

1. Summary information					
School	Etwall Primary School				
Financial Year	2019-20	Total PP budget	£28,700	Date of most recent PP Review	Sep 2019
Total number of pupils	278	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Apr 2020
2. 2018-19 attainment (whole school)					
			<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths (KS1: 3 chn & KS2 5 chn)			KS1 n/a	KS2 40%	KS1 n/a (n/a) KS2 86% (71%)
% making expected progress in reading			KS1 100%	KS2 60%	KS1 77% (78%) KS2 95% (78%)
% making expected progress in writing			KS1 100%	KS2 40%	KS1 74% (73%) KS2 92% (83%)
% making expected progress in maths			KS1 100%	KS2 60%	KS1 77% (79%) KS2 92% (84%)
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.	The difference is not being diminished in pupils whose attainment is below the national average (Source: in school data from iTrack).				
B.	Pupils who are eligible for PP are not making accelerated progress across Key Stage 1. This prevents sustained high achievement in Key Stage 2 (Source: in school data from iTrack).				
C.	Year 6 pupils eligible for PP are not diminishing the difference between themselves and national expectations quickly enough (Source: in school data from iTrack).				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	The socio-economic profile of a number of the children precludes them from participating in whole school opportunities and extra-curricular activities.				
E.					
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	To improve the rate of progress amongst LA children who are eligible for PP.			The gaps amongst LA children are identified quickly and interventions are tailored to specific needs in order to make accelerated progress.	
B.	To improve the percentage of children eligible for PP who exceed national expectations.			Children who have the potential to exceed national expectations are identified early and tracked as to their progress, allowing them to make accelerated progress where possible.	
C.	To provide high impact, short term boosters for Year 6 pupils in order to facilitate accelerated progress.			Year 6 children eligible for PP make accelerated progress, to diminish the difference between themselves and their peers.	
D.	To provide financial support for children eligible for PP as and when required for school activities.			Children eligible for PP are not excluded from school activities on the grounds of cost.	
E.	To provide emotional support for children eligible for PP as and when required			Children eligible for PP are displaying positive attitudes to learning and to school life in general.	

5. Planned expenditure

Financial Year **2019-20**

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?
<p>A. To improve the rate of progress amongst LA children who are eligible for PP/Ever 6</p> <p>B. To improve the percentage of children eligible for PP/Ever 6 who exceed national expectations.</p>	<p>Morning support from TAs in core subjects each day.</p>	<p>The approaches taken in core subjects through Talk for Writing and Mastery Mathematics rely heavily on the metacognitive approach to learning advocated by The Sutton Trust in their EEF Toolkit. The planning, monitoring and evaluating of a pupils own learning can add 8 months of progress to learners. The use of highly trained support staff are to be involved in the training to ensure that the findings in the recent Ofsted document 'The Pupil Premium – How Schools are Spending the Funding' are followed. This also provides an opportunity to focus on high quality teaching rather than 'bolt on' strategies, as discussed in a recent NFER research report. Funding: TA Basic Pay - £21022.25</p> <p><i>Results across the school improved throughout the school this year thanks, in no small part, to the contribution of TAs. This is not just down to the presence of TAs, but the fact that they buy into the school's philosophy and are willing to go above and beyond for our pupils. With reference to the rates of progress: In Reading 86% of PP children made expected progress, with 23% making accelerated progress. In Writing, this was 82% and 9%, in Maths, 82% and 14% and in SPaG 89% and 32%. In all but Writing, accelerated progress was greater than the whole school picture and PP children closed the gap in all subjects except writing, where the gap was maintained rather than widened. KS1 attainment was above national averages, along with KS2 reading. This strategy is bearing fruit, but will take time to feed through as a whole school philosophy. As such, this is something which we will continue to pursue.</i></p>	<p>Regular monitoring of staff absence in consultation with school office</p>	<p>Headteacher and Co-headteacher</p>	<p>Apr '20</p>
	<p>Metacognition and BLP CPD for all staff</p>	<p>See above with regard to metacognition. Funding: TBC</p> <p><i>This was something that did not take place owing to the absence of the substantive post-holder. Following the appointment of a new Headteacher, it is unlikely that this is something we will instigate going forward.</i></p>	<p>Registers of training attendance</p>	<p>Headteacher</p>	<p>Apr '20</p>

