA 106)</p> <p>PP children: R 104, M 105, SPAG 104.</p>	<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 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	KS1 Math EXS 88% (NA 76%) GD 52% (NA 22%) KS2 Math EXS 83% (NA 76%) GD 30% (NA 24%)	This strategy has been highly successful and will be continued	£15000
To ensure all EYFS access language rich environment	To increase staffing levels with an additional apprentice. To refine teaching pedagogy with bespoke CPD consultancy support.	2019 GLD 74% broadly in line with NA 72% 50% pupil premium pupils achieved GLD (Those working towards have made at least good progress from their own starting point.) 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% This strategy has been highly successful and will be continued	
To develop individual subject leaders.	Foundation Subjects: bespoke training, refining pedagogies/ pupil outcome analysis in books and next step planning.	Ensure outcomes across the curriculum are broadly in-line with RWM. Highly engaged pupils enjoying a broad and balance curriculum.	Use research based pedagogies for all subjects. In accordance to Learning without Limits, this will provide an increased sense of passion and confidence in their (the teacher's) own ability to imagine and bring about worthwhile changes through their own efforts.	£8,000

ii. Targeted support

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)	Cost
Bespoke planning for individual PP pupils and groups	Literacy and mathematics consultant planning /work scrutiny / during core delivery modelled teach support.	Reading Gains EYFS2017 - KS1 2019 KS2 pupil premium; Progress for All pupils and PP is above NA across all band groups 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
iii. Other approaches				
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)	Cost

<p>To support pupil well-being, health and pastoral needs</p>	<p>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.</p>	<p>Improved attainment and progress for specific pupils through the use of Wave 2 support.</p>	<p>This strategy has been highly successful and will be continued.</p>	<p>£7,000</p>
<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>Attendance data in-line with NA</p> <p>Improved attendance and punctuality for specific families.</p> <p>Overall PP attendance: 96.2% (NA 94.5%)</p> <p>Persistent PP absences: 5.0% (NA 15.7%)</p>	<p>This strategy has been highly successful and will be continued</p>	<p>£3,000</p>