

Ecclesall Primary School

Pupil Premium Strategy Statement

2018-19



Primary
ECCLESALL
School

Pupil Premium strategy statement 2018-2019 – Ecclesall Primary School

1.School Summary Ecclesall Primary School

Academic Year as Ecclesall Primary School	2018/19	Total PP anticipated Budget January Census 2019 April 19- Mar 20	£34, 920 PP/Ever 6 FSM/Armed		£18,400 PPP	Date for next PP Strategy Review January 2020
Total number of pupils	582	Number of pupils eligible for Pupil Premium from Jan 2019 Census	4.46%	Number of pupils eligible for Pupil Premium Plus from Jan 2019 Census	1.72%	
School Summary when Ecclesall Infant school (until August 2018)						
Academic Year as Ecclesall Infant School	2018-Aug 19	Total PP Budget January Census 2018 April 18- Mar 19	£13,400		£11,500 PPP	
Total number of pupils	232	Number of pupils eligible for Pupil Premium	1.7%	Number of pupils eligible for Pupil Premium Plus	1.29%	

2. Current attainment (Y2 SATS May 18)		
	Pupils eligible for PP/ PPP / Ever 6 PP (our school) very low numbers	(National average 2018 all pupils)
Reading at expected levels	67%	75%
Reading at greater depth	33%	25%
Writing at expected levels	67%	70%
Writing at greater depth	33%	16%
Maths expected levels	67%	76%
Maths at greater depth	0%	22%
Attainment (Y2 SATS May 17)		
	Pupils eligible for PP/ PPP / Ever 6 PP (our school) very low numbers	(National average 2017 all pupils)
Reading at expected levels	100%	74%
Reading at greater depth	0%	24%
Writing at expected levels	100%	66%
Writing at greater depth	33%	13%
Maths expected levels	100%	73%
Maths at greater depth	0%	18%
3.Barriers to future attainment (for pupils eligible for PP)		
Due to very low numbers, focus is on individual needs and this report highlights general issues. Further details are available in school.		
In-school barriers. Termly meetings between parents/class teacher to identify a plan of needs.		
Co-mobility of needs eg PP/SEN/EAL/ME leads to more complex learning needs.		
External barriers (issues which also require action outside school such as low attendance rates)		
Some children limited opportunities regarding experiences e.g; attendance at clubs		

4. Outcomes (desired outcomes and how they will be measured)		Success Criteria			
A	Good or better academic progress from individual starting points, diminishing any difference between our disadvantaged pupils and others nationally.	Measured by SAT results 2018 and tracking of individuals through our performance and assessment data			
B	Ensure health and wellbeing of disadvantaged pupils is positive	Parent/child feedback in meetings			
5. Planned expenditure					
Academic year	2018/19 Due to the small number of children this area gives an overview rather than the detail, which is available in school				
The three headings below enable schools to demonstrate how they are using 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?
Accelerated progress to ensure difference diminished for reading, writing, SPAG and maths	1:1 TA support or group TA support/ interventions	Some children working below age related expectations. Ensure progress of group is increased and maintained.	Termly pupil progress meetings including data analysis showing progress of all children.	EH/NR/GW/DS + class teachers	Pupil progress meetings termly
Health and wellbeing	1:1 TA support or group TA social/nurture groups	To ensure the wellbeing of each child	MAST Pilot project Social nurture	TAs/Class teacher	Ongoing

Total budgeted cost					£7400
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?
Staff can target appropriate interventions effectively	Staff trained in appropriate interventions e.g maths mastery, speech and language, FFT, VIP, Talking Partners, Theraplay, English/Maths support,	Progressed increased and maintained so this group of children achieve as a group above national figures	Provision mapping linked to children's needs. Pre/Post intervention assessment	EH/NR + Class teachers	Termly
Total budgeted cost					£4540
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?
Disadvantaged pupils experience a range of experiences as their peers	1 paid club per term plus school trips/events are paid for	Enables this group of children to access wider curriculum and friendship groups	Communication with parents. Links with after school providers.	EH + Admin team	Yearly £2700 clubs

Total budgeted cost			£1460
6. Review of expenditure			
Previous Academic Year 2017		This area gives an overview rather than the detail due to small number of children	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated Impact:	Lessons learned
Accelerated progress to ensure difference diminished for reading, writing and maths	1:1 TA support or group TA	Progress increased and maintained so achieved as group above national figures	Each child's needs assessed termly
Health and wellbeing	1:1 TA support or group TA	Parents reported children happier at social times in school	Focus of 1:1 group support changed as appropriate
ii. Targeted support (this is quality of teaching for all)			
Staff can target appropriate interventions effectively	Staff trained in appropriate interventions e.g FFT, VIP, Talking Partners, Theraplay, English/Maths support,	Teachers/TA's able to target children for appropriate interventions as necessary	New staff need initial discussion as part of induction process
iii. Other approaches			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned

Disadvantaged pupils experience a range of experiences as their peers	1 paid club per term plus all educational visits paid for	Parents in structured conversation report children's positive attitudes to learning and increased self- esteem.	Ensure teachers discuss this aspect with parents as part of structured conversations
To support families of disadvantaged	MAST Pilot project with prevention workers	Time invested supporting parents/families	
7. Additional detail			
Link governor for PP meets with Head teacher termly to discuss this strategy in individual detail. Head teacher reports to governors termly regarding overall effectiveness of the strategy. Strategy reviewed annually to assess lessons learned in order to inform future work.			