

## Pupil Premium Plan

Name of Academy ESTCOURT Primary Academy

Academic Year 2017\_18

**PLEASE SEE PUPIL PREMIUM STRATEGY FOR FURTHER INFORMATION**

	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, 12.6.18
Total Budget allocation	£161,040.00 (inc. £1,320 EYPP)	£161,040.00 (inc. £1,320 EYPP)

Estcourt Primary Academy is part of Delta Academies Trust, after converting in April 2014. The last Ofsted inspection was carried out 7<sup>th</sup> Feb 2017; the academy was graded as Good.

The academy is located in the east of the city of Kingston Upon Hull, in an area of deprivation well above the national average.

Pupil Premium eligibility is above the national average.

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)

a) Low attendance rates – including persistent absentee – targeted support from emotional well-being

1. In-Academy Barriers to future attainment for pupils entitled to PPG	
In-school barriers	
A. 8% of PPP are also SEN (38% of SEND children are PPP)	Personalised learning and tailored Intervention using a graduated approach
B. 6% of PPP are also EAL (double 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 (Deep Support) – tracking absence, monitored daily within the academy, Home visits, daily contact with parents/guardians
E. Support PP pupils involved with children and social care services (90% of open cases involve children entitled to PP)	Targeted support from the Emotional Well-Being Team (Deep Support)
F. Support PP pupils with the following issues; serious illness, ongoing medical conditions, young carer	Targeted support from the Emotional Well-being worker/behaviour lead

### **Key Objectives of Pupil Premium Spending**

Our key objective in using the pupil premium grant is to narrow the gap between pupil groups. Through targeted intervention and support measures we are working to eliminate barriers to learning and progress.

- To continue to provide all children with high quality learning experiences.
- To continue to use targeted intervention and support to close the attainment gap.
- To develop the curriculum to engage all learners, develop independence, resilience, collaboration and provide challenge.
- To provide a range of quality first hand experiences to raise aspirations, engage children in their learning and expose them to the world around them.
- To provide support to ensure that the children are ready to learn.

### **Key principles**

#### **Building Belief**

We will provide a culture where:

- Staff believe in ALL children
- There are “no excuses” made for underperformance
- Staff adopt a “solution-focused” approach to overcoming barriers

#### **Analysing Data**

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- Interventions are closely monitored against impact

We will ensure that:

- ALL teaching staff are involved in analysis of data and identification of pupils
- ALL teaching staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

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