

Pupil premium strategy statement: Egremont Primary School (2019 / 2020)

1. Summary information					
Total number of pupils	320	Total PP budget (19/20)		£240k	Date of most recent PP Review
		Total PP budget (18/19)		£267,410	
Number of pupils eligible for PP	52%	FSM – £1,320	children	162	Date for next review of this strategy (termly monitoring will take place throughout the year)
		LAC – £1,900	children	4	
		Post LAC - £1,900	children	2	
		Services - £300	child	2	Total PP budget spent (2018/19)

2. Current attainment 2018/19 data for KS2		
	<i>Pupils eligible for PP 74% (35 children)</i>	<i>Pupils not eligible for PP 26% (12 children)</i>
% of pupils achieving the expected standard in reading, writing and maths	9% (3 children)	50% (6 children)
% of pupils achieving the expected standard in reading	43% (15 children)	58% (7 children)
% of pupils achieving the expected standard in writing	23% (8 children)	67% (8 children)
% of pupils achieving the expected standard in maths	40% (14 children)	67% (8 children)

3. Barriers to future attainment (for pupils eligible for PP including high ability)
<ul style="list-style-type: none"> ➤ Within each year group there are a number of pupils eligible for the pupil premium grant and although there are some common barriers we endeavour to identify each pupil's unique circumstances and address these through individualised provision. ➤ Most pupils begin their Learning Journey at Egremont well below the national expectation. ➤ Communication and language delay – a high level of identified Speech and Language difficulties amongst our Pupil Premium children. ➤ LSOA – lowest 1% on the Index of Multiple Deprivation. ➤ Disadvantaged pupils and their families benefit from the involvement of our Family Support Worker. ➤ Ensuring that parents have high expectations for academic achievement and support every stage of learning. ➤ There are a high number of pupils who have social, emotional and mental health needs.

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Large proportions of our Pupil Premium children have poor communication skills and require additional Speech and Language intervention.
B.	Many of our most disadvantaged pupils have complex and turbulent home lives that impact on regulation of behaviour and focus and concentration in the classroom.
C.	There is a large overlap of SEND and Pupil Premium (59% of SEND Support are also PP)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	High percentage of vulnerable children (Pupil Premium children) are low attendees.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
EYFS	<p>EYFS – Increase the % of pupils eligible for Pupil Premium who reach a Good Level of Development.</p> <p>Ensure that EYFS pupils who are eligible for Pupil Premium make good progress from their starting point on entry to Nursery/Reception at Egremont.</p>	<ul style="list-style-type: none"> ➤ Gap in attainment between disadvantaged and non-disadvantaged groups will diminish ➤ EYFS pupils will make good progress from their starting points on entry to Nursery/Reception at Egremont. ➤ Quality First Teaching and an inclusive approach to help reduce barriers to learning. ➤ EYFS Individual IEPs to record interventions, outcomes and impact. ➤ Pupils at risk of not making expected progress will be discussed at termly pupil progress meetings and parent/carer consultations. ➤ High expectations from all stakeholders in school.
KS1	<p>KS1 – Monitor Pupils eligible for Pupil Premium as they transfer from Reception to Year 1.</p> <p>KS1 – Attainment of pupils eligible for Pupil Premium is below other pupils in writing, reading and maths.</p>	<ul style="list-style-type: none"> ➤ Implement transition of disadvantaged pupils from EYFS to Year 1. ➤ Attainment of identified pupils in Year 2 will be in-line with other pupils. ➤ Quality First Teaching and an inclusive approach to help reduce barriers to learning. ➤ Interventions will be carried out when needed, reviewed and evaluated and adapted if children are not making progress. ➤ KS1 lead focus on raising the attainment of pupils in Key Stage 1. ➤ Pupils at risk of not making expected progress will be discussed at termly pupil progress meetings and parent/carer consultations. ➤ Interventions and individual strategies to enhance learning will be planned in conjunction with class teachers/SENCo. ➤ High expectations from all stakeholders in school. ➤ Pupil Premium Provision Map. ➤ Educational Visits curriculum enhances opportunities for pupils. ➤ Pupils will benefit from an engaging creative curriculum which provides learning opportunities in a wide range of contexts.

<p>KS2</p>	<p>Close the 'Attainment Gap' for disadvantaged pupils in KS2 at Egremont in Reading, Writing and Maths</p> <p>Monitor the progress of pupils eligible for Pupil Premium who did not equal the 5.9 steps of progress in MATHS (Summer 2019).</p> <p>Monitor the progress of pupils eligible for Pupil Premium who did not equal the 5.5 steps of progress in READING (Summer Term 2019).</p> <p>Improve attainment of pupils eligible for Pupil Premium in WRITING (Summer Term 2019 – 42% at ARE).</p>	<ul style="list-style-type: none"> ➤ Quality First Teaching and an inclusive approach to help reduce barriers to learning. ➤ Pupils at risk of not making expected progress will be discussed at termly pupil progress meetings and parent/carer consultations. ➤ Interventions will be carried out when needed, reviewed and evaluated and adapted if children are not making progress. ➤ Interventions and individual strategies to enhance learning will be planned in conjunction with class teachers/SENCo. ➤ High expectations from all stakeholders in school. ➤ Termly assessments to show progress and attainment. ➤ Pupil Voice carried out linked to interventions. ➤ Pupil Premium Provision Map. ➤ ELSA Support teaching assistant/Pastoral support from L Bresnen. ➤ Educational Visits curriculum enhances opportunities for pupils. ➤ Pupils will benefit from an engaging creative curriculum which provides learning opportunities in a wide range of contexts.
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5. Planned expenditure

