

## Pupil Premium Strategy Statement

### 1. Summary information

<b>School</b>	Eltham Church of England Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£80,520	<b>Date of most recent PP Review</b>	Oct 2018
<b>Total number of pupils</b>	408 (R-6)	<b>Number of pupils eligible for PP</b>	50	<b>Date for next internal review of this strategy</b>	March 2019

### 2. Current attainment

Yr6 (10) –Yr2 (7)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard in reading (KS2)	60%	91%
% achieving expected standard in writing (KS2)	70%	94%
% achieving expected standard in maths (KS2)	50%	89%
% achieving expected standard in GPS	90%	97%
Average test scaled score in reading (KS2)	100.8	107.8
Average test scaled score in maths (KS2)	99.9	107
Average test scaled score in GPS (KS2)	104.5	112.3
% achieving expected standard in reading (KS1)	43%	85%
% achieving expected standard in writing (KS1)	43%	88%
% achieving expected standard in maths (KS1)	57%	85%
% achieving Phonics threshold (by the end of yr2 (7chn))	86%	99%
% achieving Phonics threshold (Year 1(3 chn))	67%	92%

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

#### In-school barriers

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|----|---|
| 1. | Across the school 64.3% of pupils who are eligible for pupil premium also have additional needs (EAL, LAC, CP or SEND)  |
| 2. | 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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|----|---|
| 3. | 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. 10% of PP children have an average attendance of less than 90%. |
| 4. | Parents not applying for PP due to Universal Free School Meals  |

### 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.
<b>B.</b>	Higher rates of progress across KS1 & 2 for pupils with needs in addition to being eligible for PP.	<p>Pupils with multiple needs are swiftly identified and support plans are put into place by the inclusion team.</p> <p>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.</p> <p>Interventions put into place to support these pupils has effective impact and where possible this is shown in the data tracking system.</p>
<b>C.</b>	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.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 95% to 97% in line with 'other' pupils when PA is taken out.

## 5. Planned provision

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?
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 of 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 with SLT observations and learning walks, looking at PP children specifically. Book looks, particularly in Autumn Term to focus on PP children.	SLT	Ongoing
B. Improved progress for children with multiple needs	Monthly inclusion meetings to review children's needs and implement appropriate action/ intervention.  Termly pupil progress and provision meetings with class teachers and HoS/AHT to review practices and measure impact.	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.  We want to ensure the inclusion team support teachers with identifying barriers to learning as swiftly as possible and implementing the appropriate intervention.	Pupil progress and provision meetings to be led by HoS and AHT with access to SENCO if required.  Teachers reminded of cause for concern sheets and these to be given out as required with a deadline for completion and handing to SENCO	HoS and AHT	Ongoing
C. Increase percentage of children meeting the standard at the end of key stages					

<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?</b>
A. Improve outcomes for children eligible for PP	Play Phonics support. Subsidising afterschool clubs. Payment for extra-curricular activities. Beanstalk reading KS1 and 2 targeted support with more TA support, schools direct, Greenwich students, volunteers and work experience placements	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.	Through Pupil Progress meetings target specific children and groups with extra intervention and targeted in class support.  Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Carefully monitor and analyse the progress and attainment of all PP children with an emphasis on reaching standard.	SENCO and SLT	March 2019
B. Improved progress for children with multiple needs	Dyslexia intervention – STEPs Programmes. Family Support Worker. Buying in additional Speech and Language Therapy service time. Educational Psychologist. Beanstalk reading Targeted support through staffing	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.	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.  Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Interventions implemented by external teams to be overseen and evaluated by the	SENCO and SLT	March 2019
C. Increase percentage of children meeting the standard at the end of key stages					
<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?</b>
D. Increased attendance rates	Fast Track used to monitor pupils and follow up quickly on absences. First day response provision. 3 day missing in education procedures followed. SLT will also analyse attendance data for vulnerable groups including PP. Referral to Family First	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.	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.	SLT Fast track lead	Ongoing

## 6. Expenditure

The provisional allocation of pupil premium funding Eltham Church of England Primary School will receive in 2018/19 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	£23,000	
Beanstalk Reading Programme	£800	
Family Support Worker	£7,000	
Buying in additional Speech and Language Therapy service time	£6,500	
Educational Psychologist	£6,000	
Subsidising afterschool clubs	£1,500	
Cool Milk	£1,000	
Targeted support through staffing	£35,000	
Payment for extra-curricular activities	£2,000	
<b>Total</b>	<b>£84,000</b>	