

Pupil Premium Strategy Action Plan 2019-2020

WHOLE SCHOOL DATA: JULY 2019					
YEAR GROUP	PHONICS	READING	WRITING	MATHS	RWM COMBINED
FS2			GLD: 70%		
Year 1	70%	70%	55%	75%	55%
Year 2	50%	67%	67%	83%	61%
Year 3		64%	60%	68%	52%
Year 4		78%	61%	89%	56%
Year 5		83%	67%	79%	63%
Year 6		74%	74%	74%	53%
Year 6 Progress					

DISADVANTAGED DATA: JULY 2019					
YEAR GROUP	PHONICS	READING	WRITING	MATHS	RWM COMBINED
FS2			GLD: 83%		
Year 1	50%	50%	50%	63%	50%
Year 2	0%	0%	0%	50%	0%
Year 3		78%	67%	67%	44%
Year 4		83%	50%	83%	50%
Year 5		63%	38%	63%	38%
Year 6		56%	67%	44%	22%

MORE ABLE / GREATER DEPTH: JULY 2019					
YEAR GROUP	PHONICS	READING	WRITING	MATHS	RWM COMBINED
FS2			GLD: 10%		
Year 1		40%	15%	20%	5%
Year 2		22%	6%	33%	6%
Year 3		12%	12%	20%	0%
Year 4		33%	6%	17%	6%
Year 5		17%	4%	13%	4%
Year 6		5%	11%	11%	5%

SIP PRIORITY 1:	CONTINUE TO IMPROVE THE QUALITY OF TEACHING AND LEARNING ACROSS SCHOOL TO IMPACT ON ALL PUPILS, WITH A FOCUS ON THOSE WHO ARE DISADVANTAGED AND PRIOR HIGHER ATTAINERS.
SIP PRIORITY 2:	TO IMPROVE WRITING OUTCOMES ACROSS SCHOOL, WITH A FOCUS ON THOSE WHO ARE DISADVANTAGED AND PRIOR HIGHER ATTAINERS.

Summary Information

School	Eureka Primary School				
Academic Financial Year	2019 – 2020	Total PP budget	£65,960 April 2019 - 2020	Date of most recent PP Review	July 2019
Total number of pupils	136	No of pupils eligible for PP (From January Census 2019)	41 Pupil Premium (1 Pupil Premium Plus)	Dates for next internal review of this strategy	Dec 2019 April 2020 July 2020

The Key Values behind our pupil premium action plan are as follows:

- The school is determined to impact on the progress and attainment of our disadvantaged pupils
- A culture of high expectations must be maintained for the target children
- High quality teaching is vital
- All staff at Eureka convey positive and aspirational messages to disadvantaged pupils
- A senior member of staff will have an oversight on how pupil premium is spent and monitor its impact
- All Teachers will know which of their pupils are eligible for pupil premium
- The school will analyse which pupils are underachieving and why
- Where a child is identified as underperforming or has SEND, we use strategies and interventions known to have a significant impact
- The school will make effective use of assessment data to check interventions' impact and to make adjustments where necessary

We plan interventions based on recommendations from our SSEN service, our own experiences that are proven to be effective (including Nationally recognised programmes), training that we have undertaken and the Education Endowment Foundation (EEF); we use this guidance as part of our planning.

	Summer Data End of 2018 – 19 (Years 1 – 6) Pupils eligible for PP (44 children Y1-6)		Pupils not eligible for PP	
	At	Exceeding	At	Exceeding
% achieving in reading	48%	16%	69%	22%
% achieving in writing	50%	2%	71%	13%
% achieving in numeracy	62%	9%	73%	21%
% achieving in GAPS	43%	11%	65%	20%
% achieving in RWM combined	32%	2%		
	Expected	Accelerated	Expected	Accelerated
% making progress in reading				
% making progress in writing				
% making progress in maths				

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.	40% (16/41 Sept 2019) of those children in receipt of pupil premium funding also have special educational needs or disabilities (an increase on 2018-19 by 8%). 37% (15/41) have support from other professionals/outside agencies (Ed. Psych., Behaviour Consultant, FSW/Social Care) 5% (2/41) have additional funding (Grip/EHCP) 37% (15/41) are on the Safeguarding register.
B.	Children often start school lower than the expected level for their age, particularly in areas underpinning managing their feelings, listening and attention and writing - evident in their baseline assessment.

