

Pupil Premium Strategy

Pupil Premium Strategy

Name of Academy Estcourt Primary Academy

Academic Year 2017_18

	Autumn	Spring
NOR	307	351 (N-Y6) 307 (Y1-Y6)
Number and percentage of pupils eligible for PP funding	109 chn. (R – Y6 = 102, N =7) 35%	34% (119/351 N- Y6)
Academy Deprivation Index	0.39 (National 0.21)	0.39 (National 0.21)
Nominated member of EAB	Trudi Bartle	Trudi Bartle
EAB PP Review dates	25.9.17	18.1.18
Total Budget allocation	£161,040.00 (inc. £1,320 EYPP)	£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

	% Eligible	% LAP	% MAP	% HAP
Early Years	8% (4/50)	1	3	
Specific intervention need Objective number		OBJECTIVE NO. 2b, 2c	OBJECTIVE NO. 1d, 2b	
Y1	28% (13/46) 31% (15/48)	5	6	2
Specific intervention need Objective number		OBJECTIVE NO. 1c, 2b, 2c, 2d	OBJECTIVE NO. 1c, 2b	OBJECTIVE NO. 1c
Y2	43% (20/47) 35% (17/49)	6	14	0
Specific intervention need		OBJECTIVE NO. 1c, 2b, 2c, 2d	OBJECTIVE NO. 2b, 2d	OBJECTIVE NO. 1c

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Y3	27% (10/37) 24% (9/38)	4	4	2
Specific intervention		OBJECTIVE NO. 1b, 2b	OBJECTIVE NO. 1b, 2b	OBJECTIVE NO. 1b
Y4	50% (19/38) 46% (18/39)	4	13	2
Specific intervention Objective number		OBJECTIVE NO. 1b, 1e, 2a, 2b, 2c	OBJECTIVE NO. 1b, 1e, 2b	OBJECTIVE NO. 1b, 1e, 2a
Y5	41% (19/46)	6	6	7
Specific intervention Objective number		OBJECTIVE NO. 1b, 2a, 2b	OBJECTIVE NO. 1b, 2a	OBJECTIVE NO. 1b, 2a
Y6	49% (20/41) 48% (19/40)	7	9	4
Specific intervention Objective number		OBJECTIVE NO. 1b, 2a, 2b	OBJECTIVE NO. 1b, 2a	OBJECTIVE NO. 1b, 2a

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?
Objective 1 QUALITY OF TEACHING AND LEARNING FOR ALL <ul style="list-style-type: none"> Improve outcomes for combined (& Reading) Improve attainment and average scaled score at KS2 Increase the % of pupils achieving higher levels and making better than expected progress Improve % of children attaining greater depth at KS2 in reading, writing and maths 	<ul style="list-style-type: none"> 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. Additional targeted support each day for children working below ARE in Y6. Employment of a Primary Director of learning one day a week to work with Y6 teachers: focussing purely on improving learning and working with children targeted for greater depth 	£59,712	20	<ul style="list-style-type: none"> Additional Teacher Director of Learning 	Deep Leaders / AP/ HoA/ Principal <ul style="list-style-type: none"> Weekly RAG challenge meetings Pupil Progress meetings Monthly challenge meetings with DELTA Work Scrutinies Monitoring cycle
Objective 1b <ul style="list-style-type: none"> Improve % of children attaining greater depth at KS2 in reading, writing and maths 	<ul style="list-style-type: none"> Additional targeted interventions for Y3-5 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. Reading Stars and Maths Stars intervention programmes 	£38,561	48	<ul style="list-style-type: none"> Director of Learning Class Teachers Deep Support Leader Reading Stars and Maths Stars Team 	Deep Leaders / AP/ HoA/ Principal <ul style="list-style-type: none"> Weekly RAG challenge meetings Pupil Progress meetings Monitoring Cycle
Objective 1c <ul style="list-style-type: none"> Improve % of children attaining greater depth 	<ul style="list-style-type: none"> Director of Learning to mentor staff using Gap Analysis and breaking down barriers. Providing CPD for teachers focussing on greater 	£22,435 £8,028	33	<ul style="list-style-type: none"> AP / Head of Academy Class Teachers 	Deep Leaders / AP / HoA / Principal

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<p>at KS1 in reading, writing and maths</p> <ul style="list-style-type: none"> Improve % of children attaining expected standard at KS1 especially for reading, maths and science 	<p>depth/focussed Interventions and deeper level questioning.</p> <ul style="list-style-type: none"> Reading Stars and Maths Stars intervention programmes Part time intervention teaching provided by AP / HoA Interventions led by 1:1 staff and small group intervention Reading squad in KS1 impacting on daily reading CPD training on Same Day Intervention 			<ul style="list-style-type: none"> Deep Support Leader Reading Stars and Maths Stars Team 1:1 Support Staff 	<ul style="list-style-type: none"> Weekly RAG challenge meetings Pupil Progress meetings Monthly Challenge meeting with Delta Monitoring Cycle
<p>Objective 1d</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Additional specific adults in the EYFS unit to ensure smaller groups and accelerated progress. 	£23,800	27	<ul style="list-style-type: none"> EYFS Teacher EYFS Leader 	<p>Deep Leaders / AP / HoA / Principal</p> <ul style="list-style-type: none"> Weekly RAG challenge meetings Pupil Progress meetings Monthly Challenge meeting with Delta Monitoring Cycle
<p>Objective 1e</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Additional teacher to ensure smaller groups and accelerated progress. 	£30,463	19	<ul style="list-style-type: none"> Class Teacher Deep Learning Leader 	<p>Deep Leaders / AP / HoA / Principal</p> <ul style="list-style-type: none"> Weekly RAG challenge meetings Pupil Progress meetings Monitoring Cycle
<p>Objective 2 TARGETTED SUPPORT</p> <ul style="list-style-type: none"> Emotional well-being team to support children's emotional needs 	<ul style="list-style-type: none"> 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 	£75,816	Any of the 109 pupils	<ul style="list-style-type: none"> Deep Support Team 	<ul style="list-style-type: none"> Progress against Behaviour Curriculum

