

Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	Eureka Primary School				
Academic Year	2016 - 2017	Total PP budget	£57,180	Date of most recent PP Review	Dec 2016
Total number of pupils	135	Number of pupils eligible for PP	42	Date for next internal review of this strategy	June 2017

2. Current attainment and progress				
(Autumn 2016)	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
	At	Exceeding	At	Exceeding
% achieving in reading	52%	18%	89%	22%
% achieving in writing	36%	13%	82%	16%
% achieving in numeracy	44%	17%	84%	21%
	Expected	Accelerated	Expected	Accelerated
% making progress in reading	89%	35%	95%	33%
% making progress in writing	78%	21%	95%	25%
% making progress in maths	89%	47%	94%	30%

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.	Our intake has a high percentage of children with special educational needs as well as being in receipt of pupil premium funding.
B.	Children at Eureka often start school lower than the expected level for their age in their baseline assessment particularly in areas underpinning literacy.
C.	Speech and Language of the children entering reception is often below that of their peers nationally.
D.	We have low parent participation with workshops and homework.

G.	The children enter school showing high levels of emotional fragility.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	10.5	
B.	High levels of social deprivation in the area bring with them the associated problems of little access to books, IT equipment and learning resources at home as well as a limited world knowledge.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For Pupil Premium Pupils to be in line with national averages in reading, writing, maths and gaps.	Pupil Premium children's outcomes will be in line with national averages for Pupil Premium children in reading, writing and maths individually.
B.	For pupil premium pupils to be in line with national averages in reading, writing and maths combined.	Pupil Premium children's outcomes will be in line with national averages for Pupil Premium children in reading, writing and maths combined.
C.	Increase the number of pupil premium pupils achieving greater depth by ensuring that all children on track to meet greater depth do so.	At least al of the children highlighted as being more able in the Autumn Term meet the greater depth standard by the end of the summer term.
D.	Diminishing the difference between the pupil premium pupils and other pupils between Autumn and Summer Terms.	The data will show that more PP children are in line with their Non PP peers in Summer than in Autumn.
E.	Pupil premium pupils are accessing additional support for their learning through intervention in order to impact on standards.	Teachers are planning relevant interventions throughout the year for all children receiving pupil premium funding.
F.	Increased self-esteem, confidence, motivation and engagement.	Increased Pupil Premium Participation in extra-curricular activities. Reduced Pupil Premium Numbers in our Behaviour Logs and Reflection Log.

5. Planned expenditure					
Academic year	2016 - 2017				
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?
Teaching Assistants	£11,160	Teaching assistants support teachers in the delivery of high quality first teaching in mixed age classes across the school. They regularly support in a specific year group.	Teacher accountability – lesson observations to see if TA’s are deployed effectively and modelling efficiently to children. TA Appraisal to look at training needs and upskilling.	Class Teachers are direct line managers. Observations by SLT are subject specific.	Termly Pupil Progress Meetings. End of Year. Appraisal Cycle.
Resources	£2000	Specific resources are purchased and used to deliver and support nationally recognised programmes of intervention and quality first teaching.	Audit of resources for each subject and intervention programme. Observations – to ensure resources are being used.	Class Teachers. TA’s delivering interventions. SENDCo	Ongoing assessment of need. TA’s to approach SLT if resources are not available.
Total budgeted cost					£13,160

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?
SENCO	£20,500	A large proportion of the pupils who are pupil premium are also SEN and the SENCO is 0.4 non – class based to ensure that the provision of these pupils are met. The SENCO supports with specialist advice for those children who have special needs and receive pupil premium funding. SENDCo liases with parents in order to try and get them more involved with supporting their children’s learning and understanding of ways to support.	SENDCo action plan – and monitoring and evaluating of SEN practice across the school. E.g. IEP implementation. Data analysis termly. SENDCo appraisal.	SENDCo – Monitored by the head teacher of the school.	Termly basis. Set dates for IEP Reviews and Implementation. 20.1.17 19.5.17 7.7.17
After School Tuition	£1000	Pupils who are underperforming receive small group and 1:1 tuition after school to support specific learning needs. Resources are purchased for use in booster clubs in Key Stage 1 and Key Stage 2.	High quality resources. Structured programmes of study.	Individual Class Teacher	Termly Pupil Progress Meetings. Intervention Data Reviews at PPM.
Teaching Assistants	£11,160	Teaching assistants deliver nationally recognised programmes of intervention in the afternoons in order to provide further support for learning needs in reading, writing and numeracy. Speech and Language programmes are delivered by teaching assistants with support from specialists and our SENCO.	Observations by trainers – Derby City. Observations by SENDCo. Analysis of Data from interventions.	SENDCo SLT Class Teachers Teaching Assistants	Termly Progress Meetings. Intervention Data Reviews at PPM.

Lunchtime Learning Support	£1950	Lunchtime sessions are used to support pupils with their spelling and home learning needs. Teaching assistants run clubs between 12:30 and 1:00 to offer targeted support from information provided by the class teacher. Each class has a dedicated lunchtime for spelling club and home learning.	Class Teachers to supply weekly lists of pupils who need to attend to KF. KF to keep a register of attendance. Timetable of support. Access to relevant resources such as PC's and Games.	Literacy Co-ordinator Class Teacher Teaching Assistant – KF.	Ongoing resources amended as needed. Review of spelling data each termly ppm.
Total budgeted cost					£34,610
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?
Family Support Worker	£5460	The family support worker provides pastoral care for families and pupils in need and encourages them to participate with wider school life. For these families our Family Support Worker offers help, advice and encouragement to improve the attendance of the children she is working with.	Discussions with teachers to ensure support is targeted where needed. Timetabled slots set aside to ensure time is sacrosanct. Resources to ensure sessions provide wider opportunities.	Headteacher SENDCo	Termly.
Positive Play	£3510	1:1 support for pupils with additional emotional needs supporting their emotional development to increase resilience and confidence.	Training from Positive Play. Positive Play co-ordinator training.	SENDCo PP Co-ordinator.	Termly.
Afterschool Clubs	£1000	Funded places provide opportunities to take part in different after school clubs.	Relevant subject co-ordinators to check participation of pp premium children compared to non-ppm children. Clubs well advertised – subsidised places made clear to parents in all letters home.	Subject Co-ordinators. Class Teachers.	Half Termly as clubs change.

Breakfast Club	£500	Encouraging children with poor attendance to engage with activities and the enjoy breakfast with their peers before school and offering subsidised child care for parents who struggle to pay for child minders to bring their children to school around work commitments. The adults in the breakfast work with the children and talk through any issues they may have had from the previous day or night and prepare them mentally for the school day ahead – improving their emotional well being.	Targeted support – class teachers to identify children in need and report to DSL's in school. DSL's to offer places to children in need.	DSL's. Class Teachers	Ongoing responding to children's need.
Subsidised Trips	£1000	In order to ensure access for all, school trips are subsidised for those pupils in need.	All children can visit trips. Those who have not paid are subsidised. No child is left behind due to non-ability to pay.	SLT Class Teachers	Termly planning.
Residential	£500	In order to ensure access for all, school trips are subsidised for those pupils in need.	All children can participate in residential. Those who have not paid are subsidised. No child is left behind due to non-ability to pay.	SLT Class teachers	Termly Planning
Total budgeted cost					£11,970