

Pupil premium strategy statement: East Stour Primary School – Updated September 19

Rationale:

East Stour Primary is determined to ensure that all children achieve and are given the highest standards of teaching and learning through delivering Quality First Teaching (QFT). Additionally, that focussed support and pastoral care outside of QFT is given to children that require it so that they are achieving their full potential. There is no expectation that all Pupil Premium children will receive identical support; some children will need more than others and each child is an individual with individual circumstances. The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of the children within this group and this is reviewed termly. The Action Plan for Pupil Premium spending focuses on whole-school strategies that impact all pupils, strategies that target under-performing pupils, and specific strategies targeting pupil premium pupils. We have a clear, strategic approach to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement systems.

How well are we doing at raising attainment for disadvantaged pupils at East Stour Primary School?

Our end of KS2 results over the last few years have demonstrated very positive results for disadvantaged pupils; sometimes gaining higher results than non-disadvantaged pupils within school and higher than national results for “all” pupils. As a school we understand we need to focus on early intervention, particularly in EYFS and KS1 to ensure pupils make at least as much progress as their peers, with the focus very much on disadvantaged pupils making accelerated progress. Our main challenge is in supporting pupils who are disadvantaged and also SEN to meet Age Related Expectations in line with their peers, therefore this remains the most significant barrier to future attainment that we believe it is vital for us to focus on. We are also keen to continue to improve the attendance of some of our disadvantaged pupils.

1. Summary information					
School	East Stour Primary School				
Academic Year	2019/20	Total PP budget	£180,720	Date of most recent PP Review	Jan 2017
Total number of pupils	400	Number of pupils eligible for PP	133	Date for next internal review of this strategy	March 2020

2. Current attainment (based on July 2019 data)		
	<i>Pupils eligible for PP (East Stour)</i>	<i>(Pupils not eligible for PP (national) - not available) National All</i>
% of Y6 pupils achieving ARE in reading, writing and maths	50%	65%
% achieving ARE in reading	70.8%	73%
% achieving ARE in writing	87.5%	78%
% achieving ARE in maths	62.5%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Significant number of PP eligible pupils across the school are below age-related expectations	
B.	Children who are SEN and disadvantaged start EYFS with a lower baseline and greater communication related needs	
C.	Lower numbers of PP pupils working at Greater Depth within expected standards in English and Maths at the end of KS2	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Pupil attendance is slightly weaker for PP eligible pupils compared to non-pp children.	
E.	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.	
F.	Pupils from disadvantaged backgrounds often lack the resilience of their peers.	
G.	Pupils from disadvantaged backgrounds have less opportunities for support with homework.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the rate of progress of PP eligible pupils across the school (SIMS, PPR meetings)	Pupils who are PP eligible make progress at least in line with their equivalent nationally, as well as non-PP children at East Stour
B.	Improve the rate of attainment ensuring that: A) year 1 phonics screening results improve for PP children B) results at the end of KS1 and KS2 improve for PP children C) More able PP pupils are able to gain greater depth / above ARE within Reading, Writing and Maths	A) Increase in the % of PP eligible pupils pass the year 1 phonic screening B) Increase in the % of PP eligible pupils meet their FFT (20) targets C) Higher ability PP children, make at least the same progress as higher ability non-PP pupils.
C.	Increase the rate of attendance for targeted disadvantaged pupils (Attendance data)	Reduction in the % of absent pupils who are eligible for PP, so that it matches other groups. SLO involvement where meets criteria
D.	Disadvantaged pupils have access to a rounded education and wider opportunities (clubs / tuition attendance date, trips / visitors)	Disadvantaged pupils experience and are inspired by a range of activities, visits/trips, experiences and clubs they may not otherwise have been exposed to.
E.	High 'Behaviour for Learning' expectations set and adhered to by staff and pupils (learning walks, lesson monitoring, pupil voice)	Pupils are willing to attempt challenging tasks without fear of failure. Self-esteem and resilience increases in pupils
F.	Mental Health and Well-being of disadvantaged pupils improves	School achieves Sandwell Charter Mark for Well-being Increase in the % of children at age appropriate levels in Thrive For those at lower stages of development, 20% improvement in their Thrive scores

