

# Eyrescroft Pupil Premium Strategy Statement 2019 - 2020

1. Summary information					
School	EYRESCROFT PRIMARY SCHOOL				
Academic Year	2019-2020	Total PP budget	£180,700	Date of most recent PP Review	27th Nov' 2018
Total number of pupils	349	Number of pupils eligible for PP	139 (39.8%)	Date for next internal review of this strategy	Spring term 2020

2. Current attainment (2019 Statutory Assessment)			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school average)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing & maths	26%	31%	71%
Reading progress score	Not yet available	Not yet available	0.31
Writing progress score	Not yet available	Not yet available	0.24
Maths progress score	Not yet available	Not yet available	0.31
Comparison against National			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
1	Pupils eligible for PP's attainment is well below their peers (in particular English) this is linked to limited vocabulary, language and oracy skills.
2	Limited access to a positive reading culture and so do not have easy access to quality books and reading environments
3	Eligible pupils attendance is significantly lower than all children (95.1% PP, 96.2% Non-PP). This is the same picture for persistent absentees (13.1% PP, 7.24% Non-PP).
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
4	Eyrescroft is situated in an area of high deprivation where there is particularly high incidences of social and emotional concerns within a vulnerable community
5	High mobility of pupils. Majority of new arrivals have limited english and struggle to access the curriculum.
6	Limited experiences and opportunities with aspirations and self confidence being generally low (Poor mindset)
7	Limited external resources and agencies to support families available in the local area
4. Desired outcomes	
	<b>Desired outcomes &amp; how they will be measured</b>
	<b>Success criteria</b>

<p><b>A.</b></p>	<p>Improve attainment in Reading for pupils eligible for pupil premium across the school</p>	<ul style="list-style-type: none"> <li>The percentage of eligible pupils achieving ARE in Reading at the end of year will improve.</li> </ul> <table border="1" data-bbox="1025 188 1729 687"> <thead> <tr> <th>READING</th> <th>2019</th> <th>FORECAST 2020</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>50%</td> <td></td> </tr> <tr> <td>Y1</td> <td>38%</td> <td>53%</td> </tr> <tr> <td>Y2</td> <td>54%</td> <td>63%</td> </tr> <tr> <td>Y3</td> <td>53%</td> <td>50%</td> </tr> <tr> <td>Y4</td> <td>67%</td> <td>53%</td> </tr> <tr> <td>Y5</td> <td>61%</td> <td>59%</td> </tr> <tr> <td>Y6</td> <td>28%</td> <td>79%</td> </tr> </tbody> </table>	READING	2019	FORECAST 2020	R	50%		Y1	38%	53%	Y2	54%	63%	Y3	53%	50%	Y4	67%	53%	Y5	61%	59%	Y6	28%	79%
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<p><b>B.</b></p>	<p>Improve the attendance of eligible pupils and persistent absenteeism</p>	<ul style="list-style-type: none"> <li>The attendance for eligible pupils will be broadly in-line with national</li> <li>Persistent absenteeism for eligible pupils will reduce to be broadly in line with national</li> </ul> <table border="1" data-bbox="1025 754 2130 943"> <thead> <tr> <th></th> <th>2018-2019</th> <th>2019-2020</th> </tr> </thead> <tbody> <tr> <td>PP Attendance</td> <td>94.34%</td> <td><b>96%</b></td> </tr> <tr> <td>PP PA</td> <td>17.02%</td> <td><b>9%</b></td> </tr> </tbody> </table>		2018-2019	2019-2020	PP Attendance	94.34%	<b>96%</b>	PP PA	17.02%	<b>9%</b>															
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<p><b>C.</b></p>	<p>Improve the percentage of eligible pupils achieving the expected phonics standard at the end of Y1 and cumulative at the end of Y2 improves</p>	<ul style="list-style-type: none"> <li>The percentage of eligible pupils passing the phonics screening check at the end of Year 1 and cumulatively at the end of Year 2 will improve.</li> </ul> <p>2018-19  Year 1: non PP 57%, PP 58%  Year 2: non PP 72%, PP 76%</p> <p>Targets for 2019-20  Year 1 72%  Year 2 80%</p>																								
<p><b>D.</b></p>	<p>Increase the enrichment activities available to eligible pupils through the '70 things to do before you leave Eyrescroft'</p>	<ul style="list-style-type: none"> <li>All eligible pupils to access '70 things to do before you leave Eyrescroft'.</li> <li>Increase the number of eligible pupils accessing extra curricular clubs and activities including residential trips.</li> <li>Eligible pupils attendance to be in line with the school target of 96%.</li> <li>Diminish the difference between eligible pupils persistent absenteeism and national comparable data.</li> </ul>																								