C.	Speech and Language of the children entering reception is often below that of their peers nationally. Poor communication skills and poverty of vocabulary. Early intervention needed to be put in to develop language skills.
D.	We have low parental participation with workshops and open mornings.
G.	The children enter school and throughout school, show high levels of emotional fragility and poor mental health. Low levels of resilience and self-belief due to poor social and emotional skills. 21 children are on the Safeguarding register (21/136 – 21% of whole school)

External Barriers (*issues which also require action outside school, such as low attendance rates*)

A.	High levels of social deprivation in the area is indicative of the associated problems of limited access to books, IT equipment and learning resources at home, as well as a limited world knowledge.
B.	Low parental engagement with home learning.
C.	Low level of aspiration and history of poor educational outcome.
D.	Pockets of low attendance. Disadvantaged children are the higher group in taking holidays during term time; more concern letters for poor attendance being sent home for this group. 2018-19 attendance: all children – 95.86; children in receipt of PP – 93.85 ; others – 96.56

Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For Pupil Premium children to attend school on time, regularly and in line with the national averages for all pupils.	Attendance for pupil premium children is in line with National – 96%
B.	Pupils in receipt of the premium will make better than expected progress in reading, writing and maths to diminish the difference on their non-disadvantaged peers both locally and nationally.	The % of children achieving AT or above age related expectations is in line with non-pupil premium children. Rates of progress are at or above expected.
C.	For pupil premium pupils to be in line with national averages in reading, writing and maths combined.	The % of children achieving AT or above age related expectations is in line with non-pupil premium children.
D.	Increase the number of pupil premium pupils achieving greater depth by ensuring that all children on track to meet greater depth do so.	HA children continue to achieve greater depth based on earlier achievements.

E.	Levels of engagement and participation of pupil premium children will be maintained across the school. Increased self-esteem, confidence, motivation and engagement; accessing wider opportunities ...	Pupil are engaged and increasing participation in after school activities - Breakfast club, Forest school, after school groups and competitions ...
F.	Pupils' well-being is supported effectively to ensure that they are ready for learning and develop a passion for learning. Pupils develop stamina and independence to achieve personal targets and are well prepared for success in later life.	Where appropriate PP children are prioritised at sporting, cultural, artistic and other external activities. Aspirations for PP children later in life are evident.
G.	High quality curriculum initiatives are targeted to address poverty of vocabulary	Classrooms, quality of teaching and evidence in books demonstrate high quality language acquisition as a priority.
H.	Parents and Carers are encouraged to play an active role in their child's education. Children and families believe they can do well in the future.	Number of parents/carers attending events increases
I.	ALL pupils are in receipt of GOOD or better teaching. Pupil premium pupils are accessing additional support for their learning through specific and appropriate intervention in order to impact on standards.	Quality first teaching and targeted interventions ensure that gaps are addressed and % of children achieving AT or above increases.

Planned Expenditure	
Academic year	2019 - 2020 Total PP Funding – £65,960 Total forecast spend – £65,960
Staffing Related Expenditure	£28,225.42 + £27,259.58
Non-staffing related Expenditure	£10,475