5. Planned expenditure					
Academic year		2019-2020			
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?
<p>Improve the rate of progress of PP eligible pupils across the school (SIMS, PPR meetings, EEXAT)</p> <p>Improve the rate of attainment ensuring that:</p> <p>A. year 1 phonics screening results improve for PP children</p> <p>B. results at the end of KS1 and KS2 improve for PP children</p> <p>C. More able PP pupils are able to gain greater depth / above ARE within Reading, Writing and Maths</p>	<p>FFT used to set challenging targets for individual pupils. Seasonal PPRs to track attainment and progress, and identify next steps / actions for individuals / groups.</p> <p>Maths mastery being cascaded across the school.</p> <p>More able pupils are the focus of additional interventions.</p> <p>Whole school focus on Curriculum development and behaviour/B4L</p> <p>Coaching model implemented across the school.</p> <p>RWI training for whole school (2 days)</p> <p>RWI relaunched</p>	<p>Leadership ensure that training opportunities are provided and appraisal is linked to performance for Teachers and Teaching Assistants.</p> <p>Students who are identified as potentially struggling to meet their FFT targets are targeted for support to catch up / keep up.</p>	<p>SLT to evaluate the quality of teaching, learning, marking and feedback (regular monitoring)</p> <p>Seasonal summative Teacher Assessments carried out.</p> <p>Relevant Inclusion team assessments carried out.</p> <p>Seasonal Pupil Progress Meetings</p> <p>Tracking of data and analysis of different groups of pupils.</p> <p>Learning walks and formal observations.</p> <p>Teacher and TA appraisal targets linked to SIP.</p> <p>Monitoring of interventions - carried out by Inclusion Team</p>	<p>SLT</p> <p>ZF & RD</p> <p>Jordan C</p> <p>EL, RD, EB</p> <p>ZF & RD</p> <p>SLT</p> <p>All teachers (including SLT)</p> <p>Jordan C</p>	<p>July 2020</p>
Total budgeted cost					£28,700

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?
Increase the rate of attendance / punctuality for targeted disadvantaged pupils	FLOs to support pupil attendance, well-being and learning. FLOs and attendance office contact SLOs for advice and make referrals as appropriate. Attendance discussed at weekly Behaviour Safety and Welfare meetings (SLT), with actions set and monitored	PP attendance is not always as strong as it could be due to environmental factors affecting a child's health and well-being (and that of the adults). Poor attendance can have a significant impact on progress, but also self-confidence, social interactions and friendships.	Monitored by Attendance Officer, SLT and FLOs. Intervention form FLOs / Early Help and SLO where meet criteria	DG BL PV JW JD	Termly
Total budgeted cost					£23,600
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?
Disadvantaged pupils have access to a rounded education and wider opportunities	Professional companies bought in to perform plays / workshops eg music and history workshops etc Continue to improve the range of after school activities and visits for eligible pupils to inspire Trips and residential visits subsidised	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Teachers will identify opportunities. Success will be monitored by pupil voice and improved pupil voice and improved pupil engagement in lessons. Monitor club attendance of disadvantaged pupils. Take up of subsidy will be monitored by the school Finance Officer.	CTs SLT Business Manager	Termly
High 'Behaviour for Learning' expectations set and adhered to by staff and pupils	Continue to embed Growth Mindset – staff CPD, lessons, assemblies Revise behaviour policy Regular staff meetings (and TA meetings) are planned in a cyclical model to introduce, reinforce and embed ideas / strategies linked to Behaviour for learning eg mindfulness, Five Factors for Enhancing Involvement (Leuven)	Research show that greater gains are made in academic learning when pupils are faced with new challenges in adventurous settings. The school applies such learning to the school environment eg developing growth mindsets which improves co-constructed learning and outcomes.	Monitor behaviour log Pupil attitude to learning and challenge in lessons monitored by SLT and SMT Pupil voice and parent surveys to analyse where improvements could be made.	RD SLT SMT RD	Termly
Mental Health and Well-being of disadvantaged pupils improves	Pastoral interventions to improve child well-being Whole school Thrive screening, individual profiling where	Research shows that children's brains are physiologically unable to learn efficiently if they have low well-being, therefore addressing pupil well-being	Pupil voice and parent surveys to analyse where improvements could be made.	Jordan C	Termly

	necessary and in-class / withdrawn intervention where appropriate Nurture style provision for identified children. Key stakeholder voice to ascertain perceptions, with an action plan put in place to address areas of development (work towards Sandwell Charter Mark for Well-being)	is a prerequisite to improving pupil learning.	Impact of interventions analysed and interventions reviewed Thrive overview Monitoring Sandwell Charter Mark Action plan	Jordan C RD SLT	
Total budgeted cost					£270,329