Academic year	2019/20
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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 rationale for this choice?	Staff lead	Cost	How impact will be measured?
<p>EYFS – Increase the % of pupils eligible for Pupil Premium who reach a Good Level of Development.</p> <p>Ensure that EYFS pupils who are eligible for Pupil Premium make good progress from their starting point on entry to Nursery/Reception at Egremont.</p>	<p>Personalised learning plan.</p> <p>Interventions/boosters linked to personalised learning plan.</p> <p>Termly assessments</p> <p>Parent support from staff and Family Support Worker Wellcomm</p>	<p>Individualised support</p> <p>Targeted intervention</p> <p>Accurate data</p> <p>Emotional support and build resilience</p>	<p>MW</p> <p>EYFS TAs</p> <p>MW</p> <p>LB and ELSA TAs SE</p>	<p>£50K (EYFS staff time)</p>	<p>Individual targets that are impact measured</p> <p>Data accurate and gap closing</p> <p>% increase of pupils gaining GLD</p> <p>Accurate S&L Data/SALT targets</p>

<p>KS1 – Monitor Pupils eligible for Pupil Premium as they transfer from Reception to Year 1.</p> <p>KS1 – Attainment of pupils eligible for Pupil Premium is below other pupils in writing, reading and maths.</p>	<p>Improve QFT</p> <p>Pupil Premium Boosters</p> <p>TA Support</p> <p>EYFS Transition Class to Y1</p> <p>Links to Whole School Development Plan</p> <p>ELSA</p> <p>Wellcomm/ SALT intervention</p>	<p>Target Tracker Data supported by formative assessment (to be reviewed)</p> <p>Teacher Assessments</p> <p>Pupil Premium Intervention Trackers</p> <p>Pupil Progress Meetings</p> <p>Pupil Voice</p> <p>Learning Walks</p> <p>PP Co-ordinator links with subject leaders and SLT</p> <p>Impact of interventions monitored</p>	<p>SMT</p> <p>All KS1 staff</p>	<p>£50K (Staff time)</p>	<p>Transition improved between EYFS/Yr1</p> <p>Increase in % PP children passing Yr.1 phonics</p> <p>Improved data in KS1 in reading, writing and maths in both progress scores and attainment.</p> <p>Reduced records of behaviour incidents</p> <p>Improved attendance</p>
<p>'Diminish the difference' for disadvantaged pupils in KS2 at Egremont in Reading, Writing and Maths</p> <p>Monitor the progress of pupils eligible for Pupil Premium who did not equal the 5.9 steps of progress in MATHS (Summer 2019).</p> <p>Monitor the progress of pupils eligible for Pupil Premium who did not equal the 5.5 steps of progress in READING (Summer Term 2019).</p> <p>Improve attainment of pupils</p>	<p>Improve QFT</p> <p>Booster Sessions</p> <p>ELSA</p> <p>Links to Whole School Development Plan</p> <p>Family Support Worker</p>	<p>Target Tracker</p> <p>Teacher Assessments</p> <p>Pupil Premium Intervention Trackers</p> <p>Pupil Progress Meetings</p> <p>Pupil Voice</p> <p>Learning Walks</p> <p>PP Co-ordinator links with subject leaders and SLT</p> <p>Impact of interventions monitored</p>	<p>SMT</p> <p>PP Co-ordinator</p> <p>All KS2 staff</p>	<p>50K</p>	<p>'Difference' in attainment in Reading, and maths is reduced</p> <p>Difference in progress scores for;</p> <p>Maths</p> <p>Reading</p> <p>Writing</p> <p>Are reduced for PP children versus non PP children.</p> <p>Reduced behaviour incidents recorded</p> <p>Improved attendance for PP children.</p>

eligible for Pupil Premium in WRITING (Summer Term 2019 – 42% at ARE).					
Ensure SEND and PP children have needs accurately identified and provision is appropriate and personalised to meet individual needs	QFT Teaching addresses needs of most vulnerable TA support Meet and Greet Nurture support Targeted interventions Impact of interventions are clearly identified	Teaching approached need to be developed to ensure meeting needs of most vulnerable Adult support to meet identified needs Offer nurture to ensure access to learning Interventions to 'Diminish the difference' Impact monitored to refine provision	All staff SMT SENCO	75K	Improved progress recorded of SEND and PP children Impact of interventions records progress Increased attendance and engagement of SEND/PP children
Total budgeted cost				£225k	