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. TEACHING AND LEARNING

OBJECTIVE/ INTERVENTION	RATIONALE	EXPECTED OUTCOME	DETAILED PROVISION	COST	IMPACT
All children to be in receipt of good or better teaching.	Research evidence highlights good or better teaching impacts significantly on pupil outcomes. All children have the right to a broad and balanced education Progress in certain groups was below expected, particularly in writing	Quality of teaching contributes to improved pupil outcomes. Pupil and teacher well-being is high. Points of progress for all year groups is at or above expected.	Ongoing school and cluster CPD. External CPD opportunities. Coaching from experienced members of staff for identified staff. Staff invited into lessons to observe good practise across school. Development points from Head teacher observations.	PP lead - cluster support group meeting – 8.10.19 (leadership time)	
% of PP children per class - receive additional support in class.	To ensure that PP children make accelerated progress in order to diminish the difference with non PP children. TAs aid with differentiation and resourcing to ensure the PP children are supported in accessing the curriculum that is tailored; feeding back to child and CT effectively.	Gap diminished and greater level of engagement in lessons	Teaching assistants supporting PP children in class TA s following on from class teacher – overlearning; scaffolding... (as in Teacher and Teaching Assistant Agreement)	TA costs £11,810.76 (£14.63ph) PP lead providing Appraisal and development for TAs	

<p>% of PP children per class - receive interventions and additional support out of class.</p>	<p>To ensure that PP children make accelerated progress in order to diminish the difference with non PP children. Data from previous terms achievements, discussions with CT and TAs, research from EEF enables us to be better placed to identify the most effective intervention and strategy to use with the children. ASSESS-PLAN-DO-REVIEW</p>	<p>Gap diminished and greater level of engagement in sessions. Start and endpoint of intervention measured over 6 week period.</p>	<p>Teaching assistants leading quality and appropriate interventions (need identified at previous Pupil Progress Meeting when analysing data and holding discussions) Interventions held during the afternoons, out of the classroom. Resources used to support learning in the classroom, must also be used during the intervention. 1:1 or small groups (no larger than 1:5) have the potential for the largest immediate impact.</p>	<p>TA costs £9,117.71 (£14.97 ph)</p> <p>PP lead providing Appraisal and development for TAs</p>	
<p>SENDCo to provide support in providing QfT with writing of IEPs, creating resources, using appropriate strategies and developing pedagogy to support PP children with SEND in accessing lessons.</p>	<p>40% (16/41 Sept 2019) of those children in receipt of pupil premium funding also have special educational needs or disabilities. These are our vulnerable children, susceptible to falling behind their peers if not supported and monitored well.</p>	<p>Chn with SEND who are in receipt of PP funding will make accelerated progress.</p>	<p>SENDCo supporting teachers in the writing of effective and timely IEPs to ensure the children make progress. SENDCo provides specialist support and contacts other agencies as needed.</p>	<p>Part of SENDCo salary £2,256</p>	
<p>PP lead CPD to Develop the role of the TA throughout school (in line with EEF findings – working with both TAs and teaching staff.</p>	<p>EEF research has provided guidance contains 7 recommendations to maximise the impact of TAs – based on best available research evidence.</p>	<p>Course 1 - Using the framework will transform the way that TAs are deployed and supported, thus helping them thrive in their role and improve outcomes for pupils. Course 2 – articulate the schools vision for</p>	<p>PP lead working with both TAs (training, meetings, drop ins to interventions...) and teaching staff (staff meetings) to develop the role using the 7 recommendations. Teacher and TA agreement used to clarify support in classrooms, identifying PP chn.</p>	<p>Courses - 'Developing the role of the TA' ; maximising Outcome and Life chances for disadvantaged children.</p>	

		disadvantaged children; create a culture for high aspiration; help Gobs in monitoring and holding schools to account; effective use of PP monies – tiered approach		PP lead meeting – cluster £477.40 (x2 courses plus supply)	
PP lead to deliver (vocabulary and inference) CPD with TAs to enable provision of quality intervention and support in classrooms – up-skilling in line with initiatives across the school (SIP) Plus other CPD as required across the year.	Research shows that deficits in oral vocabulary knowledge can be a reason for reading and comprehension knowledge. 5 year olds with poor vocabulary are 6 times less likely to reach the standard in English at age 11; 10 times less likely to reach the standard in maths; more than twice as likely to be unemployed. (Save the Ch 2016)	Pupils speaking and listening skills and their wider understanding of language has developed. Children demonstrate that new vocabulary has been learnt, understood and has improved their standard of writing.	TAs use the strategies from the training with the children within the classroom; rich vocabulary is used constantly; using the language and researching it modelled and scaffolded by the TA as well as the class teacher. Specific, quality, inference interventions are run by TAs across the school.	3 afternoons over the year; 1 per term TAs off intervention timetable and receiving quality training and input to develop skills in line with SIP. Cost – 3 afternoons supply over the year to cover JJ class. £285	

