

## Pupil Premium Strategy

**Name of Academy Estcourt Primary Academy**

**Academic Year 2017\_18**

NOR	307
Number and percentage of pupils eligible for PP funding	109 chn. (R – Y6 = 102, N =7) 35%
Academy Deprivation Index	0.39 (National 0.21)
Nominated member of EAB	Trudi Bartle
EAB PP Review dates	25.9.17
Total Budget allocation	£161,040.00 (inc. £1,320 EYPP)

Outcomes of Previous Academic year

	Nat. Stand. All	N.S. Pupil Premium	N.S. Other	Great. Dep. All	G.D. Pupil Premium	G.D. Other
EYs (GLD)	71% (32/45)	58% (7/12)	76% (25/33)			
Y1 Phonics	84% (42/50)	94% (16/17)	79% (26/33)			
Key Stage 1 Reading	74% (29/39)	100% (11/11)	64% (18/28)	36% (14/39)	38% (5/11)	32% (9/28)
Key Stage 1 Writing	74% (29/39)	100% (11/11)	64% (18/28)	28% (11/39)	36% (4/11)	25% (7/28)
Key Stage 1 Maths	74% (29/39)	100% (11/11)	64% (18/28)	28% (11/39)	36% (4/11)	25% (7/28)
Key Stage 1 RWM Combined.	74% (29/39)	100% (11/11)	64% (18/28)	28% (11/39)	36% (4/11)	25% (7/28)
Key stage 2 Reading	85% (29/34)	85% (17/20)	86% (12/14)	47% (16/34)	50% (10/20)	43% (6/14)
Key stage 2 Writing	82% (28/34)	80% (16/20)	86% (12/14)	29% (10/34)	30% (6/20)	29% (4/14)
Key stage 2 Maths	85% (29/34)	80% (16/20)	93% (13/14)	50% (17/34)	50% (10/20)	50% (7/14)
Key Stage 2 RWM Combined	82% (28/34)	80% (16/20)	86% (12/14)	26% (9/34)	25% (5/20)	29% (4/14)

**What does the data suggest for priorities for the next academic year?** (\*this requires you to identify whether any underachievement was cohort specific or a wider issue to be addressed in the following year)

In School Barriers:

- a) 8% of PPP are also SEND – personalised learning and tailored intervention using a graduated approach
- b) 6% of PPP are also EAL (doubled to previous year) – support staff to develop language and understanding
- c) Poor oral language skills – speech and language support

External Barriers:

- d) Low attendance rates – including persistent absentee – targeted support from emotional well-being team tracking absence, monitored daily within the academy, home visits, daily contact with parents / guardians
- e) Support PPP involved with children and social care services (90% of open cases involve children entitled to PP) – targeted support from the emotional well-being team
- f) Support PPP with the following issues: serious illness, ongoing medical conditions, young carers – targeted support from the emotional well-being team

**Current Pupils**

	<b>% Eligible</b>	<b>% LAP</b>	<b>% MAP</b>	<b>% HAP</b>
<b>Early Years</b>	8% (4/50)	1	3	
<b>Specific intervention need</b>		OBJECTIVE NO. 2b, 2c	OBJECTIVE NO. 1d, 2b	
<b>Objective number</b>				
<b>Y1</b>	28% (13/46)	5	6	2
<b>Specific intervention need</b>		OBJECTIVE NO. 1c, 2b, 2c, 2d	OBJECTIVE NO. 1c, 2b	OBJECTIVE NO. 1c
<b>Objective number</b>				
<b>Y2</b>	43% (20/47)	6	14	0
<b>Specific intervention need</b>		OBJECTIVE NO. 1c, 2b, 2c, 2d	OBJECTIVE NO. 2b, 2d	OBJECTIVE NO. 1c
<b>Objective number</b>				
<b>Y3</b>	27% (10/37)	4	4	2
<b>Specific intervention need</b>		OBJECTIVE NO. 1b, 2b	OBJECTIVE NO. 1b, 2b	OBJECTIVE NO. 1b
<b>Objective number</b>				
<b>Y4</b>	50% (19/38)	4	13	2
<b>Specific intervention need</b>		OBJECTIVE NO. 1b, 1e, 2a, 2b, 2c	OBJECTIVE NO. 1b, 1e, 2b	OBJECTIVE NO. 1b, 1e, 2a
<b>Objective number</b>				
<b>Y5</b>	41% (19/46)	6	6	7
<b>Specific intervention need</b>		OBJECTIVE NO. 1b, 2a, 2b	OBJECTIVE NO. 1b, 2a	OBJECTIVE NO. 1b, 2a
<b>Objective number</b>				
<b>Y6</b>	49% (20/41)	7	9	4
<b>4Specific intervention need</b>				

