

Pupil Premium Strategy Statement

1. Summary information

School	Eltham Church of England Primary School				
Academic Year	2017/18	Total PP budget	80,520	Date of most recent PP Review	Oct 2017
Total number of pupils	388	Number of pupils eligible for PP	47	Date for next internal review of this strategy	Feb 2018

2. Current attainment

Yr6 – 14 Yr2 -	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard in reading (KS2)	86%	79%
% achieving expected standard in writing (KS2)	86%	90%
% achieving expected standard in maths (KS2)	93%	86%
% achieving expected standard in GPS	100%	90%
Average test scaled score in reading (KS2)	104	105.4
Average test scaled score in maths (KS2)	104.5	107.4
Average test scaled score in GPS (KS2)	108.3	108.9
% achieving expected standard in reading (KS1)	71%	89%
% achieving expected standard in writing (KS1)	71%	87%
% achieving expected standard in maths (KS1)	57%	82%
% achieving GLD (EYFS)	67%	81%

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

In-school barriers

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| 1. | There are less children eligible for pupil premium achieving the 'higher standard' than 'other' children in KS1 and 2. |
| 2. | In EYFS and KS1 50% of pupils who are eligible for pupil premium also have additional needs (either EAL or SEND or both). |
| 3. | In KS1 the gap between PP and non PP achieving GLD is attributable to children's low starting points and complex needs. |

External barriers

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| 4. | Attendance rates for pupils eligible for PP are 95.3% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind. 14% of PP children have an average attendance of less than 90%. |
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	Higher numbers of children eligible for PP achieving the higher standard in line with 'other' children across KS1 and 2.	
C.	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.
D.	Increase Early intervention at Year 1 to ensure an increase in the percentage of PP children achieving phonics and end of year expectations.	Engagement of SALT team and other outside agencies for advice quickly through early meetings with SENCO and parents.
E.	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

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?
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. Use staff meeting time to deliver training. Lessons from training embedded in school policy. Continuation 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	Monthly 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 HoS and SENCO	SENCO and HoS	Ongoing
D. Increase percentage of children meeting the standard at the end of key stages	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.			

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. 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. KS1 and 2 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 standard.</p>	<p>SENCO and SLT</p>	<p>Feb 2018</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 2018</p>
<p>D. Increase percentage of children meeting the standard at the end of key stages</p>					
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>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 Fast track lead</p>	<p>Ongoing</p>

6. Expenditure

The provisional allocation of pupil premium funding Eltham Church of England Primary School will receive in 2017/18 is **£80,520**

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	£945	
Cool Milk	£917	
KS2 targeted support	£20,200	
Payment for extra-curricular activities	£1,200	
Total	£84,544	