		<ul style="list-style-type: none"> <li>● Pupil and parent questionnaire shows increased satisfaction with the school.</li> </ul>
<b>E.</b>	Increase the percentage of families (pupils) eligible for the grant who engage with targeted community support programmes	<ul style="list-style-type: none"> <li>● On the school's list of opportunities increase the number accessed by eligible pupils/families.</li> <li>● Reduce the percentage of Persistently Absent pupils who are eligible for the grant so that it matches other groups.</li> <li>● Progress of targeted pupils (families) is at least in line with the expected rate.</li> </ul>
<b>G.</b>	Improve eligible pupils motivation towards their learning in order to lead to higher aspirations	<ul style="list-style-type: none"> <li>● The number of recorded incidents of poor behaviour of eligible pupils reduces.</li> <li>● Statistics from pupil voice questionnaires demonstrates improved motivational attitudes of eligible pupils.</li> <li>● The percentage of eligible pupils achieving the expected standard in Reading, Writing and Maths improves to be broadly in line with all others.</li> <li>● Eligible pupils attendance to be in line with the school target of 96%.</li> </ul>

5. Planned expenditure					
Academic year		2019-2020			
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?
Improve attainment in Reading for pupils eligible for pupil premium across the school	<p>Accelerated Reader online resource subscription Accelerated reader leader Award materials eg certificates</p> <p>Embed 'Book Talk' during Guided Reading slot</p> <p>CPD for teachers on how to effectively diagnose why individual ch are struggling to make progress in reading and strategies to overcome them. Jane Considine assessment structure to be used to support this.</p>	<p>Accelerated reader allows children to independently access high quality texts and comprehension materials. It has been used in many schools and has been proven to raise attainment and ensure accelerate progress.</p> <p>Book Talk (Jane Considine) encourages all children to read for meaning and confidently discuss texts for all elements of the reading assessment criteria. Schools using the Jane Considine approach have had great success in improving children's ability to unpick and discuss texts.</p> <p>EEF research identified clear diagnostic cpd as a way to identify issues accurately and quickly. Enabling teachers to quickly change approaches and teaching.</p>	<p>Regular data analysis and diagnostic testing.</p> <p>Termly awards and celebrations to raise the profile and foster competitive element</p> <p>Rigorous monitoring schedule led by SLT including regular evaluations</p>	<p>ESL - HF Accelerated Reader Leader HF reading leader</p> <p>SLT</p>	Termly

	Develop a positive reading culture in school through the use of the library and reading spaces within school and story Cafes	Story Cafes are a non-threatening way to engage parents in a reading activity, modelling the conversation skills and questioning needed to support children's comprehension. Story cafes are widely used across the country.			
Improve attainment in Writing for pupils eligible for pupil premium across the school	Termly Handwriting competitions	Building on improvements from 2018-2019 and improving chances of more children achieving the expected standard in writing  Feedback from pupils reported positively about motivation and pride in writing competition	Rigorous monitoring schedule, including lesson observations, data analysis, work scrutiny and pupil voice.  Governors judge competition	ESL Governors	Termly
Improve attainment in Maths for pupils eligible for pupil premium across the school	Develop use of White Rose and 'I do, we do, you do' approach.  6 a day - Daily arithmetic.  Improve the number of children passing the year 4 times tables check through the use of TT Rockstars.	Following researching different Maths Schemes, White Rose materials is recommended and used by Maths Hub. Increased opportunities for reasoning.  Children need regular practise and so this will provide a daily opportunity for this to support the retention and improve accuracy and speed with arithmetic.  Throughout school children have poor rapid recall of times tables facts and this is having an impact on their ability to solve calculations and apply this to reasoning problems. Times table rockstars delivers practise of tables facts in an engaging way that the children	Rigorous monitoring schedule by SLT including regular evaluations.  Monthly arithmetic scores tracked by SLT and MSL  Times tables tracking and monitoring. Discussions in pupil progress meetings data analysis and question level analysis	SLT/ MSL	Termly

