

# Emersons Green Primary School Pupil Premium Strategy Statement 2018/19

1. Summary information						
<b>School</b>	Emersons Green Primary School					
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£36,780	<b>Date of most recent PP Review</b>	November 2018	
<b>Total number of pupils</b>	271	<b>Number of pupils eligible for PP</b>	35	<b>Date for next internal review of this strategy</b>	June 2019	

2. Outcomes July 2018						
KS2 (Year 6) Outcomes (1Pupil dis-applied for special educational needs)	EGPS 2018	% School PP meeting the expected standard	% School non PP meeting the expected standard	In school gap	% National non PP meeting the expected standard	Gap with national
<b>Reading, writing and maths</b>	1 pupil (RB)	0%	66.7 %	N/A	64.3 %	N/A
<b>Reading</b>	1 pupil (RB)	0%	73.3 %	N/A	75.3 %	N/A
<b>Writing</b>	1 pupil (RB)	0%	76.7%	N/A	78.3 %	N/A
<b>Maths</b>	1 pupil (RB)	0%	73.3 %	N/A	75.6 %	N/A

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	In our current cohorts, while pupils eligible for PP are making comparable or better progress to non PP pupils, their progress needs to be maintained or increased. This is in reading, writing and maths.
<b>B.</b>	Many pupils eligible for PP also have other factors such as SEN to consider when planning for their provision
<b>C.</b>	Mobility of service families can result in gaps in learning.
<b>D.</b>	Some children experience difficulties with focus and concentration in the learning environment.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	A number of our PP pupils are experiencing difficulties in their home lives and find emotional regulation difficult; this can result in a negative attitude towards their learning and affect their wellbeing and progress.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased or maintained rates of progress across the school in all subjects for all pupils eligible for PP funding.	Pupils eligible for PP in all year groups will make expected or better than expected progress by the end of the academic year.
<b>B.</b>	Measured rates of progress across the whole school in all subjects for pupils eligible for PP funding who are SEN.	SEN PP pupils will make progress by the end of the academic year.
<b>C.</b>	Inward and outward transitions of Service families to be monitored and supported.	Attainment data identified quickly. Interventions actioned. Service PP pupils will make expected or better than expected progress by the end of the academic year.
<b>D.</b>	Focus and concentration to improve in the learning environment.	PP pupils will make expected or better than expected progress by the end of the academic year.
<b>E.</b>	Embed strategies to develop social and emotional resilience by supporting pupils and families.	PP pupils will make expected or better than expected progress by the end of the academic year. PP families supported All PP children able to access learning, including that achieved through out of school activities.

## 5. Planned expenditure

Academic year

2018/19

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?
Increased or maintained rates of progress across the school in all subjects for all pupils eligible for PP funding.	<p>Continue to focus on quality first wave teaching delivered by the class teacher.</p> <p>Targeting of support / challenge for PP pupils</p> <p>Feedback and marking for PP pupils first.</p> <p>Seating considered carefully with mixed ability pairs to support and challenge.</p> <p>Targeted CPD to ensure improvements in Quality first wave teaching.</p> <p>Further implement a mastery approach.</p> <p>Use of HLTA to release teacher to address gaps.</p>	EEF Toolkit suggests high quality feedback is an effective way to improve attainment and it has the greatest impact on attainment of disadvantaged pupils.	<p>Teachers and TAs all aware of PP children.</p> <p>Pupil Conferencing</p> <p>Data cycle x 3 per year.</p> <p>Moderation (in school and Nexus)</p> <p>Drop in observations</p> <p>Pupil Progress meetings</p> <p>Vulnerable pupil meetings</p> <p>Planning / book scrutinies</p> <p>Effective and targeted CPD</p> <p>Clear marking and feed-back policy</p> <p>PP Profiles</p> <p>3 x year pupil premium surgeries</p> <p>School Improvement Advisor observation and feedback.</p>	<p>PP Lead</p> <p>SLT</p> <p>Subject leaders</p>	Term 1, 3 and 5