**Total budgeted cost:
£23,946.87 + £27,259.58 + £5,000 for resources to support and enrich Teaching and Learning for disadvantaged pupils**

ii. SOCIAL AND EMOTIONAL - PASTORAL SUPPORT

OBJECTIVE /INTERVENTION	RATIONALE	EXPECTED OUTCOME	DETAILED PROVISION	COST	IMPACT
<p>Attendance in line with National – 96%</p>	<p>Statistics show a direct link between under achievement and poor attendance Regular attenders:</p> <ul style="list-style-type: none"> • make better progress both academically and socially • find school routines and school work easier to cope with • find learning more satisfying • have an easier transfer to secondary school 	<p>The attendance of children in receipt of PP is in line with the school target; thus impacting on their progress.</p>	<p>PP lead and Head teacher will ensure that:</p> <ul style="list-style-type: none"> • track and monitor absence that falls below 95% • contact parents and continue dialogue • meetings ½ termly between EWO and Head teacher • best attending class for week will receive extra 10 minute quality playtime • children invited to Breakfast club to provide an early and nutritional start 		
<p>All children who receive pupil premium funding are invited to our breakfast club (8.00am – 8.45am) to have a nutritional breakfast to provide a good start the day. (Fareshare)</p>	<p>Children from disadvantaged backgrounds are not always guaranteed a healthy breakfast due to deprivation and the relatively higher cost of healthy food – therefore by offering at school we can ensure that those children most at risk of not eating a healthy breakfast have a chance to do so.³</p> <p>Public health experts at the University of Cardiff have found that children who eat a healthy breakfast before starting the school day achieve higher academic results than pupils who do not.</p>	<p>Desired Outcome: To increase the percentage of pupil premium children attending breakfast club term on term throughout the year. A good breakfast enables better nutrition and function.</p>	<p>Termly invitations sent to PP children to attend breakfast club free; children are given a choice of foods. Other children in the school attend breakfast club for a small fee – through Parent Pay. Fareshare provide a whole variety of breakfast foods that enable the children receive all of their nutritional requirements for the meal: sausage, bacon, ham, cheese, eggs; bread, croissants, cereal bars, cereals; milk, juice, yoghurt; baked beans, spaghetti hoops; fresh or tinned fruit... Games are provided for the children after they have eaten. A positive start to the day – eating habits, friendships, confidence developed.</p>	<p>£600 Fareshare - food Staffing costs – £1126 Income 2018-19 - £679.35 (£469.87 paying £1 for breakfast; £209.65 from Honesty tin)</p>	

