

1. Summary information					
School	Etwall Primary School				
Financial Year	2017-18	Total PP budget	£36,220	Date of most recent PP Review	Apr 2018
Total number of pupils	282	Number of pupils eligible for PP	27	Date for next internal review of this strategy	Sep 2018
2. Attainment for 2016-17 (whole school)					
			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths			25%, 50% and 25%	71%, 80% and 80%	
% making expected progress in reading			29%	72%	
% making expected progress in writing			43%	69%	
% making expected progress in maths			29%	81%	
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 2017-18

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>	Staff training in Talk for Writing and Mastery Mathematics.	The approaches taken in both 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. All staff are to be involved in the training to ensure that support staff are highly trained as per the findings in the recent Ofsted document 'The Pupil Premium – How Schools are Spending the Funding'. This also provides an opportunity to focus on high quality teaching rather than 'bolt on' strategies, as discussed in a recent NFER research report.	INSETs and staff meetings on both Talk for Writing and Mastery Mathematics will be held regularly in order to monitor effectiveness and overcome any difficulties staff are having with implementation.	English and Maths Co-ordinators	Apr '18
	Continue to monitor marking policy to ensure that feedback is of sufficient quality to move children on.	'The Pupil Premium – How Schools are Spending the Funding' details that marking which is systematically focussed on ways to improve, giving pupils clear, useful feedback is one of the most effective ways of diminishing the difference. Revising the way we mark and feedback to children is intended to have that effect. The policy will be discussed with governors prior to implementation as governor involvement is considered one of the key drivers of a successful Pupil Premium strategy.	Regular book scrutinies with staff will take place to ensure that the marking policy is clear, management and effective. Children will be trained in the new expectations and progress of quality and effectiveness of strategies such as blue pen work will be monitored.	SLT	Apr '18
	Increased monitoring of vulnerable groups to identify gaps and establish what is being done to diminish the difference.	An improvement in the assessment and tracking of all pupils has now been put in place in order to identify the gaps in learning for specific pupils at a faster pace. Further discussions between SLT and staff can then take place as to what is being done to diminish the difference. An improvement in tracking systems was highlighted in the 2014 Ofsted report Pupil Premium Update – Analysis of Pupil Progress and states that it is even more effective when findings are shared with teachers.	A system with a proven track record, devised by the Assessment Co-ordinator has been rolled out and staff are now conversant with this. This documentation will form the basis of all pupil progress meeting discussions.	Assessment Co-ordinator	Apr '18
Total budgeted cost					£500

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 '18</p>
<p>E. To provide a support network for those PP/Ever 6 children who require it.</p>	<p>To create a 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 '18</p>
Total budgeted cost					£33,725

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	Apr '18
Total budgeted cost					£4,555

6. Review of expenditure				
Financial Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<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>	Staff training in Talk for Writing and Mastery Mathematics.	Staff are now fully trained in both elements. The full impact of training will take some time to completely filter through, however early signs are promising that the approaches taken are having a positive impact across PP and non-PP children.	Closer liaison with both Maths and English Leaders is required in order to ensure that the approaches taken are consistent across all classes/year groups/key stages. Approaches will continue as they are now becoming embedded across the school. New staff will need to be monitored in order to ensure consistency of practice.	£500
	Continue to monitor marking policy to ensure that feedback is of sufficient quality to move children on.	Whilst there are still occasions where the marking policy is not being followed, these occurrences are becoming fewer and further between. Subject Leaders are monitoring marking closely and feedback is positive from both pupils and teachers alike. Impact on progress is positive, particularly with reference to the more recent focus on redrafting.	Going forward, the approach will continue as the impact on children's progress is positive. Lessons learned centre around the need for redrafting to complete the 'marking circle'. It is envisaged that this will lead to further improvement in English standards. New staff will need to be monitored in order to ensure consistency of practice.	-
	Increased monitoring of vulnerable groups to identify gaps and establish what is being done to diminish the difference.	Closer monitoring of pupils is leading to accelerated progress where required. Staff are conversant with the new way of looking at pupil progress and can see the benefits it is having, particularly with reference to vulnerable groups, such as PP children.	Approach will continue as it is having a positive impact.	-
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<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>	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.	Sessions are having a positive impact and staff feedback is very encouraging. Children are becoming more confident due to pre-learning elements and evidence is being gathered in Year 2 to support those children anticipated to be above expectations. Teacher in charge of PP sessions is consistently providing baseline and post-session data to show progress being made.	Approach will continue. Decision to utilise teaching staff rather than TAs is having an impact where this is being employed. Lessons learned for next academic year are to ensure that teaching staff are used across the school as a non-negotiable.	£30,600 (including TA class cover and support)

E. To provide a support network for those PP/Ever 6 children who require it.	To create a post of Pupil Premium Champion as a first point of contact for any PP/Ever 6 children who require support.	Pupil Premium Champion is now in post and aware of her responsibilities. This is still in its infancy, however children are finding this a helpful contact point and PP Champion is enjoying the role.	This approach will continue as it has minimal cost and has a positive impact on the wellbeing of PP children.	-
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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	Parents are all aware of what their child is entitled to and the vast majority take up the options available to them. This has a positive impact on PP children, allowing them to participate in activities otherwise unavailable to them.	Throughout the year, it has become evident that the financial support which was being offered was becoming unsustainable. As a result, a mid-year review of our offering was conducted	£5,500