

## Pupil Premium Strategy Statement Impact 2017/2018

### 1. Summary information

<b>School</b>	Eltham Church of England Primary School		
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	80,520
<b>Total number of pupils</b>	388	<b>Number of pupils eligible for PP</b>	47

### 2. Current attainment

Yr6 (10 pupils) Yr2 (7 pupils)	<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)	101	108
Average test scaled score in maths (KS2)	100	107
Average test scaled score in GPS (KS2)	105	112
% 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)	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. | 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. Impact of Planned provision

Desired outcome	Chosen action / approach	What was the impact?
<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>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.</p> <p>Appropriate CPD identified for teachers.</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>In reading we set out to improve outcomes for children eligible for pupil premium by:</p> <ul style="list-style-type: none"> <li>• Whole class guided reading training</li> <li>• CPD on uses of question stems in reading for both teachers and teaching assistants</li> <li>• Teaching assistants training on leading a guided reading group session</li> <li>• An emphasis on pupil premium children during progress meetings</li> <li>• Specific NQT training in reading</li> <li>• Triads to share best practice among teachers</li> </ul> <p>This has led to good in year progress in Years 2, 3 and 5 and outstanding in year progress in Year 4 where 22% more children reached the expected standard.</p> <p>In writing we set out to improve outcomes for children eligible for pupil premium by:</p> <ul style="list-style-type: none"> <li>• Using live marking with CPD for both teachers and teaching assistants</li> <li>• CPD for teaching assistants on progression in writing</li> <li>• Specific NQT training in writing</li> <li>• An emphasis on pupil premium children during progress meetings</li> <li>• Triads to share best practice among teachers</li> </ul> <p>This has led to good in year progress in Years 4 and 5, outstanding in year progress in Year 2 where 14% more children reached the expected standard and outstanding in year progress in Year 6 where 30% more children reached the expected standard.</p> <p>In Maths we set out to improve outcomes for children outcomes for children eligible for pupil premium by:</p> <ul style="list-style-type: none"> <li>• Using live marking with CPD for both teachers and teaching assistants</li> <li>• CPD for teaching assistants on progression within Maths</li> <li>• Emphasis through CPD on fluency, application and reasoning</li> <li>• An emphasis on pupil premium children during progress meetings</li> </ul>

		<ul style="list-style-type: none"> <li>• Specific NQT training on Maths</li> <li>• Triads to share best practice among teachers</li> </ul> <p>This has led to good in year progress in Years 3 and 6, outstanding progress in Year 2 with 43% more children reaching the expected standard, outstanding in year progress in Year 4 with 11% more children reaching the expected standard and outstanding in year progress in Year 5 with 10% more children reaching the expected standard.</p> <p>With regards to target B – more children eligible for pupil premium achieving the higher standard; the above has had the following impact:  In Reading we have seen improvements in outcomes at greater depth in Year 2 (with 28% more children reaching greater depth) and in Year 4 (with 22% more children reaching greater depth).  In Writing we have seen improvements in outcomes at greater depth in Year 2 (with 28% more children reaching greater depth), in Year 4 (with 11% more children reaching greater depth), in Year 5 (with 20% more children reaching greater depth) and in Year 6 (with 10% more children reaching greater depth)  In Maths we have seen improvements in outcomes at greater depth in Year 2 (with 42% more children reaching greater depth), in Year 4 (with 22% more children reaching greater depth), in Year 5 (with 30% more children reaching greater depth) and in Year 6 (with 20% more children reaching greater depth).</p>
C. Improved progress for children with multiple needs	<p>Monthly inclusion meetings to review children’s needs and implement appropriate action/ intervention.</p> <p>Termly pupil progress and provision meetings with class teachers and SENCO to review practices and measure impact.</p> <p>Dyslexia intervention – STEPs Programmes.</p> <p>Family Support Worker.</p> <p>Buying in additional Speech and Language Therapy service time.</p> <p>Educational Psychologist.</p>	<p>As per nationally, children with multiple needs – particularly those who qualify for pupil premium and have a special educational need have historically not made as much progress in year as their peers. As a result we focussed on supporting these pupils so progress is at least good. This was done through various interventions, 1:1 support and additional programmes delivered utilising both pupil premium and SEND funding.</p> <p>As a group, these children made good progress in reading, writing and maths. Particular focus was given to Year 5 with the largest cohort of the target group and as a result of this as a group they made higher than expected progress in all areas with 50% making at least a terms extra progress in reading, writing and maths.</p>
D. Increase percentage of children meeting the standard at the end of key stages		
E. Increased attendance rates	<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>Through the use of the fast track system and good relationships with families average attendance for pupils eligible for pupil premium rose from 95.3% to 95.7% with a drop of those below 90% from 7 children to 4 (14% to 8.5%).</p>

