

## Pupil Premium Strategy Statement

### 1. Summary information

<b>School</b>	Eltham Church of England Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	84,480	<b>Date of most recent PP Review</b>	Sept 2016
<b>Total number of pupils</b>	313	<b>Number of pupils eligible for PP</b>	60	<b>Date for next internal review of this strategy</b>	Feb 2017

### 2. Current attainment

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving expected standard in reading (KS2)</b>	82%	97%
<b>% achieving expected standard in writing (KS2)</b>	82%	94%
<b>% achieving expected standard in maths (KS2)</b>	82%	94%
<b>% achieving expected standard in GPS</b>	73%	100%
<b>Average test scaled score in reading (KS2)</b>	104.2	109.1
<b>Average test scaled score in maths (KS2)</b>	103.3	108.5
<b>Average test scaled score in GPS (KS2)</b>	103.3	112.2
<b>% achieving expected standard in reading (KS1)</b>	67%	86%
<b>% achieving expected standard in writing (KS1)</b>	67%	81%
<b>% achieving expected standard in maths (KS1)</b>	67%	89%
<b>% achieving GLD (EYFS)</b>	57%	87%

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers	
1.	There are less children eligible for pupil premium achieving the 'higher standard' than 'other' children in KS1 and 2.
2.	In KS1&2 48% of pupils who are eligible for pupil premium also have additional needs (either EAL or SEND or both).
3.	In EYFS the gap between PP and non PP achieving GLD is attributable to children's low starting points and complex needs.
External barriers	
4.	Attendance rates for pupils eligible for PP are 95% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind. 29% of PP children have an average attendance of less than 94%.

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve outcomes for children eligible for PP.	Pupils eligible for PP across the school make as good progress as 'other' pupils and the gap between attainment measures such as 'number achieving the expected standard' is narrowed. Higher attaining pupils eligible for PP will achieve the higher standard in line with national expectations.
<b>B.</b>	Higher numbers of children eligible for PP achieving the higher standard in line with 'other' children across KS1 and 2.	
<b>C.</b>	Higher rates of progress across KS1 & 2 for pupils with needs in addition to being eligible for PP.	Pupils with multiple needs are swiftly identified and support plans such as provision maps are put into place.  Progress for pupils eligible for PP who have an additional need is measured by teacher assessments and successful moderation practices in order to show good progress in books, especially where a quantitative measure may not be reflected in data tracking.  Interventions put into practice to support these pupils has effective impact and where possible this is shown in the data tracking system.
<b>D.</b>	Increase Early intervention at EYFS to ensure an increase in the percentage of PP children achieving GLD	Engagement of SALT team and other outside agencies for advice quickly through early meetings with SENCO and parents.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 95% to 97% in line with 'other' pupils.

## 5. Planned provision

Academic year

2016/17

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?
A. Improve outcomes for children eligible for PP	Termly pupil progress and provision meetings with class teachers to review practices and measure impact. Support for teachers from within school experts as well as external experts.  Appropriate CPD identified for teachers.	We want to ensure that pupils eligible for PP make accelerated progress by investing in support for teachers in reviewing practices which will have an impact on narrowing the gap.	Regular monitoring of lessons and progress reviews led by the senior leadership team. Courses selected using evidence of effectiveness. Use INSET days to deliver training. Lessons from training embedded in school policy. Setting up of Triads to allow teachers to learn from each other's' best practise.	SLT	Ongoing
B. Higher numbers of children eligible for PP achieving the higher standard					
C. Improved progress for children with multiple needs	Fortnightly inclusion meetings to review children's needs and implement appropriate action/ intervention.	We endeavour to ensure that PP pupils with additional needs make better than expected progress, with a significant number 'meeting expected standards' by the end of their key stage.	Pupil progress and provision meetings to be led by DHT and SENCO	SENCO and DHT	Ongoing
D. Increase percentage of GLD among PP children.	Termly pupil progress and provision meetings with class teachers and SENCO to review practices and measure impact.	We want to ensure the inclusion team support teachers with identifying barriers to learning as swiftly as possible and implementing the appropriate intervention.			

<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>A. Improve outcomes for children eligible for PP</p> <p>B. Higher numbers of children eligible for PP achieving the higher standard</p>	<p>Play Phonics support. Subsidising afterschool clubs. Payment for extra-curricular activities. KS2 targeted support with smaller class sizes and extra teachers.</p>	<p>We want to provide extra support to extend progress and high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources. We want to ensure this additional provision is complemented with motivational extra-curricular activities such as trips, visits and clubs.</p>	<p>Through Pupil Progress meetings target specific children and groups with extra intervention and targeted in class support.</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Carefully monitor and analysis the progress and attainment of all PP children with an emphasis on reaching higher standard.</p>	<p>SENCO and SLT</p>	<p>Feb 2017</p>
<p>C. Improved progress for children with multiple needs</p>	<p>Dyslexia intervention – STEPs Programmes. Family Support Worker. Buying in additional Speech and Language Therapy service time. Educational Psychologist.</p>	<p>Some of the pupils with multiple needs need targeted support to catch up. The school has successful working relationships with these organisations and outcomes/ reports from professionals lead directly into provision planning.</p>	<p>Redeployment of some TA time to be non-class based, working specifically with children with multiple needs delivering programmes from both teachers and outside agencies.</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Interventions implemented by external teams to be overseen and evaluated by the</p>	<p>SENCO and SLT</p>	<p>Feb 2017</p>
<p>D. Increase percentage of GLD among PP children.</p>					
<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>
<p>E. Increased attendance rates</p>	<p>Fast Track used to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>SLT will also analyse attendance data for vulnerable groups including PP.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>The Fast track lead will collaborate with the SLT to ensure all feasible support is offered to ensure children are attending school and on time.</p>	<p>SLT</p>	<p>Ongoing</p>

