

# Pupil Premium Strategy Statement - Earls Barton Primary School



1. Summary information					
School	Earls Barton Primary School				
Academic Year	2018/2019	Total PP budget	£ 82,740	Date of most recent PP Review	July 2018
Total number of pupils	467	Number of pupils eligible for PP	56 (9 PP+)	Date for next internal review of this strategy	April 2019

2. Current attainment July 2018- KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average)</i>
% achieving in reading, writing and maths	75%	64%
% achieving the expected level in reading	88%	75%
% achieving the expected level in writing	75%	78%
% achieving the expected level in maths	75%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor speech and language for EYFS PP children.
<b>B.</b>	Reduced vocabulary of PP children impacting on writing attainment.
<b>C.</b>	Gaps in mathematical knowledge impacting on maths attainment.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	A large number of PP children displaying low levels of emotional literacy. Increasing numbers of LAC and Post LAC children requiring emotional support.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	95% EYFS children to be working at the required level for speaking and listening.	95% of EYFS children without an identifiable SEND for communication to be at the expected level
<b>B.</b>	Improve progress in writing for PP non SEND children	PP non SEND gap to peers to diminish. More PP children reaching secure or above levels of attainment.
<b>C.</b>	Increase the % of children working at GD in maths	Tracking across the school to indicate a greater % of children working at GD for maths.
<b>D.</b>	Improve wellbeing and emotional literacy for PP children.	Assessment data analysed for ELSA interventions to show improved scores after a block of intervention.

5. Planned expenditure					
Academic year	2018/2019				
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?
Improve writing attainment and progress for PP children.	Talk for writing approach	Evidence based approach proven to support writing skills and vocabulary for all children, especially those with a limited vocabulary. School given the opportunity to receive expert input over two years to develop staff knowledge, planning and delivery of writing. All classes to have a PP action plan to support this focus.	Whole school staff CPD on Talk for Writing. Subject lead specialist support on a very regular basis. Key focus on school SIP. Lesson observations, book scrutiny.	KL/ TS	Learning walks termly. Monitoring data at PP meetings termly
Increase the % of children working at GD in maths	Staff CPD to develop understanding of what is required for Greater depth learning. Support in identifying opportunities.	Whole school focus on maths to improve progress and attainment in the subject areas. Identified within SIP as an area for development. All classes to have a PP action plan to support this focus.	Whole school staff training. Subject leader training. Lesson observations, book scrutiny, planning scrutiny.	JS	Monitoring data at PP meetings termly
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?
Improve emotional literacy for children.	Fully qualified ELSA within school- role and time ring-fenced. Whole staff training on attachment awareness and emotion coaching. Applying for TaHMS accreditation.  PP children requiring SEMH SEND support to have a highly personalised timetable.	Supported by the Educational Psychology service. Research into the importance of emotional wellbeing and the impact it has on attainment and progress. Improve resilience for vulnerable children.  Support from outside agency- Jo-go for PP and SEND children to reduce chances of exclusion, ongoing conversations with EIP and specialist support services. Close work with Nurture provisions.	Comprehensive referral system and record keeping linked to whole school provision map. Pre and Post interventions assessments carried out and analysed.  Regular review meetings with staff and parents. Capturing pupil voice on their emotional wellbeing. Reduction of emotional outbursts and incidents both in school and at home.	NC/ JC	Short termly reviews of interventions offered and the need of children. Assessment data, boxall profiles and SDQ's analysed termly. PEP meetings with Social care and Virtual school.  Ongoing- responding to need.

Improve Speech and language levels for new intake.	Employ an independent Speech and Language therapist - Support staff trained in NHS Talking success program to support small groups of children and consolidate work of therapist.	Poor communication skills have an impact on accessing the curriculum, progress and attainment achieved. Early action to address this will improve outcomes.	Comprehensive referral system and record keeping linked to whole school provision map. Regular reviews with SALT team and parents. Initial screen of all EYFS intake to prioritise need.	NC/ KH/ AG	Termly discussions and IEP reviews for those working with SALT. End of year data.
<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>
Closer home school links and enrichment activities for PP children.	To give all parents of PP children a personal allowance to be spent on enrichment activities. £300 for PP and £400 per school year for PP+.	Allowing all children to access extra-curricular activities both in and outside school. Listening and responding to parent and pupil voice.	Monitor uptake of scheme. Clear guidelines on what the allowance can be spent on. Parent survey at the end of the year.	NC/ CB	July 2019
Improved attendance and outcomes for PP children – many who are also SEN support.	Family support worker to bridge the link between home and school. Inclusion Lead to monitor Attendance termly and invite parents in for a parent contract meeting when applicable.	Many PP eligible families have a range of needs and barriers. Link worker to support families in facilitating EHA. Inclusion Lead to support parents to improve child's attendance, building up positive relationships with parents.	Monitor attendance and outcomes of EHA meetings for specific families.	NC/ RB	July 2019
<b>Total budgeted cost</b>					<b>£ 84,740</b>

6. Previous Academic Year- Earls Barton Primary School			
Academic year	2017/2018		
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)
Improve writing attainment for PP	Talk for writing approach	Lesson observations and book scrutinises have shown a positive impact on children's confidence in writing. This is particularly true of the vocabulary used and confidence in presenting their ideas of the PP children.	School decided to go ahead and further embed this approach by signing up for a two year program led by Kat Pennington. This involves whole staff CPD, subject leader training, working closely with another school and visiting outstanding examples of settings with a very high percentage of PP children using this approach.
Increase the % of children working at GD in maths	Revisit calculation policy, staff CPD	Whole school focus on maths to improve progress and attainment in the subject areas. Identified within SIP as an area for development.	New calculation policy is having an impact- using the White Rose examples has helped develop fluency in maths. A times table implementation has proven to be a success. An increase in PP working at secure has been achieved- more work required to improve the GD %.
Improve emotional literacy for children.	HLTA delivering SEMH interventions in small groups and 1:1 basis. Undertaking ELSA training.	Supported by the Educational Psychology service. Research into the importance of emotional wellbeing and the impact it has on attainment and progress. Improve resilience for vulnerable children.	Children are talking openly about their wellbeing and know who to approach. These children are making better progress within the classroom. Other agencies are valuing the input given in school this is resulting in a higher acceptance of referrals for more specialist support.
Improve Speech and language levels for new intake.	Employ an independent Speech and Language therapist -Training 5 support staff in NHS Talking success program to support small groups of children and consolidate work of therapist.	Poor communication skills have an impact on accessing the curriculum, progress and attainment achieved. Early action to address this will improve outcomes.	91% of children in EYFS achieved the expected level in speaking last year. This program to continue into 2018 / 2019
Closer home school links and enrichment activities for PP children.	To give all parents of PP children a personal allowance to be spent on enrichment activities. £300 for PP and £400 per school year for PP+.	Allowing all children to access extra-curricular activities both in and outside school. Listening and responding to parent and pupil voice.	All parents of eligible children have used the scheme over the past year. This is enabling children to attend local community groups (Scouts, Rainbows), swimming lessons, sports clubs, access IT equipment and attend residential trips with school. Program to continue.
Improved attendance and outcomes for PP children – many who are also SEN support.	Family support worker to bridge the link between home and school.	Many PP eligible families have a range of needs and barriers. Link worker to support families in facilitating EHA.	Attendance of PP children significantly improved- highlighted as a positive in April 2018 Ofsted report. Program to continue.

**7. Additional detail**

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