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Objective 2b <ul style="list-style-type: none"> Improve attendance and reduce the persistent absence of disadvantaged children 	<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> Deep Support Leader SLT EWB Team Attendance Lead 	<ul style="list-style-type: none"> Weekly RAG challenge meetings Pupil Progress meetings Attendance Monitoring EAB challenge
Objective 2c <ul style="list-style-type: none"> Speech and language support 	<ul style="list-style-type: none"> 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 	£27,464	10	<ul style="list-style-type: none"> Deep Support Team S&L practitioners SENCO EYFS support staff 	<ul style="list-style-type: none"> Weekly Rag meetings OPP meetings Pupil Progress meetings EAB challenge
Objective 2d <ul style="list-style-type: none"> To provide specialist support programmes and CPD for SEN PP children 	<ul style="list-style-type: none"> Employment of SENCO support specialist teacher across a cluster of schools. 	£18,000	9	<ul style="list-style-type: none"> Deep Support Team S&L practitioners SENCO EYFS support staff 	<ul style="list-style-type: none"> Weekly Rag meetings OPP meetings Pupil Progress meetings EAB challenge

Review Term 1	IMPACT : Record any new actions in a different colour
Objective 1 QUALITY OF TEACHING AND LEARNING FOR ALL <ul style="list-style-type: none"> Improve outcomes for combined (& Reading) Improve attainment and average scaled score at KS2 Increase the % of pupils achieving higher levels and making better than expected progress Improve % of children attaining greater depth at KS2 in reading, writing and maths 	<ul style="list-style-type: none"> 21% increase of PP pupils working at ARE in Reading (Y1-6) 7% increase of PP pupils working at GD in Reading (Y1-6) 11% increase of PP working at ARE combined (Y1-6) +6 increase in average scaled score of PP in Reading (Y6) +5 increase in average scaled score of PP in Maths (Y6)
Objective 1b <ul style="list-style-type: none"> Improve % of children attaining greater depth at KS2 in reading, writing and maths 	<ul style="list-style-type: none"> 15% increase of PP working at GD in RWM comb. (Y1-Y6)
Objective 1c <ul style="list-style-type: none"> Improve % of children attaining greater depth at KS1 in reading, writing and maths 	<ul style="list-style-type: none"> 10% increase of PP pupils working at ARE in Reading (Y2) 5% increase of PP pupils working at ARE in Maths (Y2) 30% increase of PP working at GD in Reading (Y2)

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<ul style="list-style-type: none"> Improve % of children attaining expected standard at KS1 especially for reading, maths and science 	
<p>Objective 1d</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> +17% increase of PP pupils working at ARE in Lit (F2) +17% increase of PP pupils working at ARE in Maths (F2)
<p>Objective 1e</p> <ul style="list-style-type: none"> 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 	
<p>Objective 2 TARGETTED SUPPORT</p> <ul style="list-style-type: none"> Emotional well-being team to support children's emotional needs Currently 17 PP pupils on Behaviour Curriculum & accessing x2 weekly interventions, 2 chn. Receiving daily intervention (this is 50% of chn. Receiving behaviour curriculum interventions) Currently 5 vulnerable PP pupils accessing x3 weekly EWB interventions (this is 50% of chn. accessing EWB intervention) There has been an increase of 100% of welfare logs to safeguarding team compared to this time last year. 	<ul style="list-style-type: none"> Reduction in positive handling records by 5 compared to same time last year. Reduction in number of pupils needing positive handling plans by 3 compared to this time last year. Reduction in number of pupils (-2) accessing alternative provision (-3 days) compared to same time last year.
<p>Objective 2b</p> <ul style="list-style-type: none"> Improve attendance and reduce the persistent absence of disadvantaged children 	<ul style="list-style-type: none"> Improvement in PA of PP pupils compared to same time last year (Aut 1 to Aut 1). 2% reduction in PA (x4 fewer pupils)
<p>Objective 2c</p> <ul style="list-style-type: none"> Speech and language support 	
<p>Objective 2d</p> <ul style="list-style-type: none"> To provide specialist support programmes and CPD for SEN PP children Nurture group who are accessing weekly educational visit for concrete learning. 	

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EYFS					
Y1					
Y2					
Y3					
Y4					
Y5					
Y6					