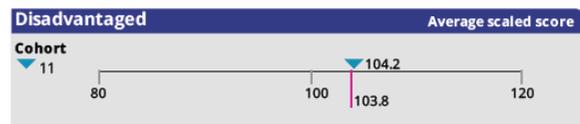
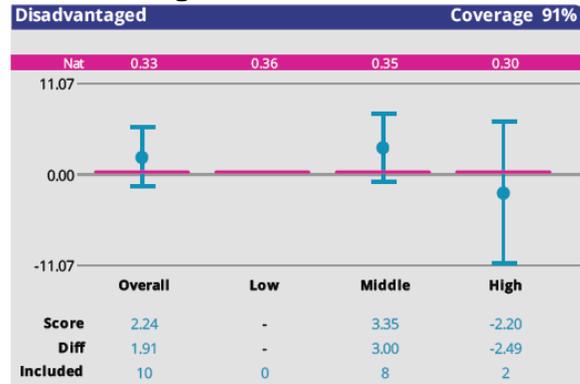
## 6. Expenditure

The provisional allocation of pupil premium funding Eltham Church of England Primary School will receive in 2016/17 is **£84,480**

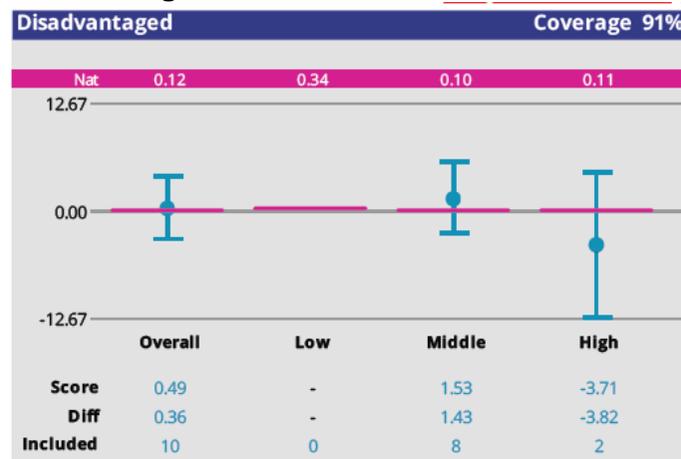
Eltham Church of England Primary School intend to spend this allocation in order to fulfil the above actions as follows:

Provision	Estimated Cost	Actual Cost
Play Phonics	£1,200	
Dyslexia and Speech and Language intervention	£22,788	
1:1 support for PP child with complex needs but no funding as yet	£17,027	
Beanstalk Reading Programme	£760	
Family Support Worker	£6,907	
Buying in additional Speech and Language Therapy service time	£6,616	
Educational Psychologist	£5,984	
Subsidising afterschool clubs	£1050	
Cool Milk	£917	
KS2 targeted support	£20,200	
Payment for extra-curricular activities	£1,200	
<b>Total</b>	<b>£84,649</b>	

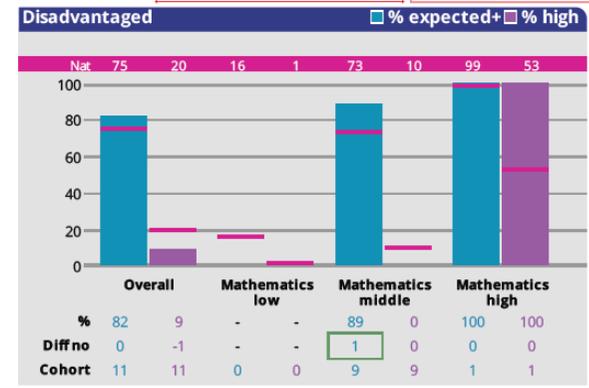
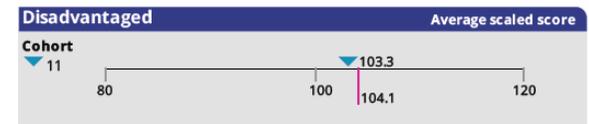
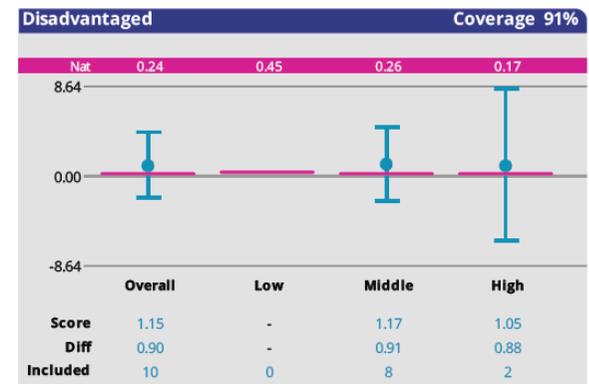
### KS2 Reading



### KS2 Writing



### KS2 mathematics



Data demonstrates how disadvantaged pupils achieve and make progress in line or exceed national 'other' pupils in reading, writing and mathematics at end of Key Stage 2 SATS.

It is the school's aim to provide the support and drive to see our disadvantaged pupils achieving the higher standard in reading and mathematics, and to write at greater depth in line with national 'other' pupils