		<p>enjoy using independently and during whole class teaching. The children can access the programme at home which will improve home/school links and raise parental maths skills.</p>			
<p>Improve the percentage of eligible pupils achieving the expected phonics standard at the end of Y1 and cumulative at the end of Y2 improves</p>	<p>Parent phonics workshops</p> <p>Provide CPD for all staff that are involved in the teaching of phonics to ensure consistency.</p> <p>Buy new phonetically decodable books for children to take home that links to the phase that they are learning in lessons.</p>	<p>Inviting parents into school to give them an understanding of what phonics is. This will help them support their children at home.</p> <p>Improving the quality of teaching and learning through providing TA's with fortnightly CPD so they are confident with phonics interventions and it is embedded.</p> <p>This allows children to have time to practise and apply their knowledge at home linked to their learning in school. Research shows the importance of this link and the impact on early reading.</p>	<p>Review parents attitude with a parent questionnaire.</p> <p>Rigorous monitoring of the teaching and learning of phonics.</p> <p>Rigorous monitoring schedule, including lesson observations, data analysis, work scrutiny and pupil voice.</p>	<p>Phonics lead</p> <p>SLT and Phonics lead</p> <p>Phonics lead</p>	<p>Termly</p> <p>Half termly</p> <p>November 2019</p>
<p>Improve the attendance of eligible pupils and persistent absenteeism</p>	<p>Academy Attendance Officer</p> <p>Attendance Awards</p>	<p>Attendance of disadvantaged pupils is below the national average and the number of persistent absentees who are disadvantaged is significantly high in comparison to all others. Support from an academy attendance officer is aiding the inclusion and welfare manager to address this.</p> <p>As above attendance has been highlighted as an issue impacting disadvantaged children. To</p>	<p>Improvement in attendance of disadvantaged pupils. significant reduction in the number of persistent absentees.</p>	<p>Inclusion and welfare officer. SLT</p>	<p>July 2020</p>

	purchase of certificates and rewards eg pizzas, bike, vouchers etc	improve attendance we have implemented awards and competitions to encourage good attendance.			
<b>Total budgeted cost</b>					<b>£7,228</b>
<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>
Improve the attendance of eligible pupils.	Breakfast Club – funded spaces	Many of our disadvantaged pupils come to school without having had any breakfast. Identified children are invited to breakfast club to ensure they are in school on time and have had a suitable breakfast ensuring they are ready for the day ahead. Research shows that children being in school on time and having had a nutritious breakfast positively impacts on ability to learn.	Pupil Voice Attendance data	Attendance leader SLT	July 2020
Reduce persistent absenteeism of eligible pupils.	1:1 conferencing for identified children	Children that have become PA's will need personalised support and motivation to improve attendance.	Rigorous monitoring of attendance	HoS and Welfare and attendance officer	Termly
Improve attainment in Reading for pupils eligible for pupil premium across the school	<p>PiXL materials and resources</p> <p>Appointment of PiXL leader (EP)</p> <p>Small group booster session delivered by Leaders within the school</p>	<p>Current low attainment in Year 6, external barriers and poor test technique have been the rationale for implementing this scheme in Year 6 this year.</p> <p>The EEF Toolkit specifies that targeted interventions matched to specific students with particular needs can be effective.</p>	<p>Fortnightly review meetings and regular testing and gap analysis</p> <p>Discussions during pupil progress meetings and intervention reviews</p>	Year 6 PAL SLT	Fortnightly Year 6 action planning meetings



		Following action planning and pupil progress meetings targeted children are identified for bespoke intervention work delivered outside of lesson times.			
Improve attainment in Writing for pupils eligible for pupil premium across the school	Expert teacher coaching support and Lesson Study approach used to develop teaching and learning with identified year groups	Team teaching and planning is a proven approach in supporting teachers to develop pedagogy and impact of teaching on progress and learning (developing the 4 P's)	Half termly evaluations	SLT	Half termly
Improve attainment in Maths for pupils eligible for pupil premium across the school	<p>PiXL materials and resources</p> <p>Appointment of PiXL leader (EP)</p> <p>Small group booster session delivered by Leaders within the school</p>	<p>Current low attainment in Year 6, external barriers and poor test technique have been the rationale for implementing this scheme in Year 6 this year.</p> <p>The EEF Toolkit specifies that targeted interventions matched to specific students with particular needs can be effective. Following action planning and pupil progress meetings targeted children are identified for bespoke intervention work delivered outside of lesson times.</p>	<p>Fortnightly review meetings and regular testing and gap analysis</p> <p>Discussions during pupil progress meetings and intervention reviews</p>	Year 6 PAL SLT	Fortnightly Year 6 action planning meetings
Improve the percentage of eligible pupils achieving the expected phonics standard at the end of Y1 and cumulative at the end of Y2 improves	Individual personalised interventions to be completed daily to immediately address any misconceptions that have been found during the day. Completed by class teachers and trained TA's so the	The EEF Toolkit specifies that targeted interventions matched to specific students with particular needs can be effective. Recent research around phonics interventions demonstrates that this is most effective when delivered daily and on a one-to-one basis.	Rigorous monitoring schedule, including lesson observations, data analysis, work scrutiny and pupil voice.	Phonics lead	Half termly