Objective number		OBJECTIVE NO. 1b, 2a, 2b	OBJECTIVE NO. 1b, 2a	OBJECTIVE NO. 1b, 2a
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**Additional Planned Use of Funding (Whole Academy)**

Breakfast Club

Subsidised Visits inc. Residential

Lexia & Word Wasp

Reading Stars and Maths Stars interventions in relation to RAG

5 Minute Box: Literacy & Numeracy

**Action plan**

	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	Who will quality assure and lead termly review?
<p><b>Objective 1 QUALITY OF TEACHING AND LEARNING FOR ALL</b></p> <ul style="list-style-type: none"> <li>• Improve outcomes for combined (&amp; Reading)</li> <li>• Improve attainment and average scaled score at KS2</li> <li>• Increase the % of pupils achieving higher levels and making better than expected progress</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce group sizes in Y6 by providing an additional experienced class teacher to ensure targeted provision especially for Reading. Teacher working towards targets on FFT 5.</li> <li>• Additional targeted support each day for children working below ARE in Y6.</li> <li>• Employment of a Primary Director of learning one day a week to work with Y6 teachers: focussing purely on improving learning and</li> </ul>	<p><b>£59,712</b></p>	<p><b>20</b></p>	<ul style="list-style-type: none"> <li>• Additional Teacher</li> <li>• Director of Learning</li> </ul>	<p>Deep Leaders / AP/ HoA/ Principal</p> <ul style="list-style-type: none"> <li>• Weekly RAG challenge meetings</li> <li>• Pupil Progress meetings</li> <li>• Monthly challenge meetings with DELTA</li> <li>• Work Scrutinies</li> </ul>

<ul style="list-style-type: none"> <li>• Improve % of children attaining greater depth at KS2 in reading, writing and maths</li> </ul>	<p>working with children targeted for greater depth</p>				<ul style="list-style-type: none"> <li>• Monitoring cycle</li> </ul>
<p><b>Objective 1b</b></p> <ul style="list-style-type: none"> <li>• Improve % of children attaining greater depth at KS2 in reading, writing and maths</li> </ul>	<ul style="list-style-type: none"> <li>• Additional targeted interventions for Y3-5</li> <li>• Director of Learning and Leaders to mentor staff using Gap Analysis and breaking down barriers. Providing CPD for teachers focussing on greater depth/focussed Interventions and deeper level questioning.</li> <li>• Reading Stars and Maths Stars intervention programmes</li> </ul>	<p>£38,561</p>	<p>48</p>	<ul style="list-style-type: none"> <li>• Director of Learning</li> <li>• Class Teachers</li> <li>• Deep Support Leader</li> <li>• Reading Stars and Maths Stars Team</li> </ul>	<p>Deep Leaders / AP/ HoA/ Principal</p> <ul style="list-style-type: none"> <li>• Weekly RAG challenge meetings</li> <li>• Pupil Progress meetings</li> <li>• Monitoring Cycle</li> </ul>
<p><b>Objective 1c</b></p> <ul style="list-style-type: none"> <li>• Improve % of children attaining greater depth at KS1 in reading, writing and maths</li> <li>• Improve % of children attaining expected standard at KS1 especially for reading, maths and science</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Learning to mentor staff using Gap Analysis and breaking down barriers. Providing CPD for teachers focussing on greater depth/focussed Interventions and deeper level questioning.</li> <li>• Reading Stars and Maths Stars intervention programmes</li> <li>• Part time intervention teaching provided by AP / HoA</li> <li>• Interventions led by 1:1 staff and small group intervention</li> <li>• Reading squad in KS1 impacting on daily reading</li> <li>• CPD training on Same Day Intervention</li> </ul>	<p>£22,435 £8,028</p>	<p>33</p>	<ul style="list-style-type: none"> <li>• AP / Head of Academy</li> <li>• Class Teachers</li> <li>• Deep Support Leader</li> <li>• Reading Stars and Maths Stars Team</li> <li>• 1:1 Support Staff</li> </ul>	<p>Deep Leaders / AP / HoA / Principal</p> <ul style="list-style-type: none"> <li>• Weekly RAG challenge meetings</li> <li>• Pupil Progress meetings</li> <li>• Monthly Challenge meeting with Delta</li> <li>• Monitoring Cycle</li> </ul>

