

Eyrescroft Pupil Premium Strategy Statement 2020 - 2021

1. Summary information					
School	EYRESCROFT PRIMARY SCHOOL				
Academic Year	2020-2021	Total PP budget	£184,686	Date of most recent PP Review	27th Nov' 2018
Total number of pupils	296	Number of pupils eligible for PP	126 (42.5%)	Date for next internal review of this strategy	Spring term 2021

2. Current attainment (2019 Statutory Assessment)			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (school average)	Pupils not eligible for PP (national average)
% achieving expected standard in reading, writing & maths	26%	34%	71%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (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).
External barriers (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

	<i>Desired outcomes & how they will be measured</i>	<i>Success criteria</i>																								
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<p>B.</p>	<p>Improve the attendance of eligible pupils and persistent absenteeism</p>	<ul style="list-style-type: none"> The attendance for eligible pupils will be broadly in-line with national Persistent absenteeism for eligible pupils will reduce to be broadly in line with national <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>96%</td> </tr> <tr> <td>PP PA</td> <td>17.02%</td> <td>9%</td> </tr> </tbody> </table>		2018-2019	2019-2020	PP Attendance	94.34%	96%	PP PA	17.02%	9%															
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<p>C.</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"> 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. <p>2018-19 Year 1: non PP 57%, PP 58% Year 2: non PP 72%, PP 76%</p> <p>Targets for 2020-21 Year 1 70% Year 2 85%</p>																								
<p>D.</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"> All eligible pupils to access '70 things to do before you leave Eyrescroft'. Increase the number of eligible pupils accessing extra curricular clubs and activities including residential trips. Eligible pupils attendance to be in line with the school target of 96%. Diminish the difference between eligible pupils persistent absenteeism and national comparable data. 																								

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

5. Planned expenditure					
Academic year		2020-2021			
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 (£2360 + £785 + £500)</p> <p>Appointment of a teacher with a 1 year reading project focussed on children's enjoyment and engagement of reading. (£2785)</p> <p>Subscription to Storytime for Reluctant Readers. (£600)</p> <p>Develop a positive reading culture in school through the use of the library and reading spaces within school and story Cafes (£500)</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 accelerated progress.</p> <p>It has been identified that few children read for enjoyment and can read for a sustained period. We believe that this may be due to lack of quality reading materials at home and lack of role models engaging and enjoying reading.</p> <p>To enrich the quality and range of books available to children.</p> <p>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.</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 Accelerated Reader Leader CS project reading leader</p> <p>SLT</p>	Termly

	Purchase Cracking Comprehension (£300)	To ensure that guided reading activities have appropriate, age appropriate texts that can be differentiated effectively.			
Improve attainment in Writing for pupils eligible for pupil premium across the school	Drama for Writing CPD (£8000) Rising Stars spelling programme (£480)	It has been found that children lack vocabulary and have poor language skills which is directly impacting their writing. Drama activities are proven to improve children's language skills at all ages and this CPD will ensure teachers are confident and capable of using drama to improve children's language. Spelling has been identified as a significant barrier for children in their writing. This scheme will ensure coverage and appropriate pitch and progression.	Regular data analysis and diagnostic testing. Rigorous monitoring schedule led by SLT including regular evaluations	ESL SLT	Termly
Improve attainment in Maths for pupils eligible for pupil premium across the school	Improve the number of children passing the year 4 times tables check and improve all pupils mathematical fluency through the use of TT Rockstars and rewards. (£300)	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 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.	Rigorous monitoring schedule by SLT including regular evaluations. Times tables tracking and monitoring. Discussions in pupil progress meetings data analysis and question level analysis	SLT/ MSL	Termly

Improve the percentage of eligible pupils achieving the expected phonics standard at the end of Y1 and cumulative at the end of Y2	Buy new phonetically decodable books for children to take home that link to the phase that they are learning in lessons. (£1000)	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.	Rigorous monitoring, including data analysis, work scrutiny and pupil voice.	Phonics lead	October 2020
Improve the attendance of eligible pupils and reduce the amount of persistent absenteeism	School Welfare and Attendance Officer 0.4 (£16,914) Attendance Awards purchase of certificates and rewards eg pizzas, bike, vouchers etc (£750)	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. As above, attendance has been highlighted as an issue impacting disadvantaged children. To improve attendance we have implemented awards and competitions to encourage good attendance.	Improvement in attendance of disadvantaged pupils. significant reduction in the number of persistent absentees.	Inclusion and welfare officer. SLT	July 2020
Total budgeted cost					£41,100
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?
Improve the attendance of eligible pupils.	Breakfast Club – funded spaces (£600)	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	Pupil Voice Attendance data	Attendance leader SLT	July 2020

		children being in school on time and having had a nutritious breakfast positively impacts on ability to learn.			
Reduce persistent absenteeism of eligible pupils.	1:1 conferencing for identified children School Welfare and Attendance Officer 1 day a month (£1,443) and Head of School 1 day a month (£2,953)	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 within year 6	Additional year 6 teacher 0.5 to allow for targeted support with year 6 pupils. (£31,480)	Current low attainment in Year 6, external barriers and poor test technique have been the rationale for implementing this in Year 6 this year. The EEF Toolkit specifies that targeted interventions matched to specific students with particular needs can be effective.	Fortnightly review meetings and regular testing and gap analysis Discussions during pupil progress meetings and intervention reviews	Assistant HoS/ year 6 teacher 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.	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 HLTAs so the interventions are high quality. (HLTA 0.2 £7,226, CT 0.25 £10,360, CT 0.2 £9,944)	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
Total budgeted cost					£64,006

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?
Increase the percentage of families (pupils) eligible for the grant who engage with targeted community support programmes	Webster Stratton parenting group Coffee mornings parent drop in sessions School Welfare and Attendance Officer 0.2 (£8,457) SENDCo 0.25 (£10,959) HLTA 0.1 (£3348)	As many of our parents themselves have not had a 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.	Monitor attendance at family events questionnaires	Learning mentors SLT	July 2020
Improve eligible pupils motivation towards their learning in order to lead to higher aspirations and attainment	Breakfast club for year 6 pupils (£450) Celebration Event decorations trophies certificates £500	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. 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.	Pupil voice Questionnaires data analysis	Y5/6 teachers SLT	May 2020 July 2020
Increase the enrichment activities available to eligible pupils	New Ark (£3420) WOW days (£10,000)	Research has shown that for many children displaying challenging behaviour, play therapy can have a direct positive impact on	Pupil voice questionnaires Attendance improved	LM SLT	March 2020

	<p>Rock Steady Scheme (£1200) Taxis and travel, (New Ark) (£1000)</p> <p>Forest school/outdoor learning Appointment of a forest school leader (JS) tools and materials</p>	<p>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 attitudes and responsibility. They also have opportunities for adventurous and physical play as well as sensory play and art and creative activities.</p> <p>To ensure learning is engaging and enthuses children, wow enrichment activities, in school visits and trips are planned. These are all linked to the topics children are learning about.</p> <p>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.</p> <p>An amount has been reserved to ensure that disadvantaged children can attend events and facilities where necessary</p> <p>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</p>	<p>Monitoring of attendance and behavioural incidents pupil voice instrumental skill</p> <p>Monitoring of expenditure and attendance</p> <p>Monitor through pupil voice and attendance</p>		<p>Termly</p> <p>July 2020</p> <p>July 2020</p>
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		understanding of the outdoor world.			
Total budgeted cost					£55,047

FOLLOWING THE REVIEW AT CHECKPOINT 2 - PROGRESS TOWARDS SUCCESS CRITERIA (JANUARY 2021)

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.