	interventions are high quality.				
<b>Total budgeted cost</b>					£52,054
<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>
Improve the attendance of eligible pupils and persistent absenteeism	Rewards for fortnightly 100% attendance.  Expectations around pupil absence reporting. Office staff time to talk to parents	Other schools within the trust have used these approaches and noted a marked improvement in attendance.	Ensure it is publicized well and regularly tracking of attendance.	SLT, Welfare and attendance officer, Office staff	Dec 2019
Increase the enrichment activities available to eligible pupils (70 things)	70 things to do before you leave Eyrescroft publishing materials e.g. certificates	Based on the work and research done by the National Trust entitled '50 things to do before you're 11 $\frac{3}{4}$ ', we generated a list of 70 things to do before you leave Eyrescroft. This list was generated by the children and we hope to have included many things that disadvantaged families often do not include in their time together as a family. For example flying a kite, going to the theatre and country walks. Our intention is that as pupils achieve one of the things on the list they receive an award and are encouraged to complete this activity at home with their families contributing photographic evidence for display.	Completion of the list pupil voice parent questionnaire photographic evidence	School council SLT	July 2020
Increase the percentage of	Webster Stratton parenting group	As many of our parents themselves have not had a	Monitor attendance at family events	Learning mentors	July 2020

families (pupils) eligible for the grant who engage with targeted community support programmes	Coffee mornings parent drop in sessions	positive experience with school during their education, we need to encourage an open door approach which ensures parents are confident to engage with school in non threatening relaxed events. This allows us to discuss school issues and offer parenting advice in an informal way.	questionnaires	SLT	
Improve eligible pupils motivation towards their learning in order to lead to higher aspirations	Breakfast club for year 6 pupils	In order to ensure that the Year 6 children are in the correct mindset to undertake their Statutory tests, providing a nutritious breakfast not only helps the physical barriers to learning but emotional barriers are also accounted for as we conduct the breakfast club in a calm social atmosphere where they can relax with their peers.	Pupil voice Questionnaires data analysis	Y5/6 PALS	May 2020
	Celebration Event decorations trophies certificates	Raising the profile of academic excellence is a priority and will foster aspirational thinking. We will hold an awards ceremony and celebration evening where high attaining pupils will be awarded trophies and certificates.		SLT	July 2020
Increase the enrichment activities available to eligible pupils	New Ark Aspirations Day Musicians WOW days	Research has shown that for many children displaying challenging behaviour, play therapy can have a direct positive impact on attainment by addressing physical and emotional barriers to learning. By attending NEW ARK centre, disadvantaged children have opportunities to learn how to care for animals and develop nurturing	Pupil voice questionnaires Attendance improved	LM SLT	March 2020

		attitudes and responsibility. They also have opportunities for adventurous and physical play as well as sensory play and art and creative activities.			
	Rock Steady Scheme	Through the ROCKSTEADY scheme disadvantaged children will have the opportunity to learn an instrument and play in a school band, culminating in a concert for parents and their peers.	Monitoring of attendance and behavioural incidents pupil voice instrumental skill		Termly
	Taxis and travel, (New Ark, Hydrotherapy, federation events)	An amount has been reserved to ensure that disadvantaged children can attend events and facilities where necessary	Monitoring of expenditure and attendance	School business manager	July 2020
	Home visit mileage			Site manager	July 2020
	Forest school/outdoor learning Appointment of a forest school leader (KR) tools and materials	Forest school and outdoor learning has many documented and proven advantages, including developing confidence, social skills, communication, self-esteem, motivation and concentration, physical skills and knowledge and understanding of the outdoor world.	Monitor through pupil voice and attendance	SLT SENDCO	
	Hydrotherapy sessions	Identified disadvantaged children requiring therapy to address physical and sensory barriers to learning benefit from weekly hydrotherapy sessions.			
<b>Total budgeted cost</b>					<b>£94,914</b>

## **FOLLOWING THE REVIEW AT CHECKPOINT 2 - PROGRESS TOWARDS SUCCESS CRITERIA (JANUARY 2020)**

### **6. Additional detail**

The school reviews the impact of this strategy each term - CP2, CP4 and CP6 - Year 2, Year 6 and EYFS review progress of this group at the fortnightly meetings.

The school converted to an academy Dec '15. Prior to this there was a very high turnover of teaching staff which had a detrimental impact on in year progress for pupils within the school. Post conversion, stability of staff has improved and the quality of teaching is an improving picture which has seen improved rates of progress on this group of pupils.