	<p>Continue to provide pupil premium children with social and emotional support opportunities including speech and language therapy, outdoor nurture and positive play in order to give them the best chance to succeed socially, emotionally and academically.</p>	<p>The Sutton Trust's EEF Toolkit points to the fact that outdoor learning can increase academic progress by up to 4 months over the course of a year through collaborative learning experiences engaging emotional challenges. Similarly oral language interventions (5 months), social and emotional learning (4 months) and behaviour interventions (3 months) can also have a positive effect on the progress of children.</p> <p>Funding: TA Basic Pay - £694.93, TA Allowances - £839.00 & Professional Fees - £2775.00</p> <p><i>This is something we view as a huge strength of the school, albeit one that cannot be tangibly measured. We have reviewed our social and emotional opportunities and opted to maintain all current programmes as well as getting involved in the attachment aware schools programme to further develop our nurture skills and provision. This is something that we will be continuing with for the foreseeable future.</i></p>	<p>Close liaison between the Co-headteacher and the school SENCo will allow monitoring of the effectiveness of strategies and the impact they are having on individual children.</p>	<p>Co-headteacher and SENCo</p>	<p>Apr '20</p>
Total budgeted cost					£25,331

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?
<p>A. To improve the rate of progress amongst LA children who are eligible for PP/Ever 6.</p> <p>B. To improve the percentage of children eligible for PP who exceed national expectations.</p> <p>C. To provide high impact, additional HLTA support for Year 5/6 pupils (Y4/5 post SATs) in order to facilitate accelerated progress.</p>	<p>Weekly 1-2-1 and small group sessions led by experienced, high quality teaching staff, whilst HLTAs cover classes. Chosen foci will be down to the needs of each group, but must focus on one of the desired outcomes.</p>	<p>A raft of research points out that for interventions to be successful, they must be delivered by high quality teachers and the deployment of a school's best staff. The learning points must be extremely focussed and should also be underpinning by the EEF metacognition and independent learning strategies in order to succeed. Without regular checking of achievement data and adjustments made if required, the intervention programme will not prove to be as effective as it might otherwise be.</p> <p>Funding: TA Basic Pay (11190) - £972.90</p> <p><i>Weekly small group and 1-2-1 sessions took place throughout the year for children that were considered 'cusp' and those of a lower ability. This translated into progress results in reading of 82% expected and 20% accelerated, 84% and 19% in writing, 77% and 14% in Maths and 90% and 47% in SPaG.</i></p> <p><i>The above data shows that the approach is working, however it requires fine tuning to improve results still further. There is also a need to ensure consistency of approach to ensure all staff are following a similar model.</i></p>	<p>Regular monitoring of both teaching and outcomes will be done. Achievement data will be reviewed regularly and the progress of children will form an integral part of any performance management or pupil progress meeting.</p>	<p>Headteacher and Co-headteacher</p>	<p>Apr '20</p>
<p>E. To provide a support network for those PP/Ever 6 children who require it.</p>	<p>To continue the post of Pupil Premium Champion as a first point of contact for any PP/Ever 6 children who require support.</p>	<p>A wide range of research points to the fact that developing emotional resilience and social skills is a key factor in the progress made by disadvantaged children, - including those eligible for pupil premium funding and in raising their levels of attainment.</p> <p>Funding: TA Overtime (11125) - £175.56</p> <p><i>Mrs Carter continues to operate as Pupil Premium Champion and is building up excellent relationships with the children concerned. Her knowledge of the children, their needs and concerns is second to none, demonstrating that this approach works well and is of benefit to the children concerned.</i></p> <p><i>This approach will continue, along with the need to ensure time is ringfenced for this approach.</i></p>	<p>Staff member in charge of Pupil Premium will liaise closely with an HLTA to share the specific needs for all PP/Ever 6 children. Regular meetings will be established between PPC and children to monitor how they are doing socially and emotionally, as well as anything additional that can be done to aid their academic progress</p>	<p>Headteacher and Co-headteacher</p>	<p>Apr '20</p>
Total budgeted cost					£1,148

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?
<p>D. To provide financial support for children eligible for PP as and when required for school activities.</p>	<p>Discuss with parents what extra-curricular activities children would like to participate in and discuss options for additional elements of Pupil Premium expenditure</p>	<p>The EEF Toolkit suggests that participation in activities such as dance, drama, music and residential visits has a moderate impact on English, Maths and Science attainment. It also states that there are benefits in areas such as spatial awareness, attitudes to learning and wellbeing.</p> <p>Funding: Drinking Milk (111020) - £1092.50, Clothing and Uniform (142000) - £450.00, Making Good Progress (153050) - £2801.50, Projects and Acts (144180) - £590.00</p> <p><i>This is an area that has come under financial pressure over the last financial year and has meant making some difficult decisions. It has, however allowed children to participate in a wide range of extra-curricular activities that would have otherwise been outside of their reach. This approach will continue, with regular reviews pertaining to what can and cannot be supported and the amounts to which this can be covered.</i></p>	<p>Regular meetings with parents will take place to discuss not only opportunities that exist within school, but also the impact that they have had once undertaken.</p>	<p>Headteacher and Co-headteacher</p>	<p>Sep '18</p>
Total budgeted cost					£4,934