<p><b>Objective 1d</b></p> <ul style="list-style-type: none"> <li>Accelerate progress in EYFS to ensure a greater % of children meet GLD, with a particular focus on increasing the number of children who reach higher levels.</li> </ul>	<ul style="list-style-type: none"> <li>Additional specific adults in the EYFS unit to ensure smaller groups and accelerated progress.</li> </ul>	<p>£23,800</p>	<p>27</p>	<ul style="list-style-type: none"> <li>EYFS Teacher</li> <li>EYFS Leader</li> </ul>	<p>Deep Leaders / AP / HoA / Principal</p> <ul style="list-style-type: none"> <li>Weekly RAG challenge meetings</li> <li>Pupil Progress meetings</li> <li>Monthly Challenge meeting with Delta</li> <li>Monitoring Cycle</li> </ul>
<p><b>Objective 1e</b></p> <ul style="list-style-type: none"> <li>Additional Teacher in Y4 to reduce the class size of Y3/4 and Y4/5 to accelerate progress, where there is 50% PPG pupils in Y4</li> </ul>	<ul style="list-style-type: none"> <li>Additional teacher to ensure smaller groups and accelerated progress.</li> </ul>	<p>£30,463</p>	<p>19</p>	<ul style="list-style-type: none"> <li>Class Teacher</li> <li>Deep Learning Leader</li> </ul>	<p>Deep Leaders / AP / HoA / Principal</p> <ul style="list-style-type: none"> <li>Weekly RAG challenge meetings</li> <li>Pupil Progress meetings</li> <li>Monitoring Cycle</li> </ul>
<p><b>Objective 2 TARGETTED SUPPORT</b></p> <ul style="list-style-type: none"> <li>Emotional well-being team to support children's emotional needs</li> </ul>	<ul style="list-style-type: none"> <li>Emotional well-being team to provide support for children with emotional issues which are impacting on their progress. Also to develop self-confidence and self-esteem in children who need to develop in these areas</li> </ul>	<p>£75,816</p>	<p>Any of the 109 pupils</p>	<ul style="list-style-type: none"> <li>Deep Support Team</li> </ul>	<ul style="list-style-type: none"> <li>Progress against Behaviour Curriculum</li> </ul>
<p><b>Objective 2b</b></p> <ul style="list-style-type: none"> <li>Improve attendance and reduce the persistent absence of disadvantaged children</li> </ul>	<ul style="list-style-type: none"> <li>To monitor and maintain the improvements in attendance and punctuality for pupils. Improve the partnership with parents and provide additional pastoral support for pupils in receipt of PPG funding.</li> </ul>			<ul style="list-style-type: none"> <li>Deep Support Leader</li> <li>SLT</li> <li>EWB Team</li> <li>Attendance Lead</li> </ul>	<ul style="list-style-type: none"> <li>Weekly RAG challenge meetings</li> <li>Pupil Progress meetings</li> <li>Attendance Monitoring</li> <li>EAB challenge</li> </ul>

<p><b>Objective 2c</b></p> <ul style="list-style-type: none"> <li>• Speech and language support</li> </ul>	<ul style="list-style-type: none"> <li>• Support PPG pupils who have a speech, language or communication delay: higher focus in the early identification in EYFS; then targeted support throughout the rest of academy</li> </ul>	£27,464	10	<ul style="list-style-type: none"> <li>• Deep Support Team</li> <li>• S&amp;L practitioners</li> <li>• SENCO</li> <li>• EYFS support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Rag meetings</li> <li>• OPP meetings</li> <li>• Pupil Progress meetings</li> <li>• EAB challenge</li> </ul>
<p><b>Objective 2d</b></p> <ul style="list-style-type: none"> <li>• To provide specialist support programmes and CPD for SEN PP children</li> </ul>	<ul style="list-style-type: none"> <li>• Employment of SENCO support specialist teacher across a cluster of schools.</li> </ul>	£18,000	9	<ul style="list-style-type: none"> <li>• Deep Support Team</li> <li>• S&amp;L practitioners</li> <li>• SENCO</li> <li>• EYFS support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Rag meetings</li> <li>• OPP meetings</li> <li>• Pupil Progress meetings</li> <li>• EAB challenge</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>					
<p><b>Review Term 1</b></p>	<p><b>Record any new actions in a different colour</b></p>				
<p><b>Review Term 2</b></p>	<p><b>Record any new actions in a different colour</b></p>				
<p><b>Review Term 3</b></p>	<p><b>Record any new actions in a different colour</b></p>				

<b>EYFS</b>					
<b>Y1</b>					
<b>Y2</b>					
<b>Y3</b>					
<b>Y4</b>					
<b>Y5</b>					
<b>Y6</b>					
<b>Review Term 1</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>				



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