

Endsleigh Holy Child VC Academy

Pupil premium strategy statement 2016-2017

1. Summary information					
School	Endsleigh Holy Child VC Academy				
Academic Year	2016/17	Total PP budget	£54,960	Date of most recent PP Review	Sep 2016
Total number of pupils	318	Number of pupils eligible for PP	39	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	60%	53%
% making at least expected progress in reading	-0.44	TBC
% making at least expected progress in writing	-0.99	TBC
% making at least expected progress in maths	2.13	TBC

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils who are eligible for PP are not achieving as highly as other pupils at the end of Key Stage 1.
B.	Middle prior attaining pupils who are eligible for PP are making less progress than other pupils across KS2 in reading.
C.	EYFS pupils eligible for PP not achieving as highly as non-PP pupils at the end of F2.
D.	Identified/diagnosed Special Educational Needs
E.	Behaviour issues and emotional needs for a small group of vulnerable pupils eligible for PP are having detrimental effect on their academic progress.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F	Attendance rates for some pupils eligible for PP are below 90% (the target for all children is 96%). This reduces their school hours and causes them to fall behind.

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	Higher rates of progress and attainment at the end of KS1 for pupils eligible for PP.	Pupils eligible for PP in KS1 make rapid progress so that an increased number of pupils eligible for PP meet age related expectations at the end of KS1.
B.	Higher rates of progress across KS2 for Middle attaining pupils eligible for PP in order to improve outcomes.	Internal tracking shows that in-year progress of PP pupils in KS2 is in line with that of other pupils in school.
C.	High rates of progress and attainment for PP pupils at the end of F2.	Pupil eligible for PP make rapid progress from on entry to exit of EYFS.
D.	High rates of progress for PP pupils with an identified/diagnosed Special Educational Need.	To ensure children with identified needs continued to make greater than expected progress to close the attainment gap between them and their peers.
E.	Behavioural issues and emotional needs of PP pupils are addressed,	Pupils provided with enhanced pastoral support impacting positively on attainment and progress.
F.	Increased attendance rates for pupils eligible for PP.	Attendance for pupils eligible for PP increases to 96% in line with the whole school target and has a positive impact on progress and attainment.

5. Planned expenditure

Academic year

2016/17

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 Higher rates of progress and attainment at the end of KS1 for pupils eligible for PP.	<p>Whole school implementation of Project Maths approach to maths teaching, including:</p> <p>Staff CPD – visits to Outstanding Primary School to see project maths in action, for Key phase leaders.</p> <p>In house CPD for all teaching staff.</p> <p>Release time to observe colleagues teaching.</p>	Data suggests that KS1 pupils eligible for PP need to increase progress and attainment in maths. In order to ensure rapid progress we need to further engage the children in maths and this will be done through projects, linking to whole class texts where possible.	Lead teachers to plan a structured approach to implementing across the school, beginning with implementation in classes 2 and 6 initially. Regular monitoring to take place through learning walks, work scrutiny, pupil voice and pupil progress meetings.	CB and LBe	<p>October 2016</p> <p>January 2017</p> <p>April 2017</p>

