

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 100%	KS2 40%	KS1 74% (TBC) KS2 81% (TBC)
% making expected progress in reading			KS1 100%	KS2 60%	KS1 79% (TBC) KS2 90% (73%)
% making expected progress in writing			KS1 100%	KS2 40%	KS1 76% (TBC) KS2 86% (78%)
% making expected progress in maths			KS1 100%	KS2 60%	KS1 79% (TBC) KS2 88% (79%)
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>	Morning support from TAs in core subjects each day.	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.	Regular monitoring of staff absence in consultation with school office	Headteacher and Co-headteacher	Apr '20
	Metacognition and BLP CPD for all staff	See above with regard to metacognition.	Registers of training attendance	Headteacher	Apr '20
	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.	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.	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.	Co-headteacher and SENCo	Apr '20
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>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>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?
D. To provide financial support for children eligible for PP as and when required for school activities.	Discuss with parents what extra-curricular activities children would like to participate in and discuss options for additional elements of Pupil Premium expenditure	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.	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.	Headteacher and Co-headteacher	Sep '18
Total budgeted cost					£4,934