



Headteacher Mrs Katherine Russell Bed (Hons) Dip, NPQH, MA

Eton Porney C of E First School

Pupil Premium Strategy – 2017/18

We are all created unique and special.

He made us all perfect having our own uniqueness.

1 Peter 4:10-11 "God has given each of you a gift from his great variety of spiritual gifts. Use them well to serve one another."

Pupil premium strategy statement - The Pupil Premium Grant is allocated to schools by the government to provide funding for the following policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential;
- Supporting children and young people with parents in the regular armed forces.

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils registered at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are 'disadvantaged' or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through half termly pupil progress meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not will receive targeted support.

Pupil Premium Funding and the impact of this is a regular item on the agenda at Local Governing Body Meetings.

Designated staff member in charge: Mrs Marie Bergin/ Mrs Katherine Russell

Nominated Governor: Kirsty Lockie/LGB

Our School Improvement Priorities are:

- Assessment/ARE demonstrates the raised expectations of the curriculum.
- Raise achievement in English across the school.
- Raise achievement in mathematics across the school.
- Pedagogical development in line with the National Curriculum.
- Building leadership capacity to ensure effective succession planning. Focus on rapid progress and sustainability ensuring the development of future leaders in the school.
- Develop, make explicit and deeply embed distinctively Christian values and characteristics within the daily life of the school. Christian values and characteristics have a significant impact on the achievement of all learners.

1. Summary information					
School	Eton Porny Church of England First School (Member of the Slough and East Berkshire Multi-Academy Trust since February 2016)				
Academic Year	2017-2018	Total PP budget	£ 19,800	Date of most recent PP Review	Sep 2017
Total number of pupils	109	Number of pupils eligible for PP	16 (15%)	Date for next internal review of this strategy	July 2018

2. Current attainment				
	<i>Pupils eligible for PP 2017 School</i>	<i>Pupils eligible for PP 2017 National</i>	<i>Pupils not eligible for PP 2017 School</i>	<i>Pupils not eligible for PP 2017 National</i>
EYFS GLD	100%	56% (RBWM provisional data)	75%	77% (RBWM provisional data)
Met end of year 1 expectations in phonic screening	75%	68%	87%	81%
Met end of year 2 expectations in reading	100%	61%	87%	76%
Met end of year 2 expectations in writing	100%	52%	73%	68%
Met end of year 2 expectations in maths	100%	75%	90%	75%

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.	Emotional, social and behavioural difficulties
B.	Language and communication skills
C.	Encouraging sustained engagement of parents to assist and support their children's learning
D.	Poor confidence and emotional resilience
E.	Sustaining the breadth of provision with trained, skilled staff within the budget.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance and Punctuality
G.	Access to extra-curricular activities e.g educational experiences such as trips and participation in physical activities and a range of enrichment activities
H.	Parental engagement

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress across Key Stage one for all children eligible for PP, including higher attaining pupils.	All disadvantaged pupils, particularly including higher attaining children make at least as much progress as their similar peers.
B.	Improved parental engagement will support better working partnerships with parents for better academic success and higher aspirations for our pupils.	Parents more engaged in their children's learning, encouraging high aspirations.
C.	Attendance and punctuality to improve.	Attendance levels in line or above national figures for PP Children. Persistent absence to decrease so that PP pupils are in line with school and national attendance figures.
D.	For disadvantaged pupils' social and emotional needs to be met	ELSA pre and post questionnaire show improvement in targeted attitudes and behaviour.
E.	Improve language and communication and skills for children eligible for PP	Pupils make rapid progress by the end of the year so that all children eligible for PP make better than expected progress from starting points, meeting or close to meeting age-related expectations.

Key expenditure – how the allocation will be spent		
Academic year	2017 – 2018 £ Actual spend	
Area of Spend	Intended outcomes – why these approaches were taken	Review
Quality First Teaching	Class teachers have in-class support, to support groups of pupils and to allow class teachers to work with groups of children and carry out 1:1 pupil mentoring. Ensure that teacher assistants are effectively used to develop learning and build independence. Support within lessons to improve understanding of learning in reading, writing and mathematics. Social and emotional support for pupils with emotional needs to enable them to learn and manage their feelings and access class learning.	
1:1 Pupil Mentoring	Quality first teaching has the greatest impact on pupil progress (EEF). Personalised support for children, where class teachers work with pupils on individual targets, next steps and how to meet them. For pupils to have the opportunity to discuss their attitudes, concerns. Improve self-confidence.	
SEND/CO/Inclusion lead meetings with Class teachers	Barriers to learning identified and strategies suggested. Teachers more confident and focussed in meeting individual pupil's needs.	
Development of tier 2 vocabulary	Developing, using and broadening of tier 2 vocabulary, orally and specifically being taught across all subjects. This approach will help to close the achievement gap in between disadvantaged and non- disadvantaged pupils.	
EYFS Parent Workshops	Promoting positive partnerships and conversations with parents about learning with school and between the parent and their child.	

