

Pupil Premium Strategy Statement - Earls Barton Primary School



1. Summary information					
School	Earls Barton Primary School				
Academic Year	2017/2018	Total PP budget	£ 79,300	Date of most recent PP Review	N/A
Total number of pupils	473	Number of pupils eligible for PP	57 (7 PP+)	Date for next internal review of this strategy	April 2018

2. Current attainment July 2017- KS2- see section 7 below.		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	29%	67%
% achieving the expected level in reading	57%	77%
% achieving the expected level in writing	36%	80%
% achieving the expected level in maths	43%	81%

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

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	90% EYFS children to be working at the required level for speaking and listening.	90% of EYFS children without an identifiable SEND for communication to be at the expected level
B.	Improve progress in writing for PP non SEND children	PP non SEND gap to peers to diminish.
C.	Increase the % of children working at GD in maths	Tracking across the school to indicate a greater % of children working at GD for maths.
D.	Improve wellbeing and emotional literacy for PP children.	SDQ and boxall profile scores to show improvements in wellbeing and emotional literacy over the year.

5. Planned expenditure					
Academic year	2017/2018				
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 for PP	Talk for writing approach	Currently being evaluated by EEF. Early indications are that the process improves confidence in teachers and pupils when writing. Approach chosen as due to allowing implantation across the whole school and previous evidence of teacher confidence in delivering the program.	Whole school staff training. Lesson observations, book scrutiny.	KL	Monitoring data at PP meetings termly
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.	Whole school staff training. Subject leader training. Lesson observations, book scrutiny	TS, 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.	HLTA delivering SEMH interventions in small groups and 1:1 basis. Undertaking ELSA training. 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.	Regular reviews with teachers and HLTA. Capturing pupil voice. Comprehensive referral system and record keeping linked to whole school provision map. Regular review meetings with staff and parents. Capturing pupil voice on their emotional wellbeing.	NC/ JC	Termly review, SDQ and Boxhall profiles completed at the end of the sessions. Ongoing- responding to need.

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.	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	Termly discussions and IEP reviews for those working with SALT. End of year data.
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?
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 2018
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.	Monitor attendance and outcomes of EHA meetings for specific families.	NC/ RB	July 2018
Total budgeted cost					£ 79,300

6. Previous Academic Year- Earls Barton Infant School- see note below

Academic year	2016/2017		
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 Maths progress and outcomes	Teacher delivering Numicon intervention for 1.5 days a week.	End of KS1 results improved with the number of children achieving GD in maths. 89% of PP made expected or better progress in maths.	Due to amalgamation this approach has been discontinued. TA's are using numicon in interventions throughout the school to embed a secure foundation in maths, building on the work of this intervention.
Improve home school links, attendance and outcomes for families.	Family support worker to be a link between home and school.	Overall attendance is above average for the school. Parents are happy to come into school and seek advice and support. EHA's have secured the relevant support from families and improving their outcomes.	Continue going forward after the amalgamation. This is a vital link for parents of a non-teaching staff member to help build up trust and confidence especially for those who have had negative school experiences themselves.
Enrichment activities	Fully funding school trips and sports clubs.	All PP children attended all school trips. Up take of free sports clubs was 65% of PP children, several children attending three clubs a week.	Review indicated that children wished to access enrichment activities outside of the school offer- i.e. swimming. This approach did not support these. Approach changed to a personal allowance system from September 2017.
			Total Cost £21,120

7. Additional detail

In January 2017 Earls Barton Infant School and Earls Barton Junior School amalgamated by the technical closure of the Junior School and the expansion of the Infant school. PP strategy was separate until September 2017. New SLT in place September 2017.