OBJECTIVE /INTERVENTION	RATIONALE	EXPECTED OUTCOME	DETAILED PROVISION	COST	
<p>Positive Play</p> <p>Trained members of staff run Positive Play sessions with children who have been identified by their class teachers, SENDCo or Head teacher as needing additional emotional support in school.</p>	<p>Sheffield Hallam University study by Dr J. Empson.</p> <p>"There is statistically supported evidence that positive behaviour change occurs in children who have participated specifically in the Positive Play-Support Intervention"⁴</p>	<p>Desired Outcome: Children will see an improvement in their Boxall profile score after a course of Positive Play sessions.</p> <p>To ensure that children's social, emotional and behavioural needs are met.</p>	<p>Weekly sessions with TA. Quiet area provided. Boxall profile indicates area of need. Play sessions conducted on a 1:1 basis, with same TA, developing the area of need. Positive.</p>	<p>Positive Play £300 (Bronze package)</p>	
<p>Lunchtime Club to provide safe and structured activities for children with additional needs.</p>	<p>Some of our children have high needs as they have a specific SEND. Over the last 2 years, this club has impacted on the children's well-being as they are able to engage with other children through play and sharing activities.</p>	<p>Desired Outcome: children who struggle with lunchtimes attend the club; little need for intervention regarding poor behaviour as children are actively engaged and comfortable; children return to class for the afternoon session, calmly.</p>	<p>12.30 – 1.00 Club takes place in a classroom. Variety of games and activities are provided – provision is led by 2 x TAs. Class teachers/ Head teacher/ SENDCo select children who may benefit from the structure; occasionally MDS may suggest children attending as they have had a difficulty over lunchtime.</p>	<p>Staffing 2 x TAs 30 mins, 5 days a week.</p> <p>£14.63/hour x 5 a 39 weeks: £2,852.55</p>	
<p>Forest School - All children who receive PP and have social, emotional and behavioural needs will access Forest school.</p>	<p>Research backs up what Forest school practitioners have known all along – that children and young people stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem solving skills and emotional well-being. This has been very evident in the 4 terms that we have run Forest School at Eureka.</p>	<p>Desired Outcome: To ensure that children's social, emotional and behavioural needs are met and they are ready to learn.</p> <p>Builds up: Confidence Language used Emotional Intelligence Wellbeing Challenge/Engagement</p>	<p>Little Acorns provide structured Forest School experiences to have a positive impact on the overall well-being for our children.</p> <p>Hourly sessions: Y4 - 6; YR – 3 initially, are provided to allow the children to express themselves, work in a team to an end goal, in developing (primarily) their emotional awareness.</p> <p>An initial and final assessment is provided on a web of emotional awareness that gives us a clear indicator of the areas of need for our pupils as well as their development over the half term. This, we hope, will influence their application and progress within the classroom.</p>	<p>Forest School – Little Acorns</p> <p>£3,700 for the year Every Friday pm; 2xhour sessions for 8-10 children in each session.</p> <p>After school sessions also – paid for by Parents (requested by Parents)</p>	

Total budgeted cost: £8578.55

iii. ENRICHMENT/ENGAGEMENT

OBJECTIVE /INTERVENTION	RATIONALE	EXPECTED OUTCOME	DETAILED PROVISION	COST	IMPACT
Subsidised Residential Trips (Lea Green)	A study by York consultancy and presented to the National Geographic Society revealed that there is strong evidence to show that: Improving students' engagement with learning Improving students' knowledge, skills and understanding Supporting students' achievement Fostering deeper relationships between peers and between students and teachers Improving students' resilience, self-confidence and wellbeing Boosting cohesion and a sense of belonging Widening and developing pedagogical skills.	Desired Outcome: No child will miss out on a residential due to economic circumstances of family members.	Children in receipt of the pupil premium will be able to apply for subsidised places on residential trips. The headteacher will offer these places to the families at the time of the trips. 3 night stay at Lea Green Activity Centre; outdoor education and activities; food and sleeping arrangements (outdoor glamping)	£600 (8 x £75) Half the cost for each child in receipt of PP will be paid through the PP funding.	
Subsidised Trips		Desired Outcome: No child will miss out on a trip due to economic circumstances of family members	Children in receipt of the pupil premium will be able to apply for subsidised places on trips. The headteacher will offer these places to the families at the time of the trips. Questionnaire for children after the visit.	Across the year £575 Pantomime - £328 (£8 x 41) Others – £246 (£6 x 41)	
Subsidised After School Clubs	Research by Public Health England shows that pupils being healthy has a positive effect on their attainment. Giving children in receipt of the pupil premium funding a place at	Desired Outcome: After school clubs running at capacity and all children in receipt of pupil premium funding to access at least one enriching after school club.	Children in receipt of the pupil premium will be offered subsidised places at after school clubs to ensure that they do not miss out through economic circumstances. Headteacher and PP lead will manage invitations to PP children to join paid for clubs and actively promote this opportunity.	Across the year £780 (provides 4 x children per week at a cost of £5 per session)	

	these clubs ensures that they access sport clubs.				
Total budgeted cost: £1955			Total forecast spend - 65,960		