			Nexus school to school external review.		
Inward and outward transitions of Service families to be monitored and supported.	<p>Family Link worker to support improved inward and outward transitions and provide pastoral support.</p> <p>Planned procedures developed and followed to identify individual needs both educational and emotional.</p>	<p>Moving between schools has an inverse impact academically and pastorally such as:</p> <ul style="list-style-type: none"> <li>• Discontinuity of provision through delays, poor communication and transition arrangements, (SEN and those sitting examinations), curriculum changes;</li> <li>• Emotional wellbeing, disrupted friendships, increased potential for bullying.</li> </ul> <p>Deployment has an inverse impact academically and pastorally creating:</p> <ul style="list-style-type: none"> <li>• Increased incidence of emotional and behavioural problems;</li> <li>• A higher incidence of mental health issues in children and parents;</li> <li>• Increased incidence of the child as carer.</li> </ul> <p>(University of Winchester: Research Paper 'Further and Higher Progression for Service Children')</p>	<p>Analysis of CPOMs data</p> <p>Procedures followed up in given times</p>	<p>PP Lead</p> <p>Family Link Worker</p> <p>Business Manager</p>	
<b>Total budgeted cost</b>					£13,902
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Increased or maintained rates of progress across the school in all subjects for all pupils eligible for PP funding.</p>	<p>EYFS / Year 1 Phonics intervention.</p> <p>Y2 / Y6 booster sessions led by Teacher / HLTA.</p> <p>Parent volunteers to read with PP children.</p>	<p>EEF Toolkit provides evidence that earlier identification of need and targeted support is effective to close learning gaps.</p> <p>The EEF Toolkit recognises that 1;1 support, delivering intense individual support outside of normal lessons has a positive impact and can accelerate learning.</p>	<p>TAs all aware of PP children.</p> <p>Interventions – entry / exit criteria.</p> <p>Pupil Conferencing</p> <p>Data cycle x 3 per year.</p> <p>Moderation (in school and Nexus)</p> <p>Drop in observations</p> <p>Pupil Progress meeting</p> <p>Vulnerable pupil meetings</p> <p>Planning / book scrutinies</p> <p>Effective and targeted CPD</p> <p>Clear marking and feed-back policy</p> <p>School Improvement Advisor observation and feedback.</p> <p>Nexus school to school external review.</p> <p>3 x year pupil premium surgeries</p>	<p>PP Lead</p> <p>SLT</p> <p>Subject leaders</p>	<p>Term 1, 3 and 5</p>
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Measured rates of progress across the whole school in all subjects for pupils eligible for PP funding who are SEN.	<p>Use of specialist teachers to deliver aspects of the curriculum.</p> <p>Implement specific interventions.</p> <p>Referral and signposting to outside agencies to support.</p> <p>Targeted CPD to support provision for pupils with specific needs.</p>	The EEF Toolkit recognises that 1;1 support, delivering intense individual support outside of normal lessons has a positive impact and can accelerate learning.	<p>Targeted CPD</p> <p>Pupil Conferencing</p> <p>Data cycle x 3 per year.</p> <p>Moderation (in school and Nexus)</p> <p>Drop in observations</p> <p>Pupil Progress meeting</p> <p>Vulnerable pupil meetings</p> <p>Planning / book scrutinies</p> <p>Effective and targeted CPD</p> <p>Clear marking and feed-back policy</p> <p>School Improvement Advisor observation and feedback.</p> <p>Nexus school to school external review.</p> <p>3 x year pupil premium surgeries</p>	<p>PP Lead</p> <p>SENCO</p> <p>Resource Base teachers</p>	Term 1, 3 and 5
<b>Total budgeted cost</b>					£17,283
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Focus and concentration to	Growth mind-set strategies implemented across whole school	Attention and concentration difficulties can have a significant impact on learning.	<p>Pupil conferencing analysis</p> <p>Environment learning walks</p>		Termly

improve in the learning environment.	<p>Guidance with learning environments and resources to enable all children can access the curriculum.</p> <p>Pupil Conferencing</p> <p>Implement Jigsaw strategies / 'Healthy Happy Me'</p> <p>Provide a full and rounded curriculum.</p>		<p>3 x year pupil premium surgeries to support teachers with strategies to remove barriers to learning, identify needs and set desired outcomes.</p> <p>Curriculum support / reviews</p> <p>Staff check-ins about Jigsaw</p>		
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Embed strategies to develop social and emotional resilience by supporting pupils and families.	<p>Purchase and deliver Jigsaw PSHE strategies across the whole school.</p> <p>Implement bespoke therapy support and Educational Psychology support for individuals.</p> <p>Use of Sports Coach to support children who find lunchtimes challenging.</p> <p>Further embed schemes such as Smart Moves.</p> <p>Provide further CPD for adults to support pupils e.g. Mental health First Aid.</p>	The EEF Toolkit suggests that social and emotional learning improves attainment.	<p>Pupil Progress meeting</p> <p>Vulnerable pupil meetings</p> <p>CPOMs analysis</p> <p>Pupil conferencing</p> <p>Staff check-ins about Jigsaw</p> <p>Entry / exit data from interventions.</p> <p>Feedback from CPD</p> <p>PP Lead check-ins with staff</p>	<p>PP lead</p> <p>SLT</p>	Termly

	<p>Offer school trip subsidies to aid inclusion and offer opportunities.</p> <p>Focus on well-being; growth mind-set and mindfulness strategies.</p> <p>3 x year pupil premium surgeries to support teachers with strategies to remove barriers to learning, identify needs and set desired outcomes.</p> <p>Use of CPOMs to identify patterns, concerns and chronology.</p> <p>PP children and families supported through a whole school ethos of inclusion.</p> <p>School newsletters to promote the benefits and support of PP.</p> <p>PP Pupil conferencing with Class teachers / PP Lead.</p>				
<b>Total budgeted cost</b>					£8000

	<b>Total spend</b> £39,185
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