<p>ELSA 1:1 and small group sessions</p>	<p>Social and emotional support for pupils with emotional needs to enable them to learn and manage their feelings and access class learning. Personalised support for children with individual needs to access the learning and make good progress towards their targets. Improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom.</p>	
<p>SALT / Speech and Language / Time to Talk 1:1 and small group sessions</p>	<p>Accelerated progress for children who have been identified as having a specific need. Provide children with the space and time to talk, including developing their social and emotional skills.</p>	
<p>Enrichment activities</p>	<p>When a child enjoys a club, trip or activity, this can be a hook for them wanting to come to school. It gives pupils the experiences on which they can draw upon and increases their cultural capital. This can help to diminish the difference between disadvantaged and non-disadvantaged pupils. Pupils able to participate fully in school trips and residential visits. Learning is supported by trips that are carefully planned to enhance the school's curriculum. Pupils enjoy the experience of being at school, talents, skills and efforts in non-academic subjects are celebrated and support the development of self-confidence.</p>	
<p>Breakfast Club</p>	<p>Support children and families with a calm start to the morning, so that children are physically and emotionally ready for school. Ensure that children have a healthy breakfast at the start of the day to sustain them with energy and better concentration in learning opportunities. Support daily attendance and punctuality at school.</p>	
<p>Staff CPD re: SEND additional needs</p>	<p>High quality CPD for all staff to maintain high standards of teaching within an inclusive school. Enabling the needs of all learners to be effectively met with teaching and learning that is responsive to need.</p>	
<p>EWO – Attendance</p>	<p>Attendance is high profile at all times. There is statistical evidence that low attendance / persistent absence directly impacts on the rate of progress that children make. Being away from school can also affect self-esteem and confidence for pupils on their return and therefore impact on their ability to learn. Reward children for improved or good attendance. Ensure that periods of transition between one phase and the next, including moving on to feeder schools is effective.</p>	

<p>Training for Eton Community Association Volunteers - Reading</p>	<p>Disadvantaged learners receive 1:1 support from volunteers who have been specifically trained to support the development of reading effectively. More frequent meaningful reading opportunities. Improved confidence, fluency and comprehension.</p>	
<p>Nurture Group</p>	<p>Focus on pupil well-being, developing higher levels of resilience and self-esteem. Supporting and emotional state where they are ready to become more independent and confident learners. Reduced incidents of disruptive behaviour. Pupils enjoy coming to school</p>	
<p>Interventions and booster groups, including same day interventions</p>	<p>Smaller groups and 1:1 will allow for more focussed teaching and learning and increased opportunities to address individual needs. Pre-teaching to prepare pupils for future learning to build increased confidence and enable pupils to access the curriculum at higher level helping to diminish the gap between them and their non-disadvantaged peers. Improve learning outcomes in reading, writing and mathematics. Consolidation of learning completed in classes – time for practice and application of skills.</p>	
<p>Developing pupil leadership roles</p>	<p>Raise pupil aspirations and self-esteem, giving them areas of responsibility and the chance to further develop the life skills of problem solving, reasoning, resilience. Developing a sense of community and belonging, improving inclusion and confidence.</p>	
<p>Express events</p>	<p>Provide regular opportunities for parents to engage with their own child's learning and development. Promoting positive partnerships and conversations with parents about learning with school and between the parent and their child.</p>	
<p>Termly 1:1 progress feedback meetings between parents and the class teacher</p>	<p>For pupils and parents to be aware of achievements and time given to discuss targets and next steps. To support parents in better understanding how to support their own child's learning and development.</p>	

How will the school measure the impact of the Pupil Premium?

Half termly attainment and progress analysis will take place, comparing the achievement of pupil premium pupils with that of their peers. The data and analysis will be used to inform half termly pupil progress meeting discussions, provision management and inform the early identification of need through the Class Profile. Data analysis will be completed by Middle Leaders within their subject areas and Senior Leaders, informing standards and quality of provision across the curriculum, particularly within core subject areas. Half termly pupil progress meetings will take place between Class Teachers, Senior Leaders and the Inclusion Lead, including updating the Provision Management tool and individual Class Profiles to ensure that curriculum provision is responsive to pupil need.

At each review the school will collate information as outlined above to evaluate the impact of actions taken and plan how the funding will be allocated across the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for Pupil Premium who will benefit from these groups if their need is similar and we believe progress can be made towards individual targets.