B. Higher rates of progress in reading across KS2 for Middle attaining pupils.	<p>Staff training on high quality teaching of reading.</p> <p>Coaching for less experienced staff through observation of good practice.</p> <p>New banded books purchased for KS2.</p> <p>Pre-reading of texts with an adult prior to whole class teaching.</p>	Data suggests that pupils need to increase progress in reading, particularly in KS2. In order to bring about longer term change we need to invest in improving the teaching of reading in KS2. We need to improve pupils' stamina in reading through increased opportunities in reading.	Focussed monitoring of reading will take place through lesson observations, learning walks, work scrutiny, pupil voice and analysis of data. Monitoring will identify teachers requiring additional support through coaching.	JB	<p>October 2017</p> <p>January 2017</p>
C. High rates of progress and attainment for PP pupils at the end of F2.	Improved provision in the outdoor area of the EYFS unit, including increased opportunities for writing and maths.	Data shows us that pupils are not exceeding at GLD, particularly in maths. Monitoring has shown that the outdoor provision does not provide maximum opportunities for learning, especially in maths and writing.	External monitoring to identify specific areas to develop. Quality resources to be purchased and all staff to have the same high expectations of the children. Monitoring to measure the impact through learning walks, pupil voice, work scrutiny and data analysis.	JF	<p>January 2017</p> <p>April 2017</p>
Total budgeted cost					£1800
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?
A Higher rates of progress and attainment at the end of KS1 for pupils eligible for PP.	<p>Targeted support for Year 1 and 2 pupils who did not achieve GLD to get expected.</p> <p>Teaching assistant support to be in place each morning across KS1.</p>	Monitoring has shown that in-class small group targeted support has increased rates of progress for pupils. In year 2 this support is provided by an experienced Level 4 teaching assistant.	Monitoring through half termly pupil progress meetings, learning walks and book scrutiny.	LBe	<p>January 2017</p> <p>April 2017</p>

A Higher rates of progress and attainment at the end of KS1 for pupils eligible for PP.	Targeted small group phonics teaching to increase the percentage of PP pupils achieving the expected standard for the phonics screening check	Previous monitoring has shown that small group teaching for phonics has a greater impact on the progress the pupils make.	All phonics teachers have undergone high quality RWI training and delivery of lessons is closely monitored by the phonics lead.	LBe	January 2017 April 2017
B. Higher rates of progress at the end of KS2 for Middle attaining pupils eligible for PP in order to improve outcomes.	Targeted in class and small group teaching support. Booster classes for Y6 pupils delivered by experienced teachers.	Data shows that the middle prior attaining group of children make less progress, especially in reading. Targeted small group support will ensure rapid progress for these children and increase outcomes at the end of KS2. In order to ensure rapid progress for Y6 pupils eligible for PP, booster classes will take place after school in the Spring term.	Experienced level 4 teaching assistants to deliver focused support upon guidance from an experienced Y6 teacher. Lessons will be delivered by 4 experienced teachers in small groups to ensure that the quality of teaching is high.	CB	April 2017
D. High rates of progress for PP pupils with an identified/diagnosed Special Educational Need.	1:1 Dyslexia intervention 1:1 FFT Wave 3 English intervention 1:6 Rapid maths intervention 1:1 S&L intervention	Pupils who have been identified as having a Special Educational Need benefit from specific 1:1 or small group tailored intervention delivered by trained experienced adults.	Monitoring of interventions through analysis of intervention records, discussions during pupil progress meetings and data analysis to determine the impact. Interventions adapted as required.	LW	January 2017 April 2017
Total budgeted cost					£45,081
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?
E. Behavioural issues and emotional needs of PP pupils are addressed,	1:1 Pastoral support sessions for pupils with additional emotional needs. Additional adult support	In order to make academic progress, pupils' social and emotional needs must be addressed allowing them to consistently access learning.	Trained staff will deliver the emotional and behavioural support. Issues will be identified quickly through whole school safeguarding systems for identifying concerns.	NJ, TS and EYFS TAs. LW to oversee.	January 2017 April 2017

	within lessons as required.				
F. Increased attendance rates for pupils eligible for PP.	<p>Increased rigorous monitoring by attendance officer on a fortnightly basis, including letters to parents and meetings arranged with LW.</p> <p>Introduction of new rewards for attendance, chosen by school council.</p>	<p>In order to improve outcomes for our PP pupils we must ensure that they are actually attending school. Increased monitoring will allow for issues in attendance to be identified quickly and actions put in place make improvements.</p> <p>The introduction of new rewards will act as an incentive for children to achieve through increased rates of attendance.</p>	Rigorous monitoring on a fortnightly basis will ensure that this approach is having an impact as any issues will be identified quickly.	EH	<p>December 2017 – report to Directors.</p> <p>February 2017 – report to Directors.</p>
Total budgeted cost					£6032