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the rationale for this choice?	Staff lead	Cost	How impact will be measured?
Ensure PP provision is targeted specific and has impact	Whole school PP Review	School requires full overview of current provision – strengths and weaknesses to inform a rigorous and monitored action plan.	External staff	1k	Increased focus on PP progress and attainment in line with national data. Improved outcomes for PP children

Increased attendance for those pupils eligible for Pupil Premium	Provide breakfast club Provide walking bus Provide targeted nurture for those most vulnerable	To promote greater attendance and inclusion of our most vulnerable pupils.	CS/LW	4k	Improved attendance of PP children
Develop communication skills of PP children	SALT assessments to identify difficulties SALT intervention to develop and improve communication skills	To accurately identify SALT difficulties. To support and develop communication and interaction by SALT interventions.	SE - SENCO	10k	Impact of interventions measured and monitored through IEPs.
Additional Educational Psychologist time to support identification of needs	Additional EP time to support identification of needs	To accurately identify difficulties in order to provide targeted interventions that impact on progress.	SE - SENCO	10k	Recommendations from EP are completed and impact measured through IEPs.
SEMH/Nurture provision to develop and support emotional needs of our most vulnerable children	Additional nurture provision for our most vulnerable to include: - Meet and greet - Home zone – daily de-brief - ELSA support - Base access / interventions when required	To ensure our most vulnerable pupils can access learning and contribute to the full curriculum.	SE – SENCO LW - DH	10k	Reduced behaviour incidents recorded. Improvement in data as PP pupils access curriculum more effectively.
Total budgeted cost				£35k	

TOTAL PREDICTED PUPIL PREMIUM SPEND 2019/20

Total predicted cost

£260K

Total proposed income

£240k

6. Review of expenditure (July 2019) £260 800

Action	impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Future action (and whether you will continue with this approach)
<p>Enrichment opportunities: Curriculum enhanced by performers, visits, theatre trips £ 15,000 School visits and Residential subsidised for PP VIP days – exciting activities to inspire good behaviours (that improves learning) To raise profile of subjects to inspire the children to be... scientists, artists, musicians.</p>	<p>More children accessing 'creative' curriculum Impact of new art provision extremely successful and engagement of many children. School choir particularly successful. Theatre trip extremely positive and included all – exceptional feedback.</p>	<p>Continue developing 'creative' curriculum to engage and support most vulnerable learners.</p> <p>Continue to provide experiences and encourage high aspiration and motivation to learn.</p>
<p>Smaller class sizes and lower adult/child ratios: £80,000 - To enable consistent quality first teaching and individual conferencing to address misconceptions and enable enriched learning support</p>	<p>New EYFS Lead has been appointed and significantly improved the provision. External environment is significantly improved. Now judged 'Good' by external audits. Increase of GLD by 7% to 51% GLD in EYFS (National 72%)</p> <p>End of KS1 outcomes: 62% Expected ARE (National = 75%) Accuracy of KS1 outcomes have now been verified by external moderation. KS1 are showing an improving picture with clearer identification of issues moving forward.</p> <p>End of KS2 outcomes: Reading Expected ARE = 42.6% (National 73%) Writing Expected ARE = 34% (National 78%) Maths Expected ARE = 46.9% (National 49%)</p>	<p>Significant improvement in EYFS environment and curriculum with continued development expected.</p> <p>Improved outcomes for KS1 but still significant progress required to 'diminish the difference'.</p> <p>Greater focus on developing capacity and skills of Quality First Teaching to meet needs and improve outcomes.</p>
<p>Specialist Staff (£120,000) SALT TAs x 2, Independent SALT, EAL TA, Behaviour mentor, Sendco, Attendance officers x 2 Additional Educational Psychologist and Family Support Workers x 2</p>	<p>£120,000 To ensure that good SALT TAs x 2, Independent SALT, EAL TA, Behaviour mentor, SENCO, Attendance officers x 2 Additional Educational Psychologist and Family Support Workers x 2 behaviour is maintained across the school and the children are settled to learn or nurtured when needed by staff with high quality skill set.</p>	<p>SALT IEPs established to monitor impact. System set up but not embedded. Requires further focus</p> <p>Additional EP reports and recommendations for 5 children implemented.</p> <p>Family support workers provide 'valuable' support to</p>

		families and children. To continue and develop.
Provide uniform, clothing, footwear and basic needs.	£800 Children feel welcome and accepted as part of the school. To encourage regular attendance and for children to be clean and well presented.	Essential contribution – uniform provided
Provide 1:1 Tuition and Booster for PP children	£20,000 For specific interventions at all levels of ability to enable children to achieve their full potential. A large proportion of children narrowly missed ARE.	Pre and Post intervention data required to ensure interventions are more targeted and specific.
To buy in consultant specialist support for English and Mathematics	£18,000 English and Mathematics consultants work across school has shown improvement in pupils' work and in coaching teaching. However the impact will be measurable after this is embedded long term.	2019/20 focus on improving outcomes through support from the MAT.

To be approved by Trustee Oversight Committee on 4th November 2019