

# Euxton CE Primary School Pupil Premium Strategy 2018-19

Summary Information					
<b>Academic Year</b>	2018/19	<b>Total PP Budget</b>	£17,760	<b>Date of most recent review</b>	Summer 2018
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	12	<b>Date for next internal review of this strategy</b>	February 2019

## 1) Barriers to future attainment (for pupils eligible for PP)

### In-school barriers

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| A | Application of phonics in both reading and writing   |
| B | Reading progress needs to be accelerated in order for children eligible for pp to close the gap and achieve ARE    |
| C | Discretely taught writing skills are not consistently applied in extended writing by some children eligible for pp |

### External barriers

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| D | Punctuality and attendance rates for some pp children are a cause for concern |
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## 2) Desired outcomes

	Desired Outcomes	Success Criteria
A	Improved understanding and application of phonics in both reading and writing	<p>Increased % of Y1 children passing phonics screening check this year</p> <p>Y2 children retaking phonics check to pass</p>

		Evidence of application of phonics in writing in KS1
B	Improve attainment in reading, accelerating progress	Higher proportion of pupils eligible for PP make 'better than good' progress by the end of the year to close the gap with their peers and meet age related expectations
C	Writing to clearly show application of grammar and spelling taught	Pupils eligible for PP make 'good' or better progress by the end of the year to close the gap with their peers and meet age related expectations
D	Increased punctuality and attendance rates for pupils eligible for PP who have been identified as a cause for concern.	Reduced number of lates and absences in those PP children who have been identified as a cause for concern so that overall attendance for those pupils is at least 95%.

### 3) Planned Expenditure

#### i) Quality teaching for all

Desired Outcomes	Action/approach	What is the evidence & rationale for choice	How will you measure the impact/ensure it is implemented well?	Staff lead	When will you review implementation?
A.Improved understanding and application of phonics in both reading and writing	<p>Increased whole class focus on phonics with daily sessions</p> <p>Phonics Tracker for assessment to be bought.</p> <p>Staff to receive updated phonics training</p>	Dip in phonics results corresponds to needs of children eligible for pp. Increased confidence in phonics will support both reading and spelling progress.	<p>Use of phonics tracker</p> <p>% of children achieving standard in phonics screening check and marked improvement in Y2 children who retake the check</p>	EO	Summer 2019

	<p>Euxton Factor room to be a focus teaching area for the teaching of phonics.</p> <p>Whiteboard to be purchased and put up in there.</p>				
<p>B. Improve attainment in reading, accelerating progress</p>	<p>Timetabled reading response times during Big Read sessions</p> <p>Use of 'We Are Reading' resources by LCC</p> <p>Increased focus on teaching specific reading skills and vocabulary through English lessons.</p> <p>Access to high quality texts throughout the curriculum.</p> <p>Use of WOW events such as Book Week/Roald Dahl day</p> <p>Increased exposure to texts leading up to a write.</p> <p>Use of vocabulary walls/resources such as thesauruses</p>	<p>Feedback from LCC English consultants</p> <p>Previous year's results suggests that children have benefitted from this approach and that it is instrumental in speeding up progress</p>	<p>Monitoring &amp; evaluation of work in English books &amp; reading journals.</p> <p>Observations of timetabled activities during Big Read.</p>	NW and LP	Summer 2019
<p>C. Writing to clearly show application of grammar and spelling taught</p>	<p>Use of grammar and spelling books at KS2 with key skills taught discretely and regularly.</p> <p>Daily spelling practice and reinforcement</p>	<p>Data tracking and evidence gathering for children eligible for pp suggests that these are key areas of support needed to boost writing progress</p>	<p>Monitoring and evaluation of work in English books, checking that skills in grammar and spelling books are being applied and that skills are being transferred over time.</p>	NW, LP	Summer 2018

	Regular opportunities for application of writing – even short pieces.  Where possible, giving children the opportunity to write for a real audience		Observations  Data tracking		
A, B and C  Marking and feedback – to provide ‘on the spot feedback’ to children so that misconceptions can be identified quickly and corrected	Increased use of purple pens and verbal feedback in class to encourage children to respond to marking	EEF research indicates that pupils benefit most from marking when time is set aside to enable pupils to consider and respond to marking	Monitoring and evaluation of of feedback in books. Evidence of pupils responding to marking.  Informal discussions with pupils  Data	NW, KL and MA	Summer 2019
<b>Total budgeted cost</b>					<b>£8000</b>

<b>ii) Targeted Support</b>					
<b>Desired Outcomes</b>	<b>Action/approach</b>	<b>What is the evidence &amp; rationale for choice</b>	<b>How will you measure the impact/ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A	Fast track phonics groups for children needing phonics intervention	This intervention has proven successful previously and targets children’s precise needs in a small group situation.	Use of phonics tracker  Evidence in books and in reading	EO	Summer 2019

			records/progression through reading bands		
A and B	Daily reading practice on 1:1 for children to practise application of phonics	Regular practice needed for children to apply their phonics and discuss their reading with an adult, promoting enjoyment of reading and comprehension of the text.	Evidence in books and in reading records/progression through reading bands	EO and LP	Summer 2019
B	Additional small group guided reading opportunities where needed to embed skills  High level targeted TA support in class	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.	Monitoring & evaluation of work in English books & reading journals.	NW	Summer 2019
C.Improve attainment in writing	Small group support targeting child's specific need – eg handwriting/spelling/grammar  High level targeted TA support in class providing guided and shared writing sessions	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.	Monitoring & evaluation of intervention work.  Data tracking.	NW	Summer 2019
<b>Total budgeted cost</b>					<b>£10,200</b>

**iii) Other approaches**

Desired Outcomes	Action/approach	What is the evidence & rationale for choice	How will you measure the impact/ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Increased punctuality and attendance rates for pupils eligible for PP who have been identified as a cause for concern.</p>	<p>Opening school earlier (from 8.45 rather than 8.55) to encourage punctuality and prepare children for work</p> <p>Identified member of staff to closely monitor pupil's attendance weekly and follow up quickly on any absences.</p> <p>Headteacher to monitor attendance and punctuality each term and engage with families who may need support.</p>	<p>Analysis from previous year showed that while attendance of some children was good, they were consistently late to school. By opening earlier, we hope to reduce congestion and give the opportunity to aim for the earlier time.</p> <p>Close monitoring will enable school to ensure the children are in school when they are able to be in order to improve progress and attainment through more access to school provision.</p> <p>Developing a regular dialogue with families who may struggle ensures they feel able to ask for support when needed.</p>	<p>Feedback from parents about the new system</p> <p>Collaboration between school bursar, head and teaching staff to ensure a consistent approach.</p>	<p>NW</p>	<p>Summer 2019</p>
<p>Improve presentation skills of children eligible for pp</p>	<p>New handwriting policy in KS1,</p> <p>Additional handwriting sessions where needed</p>	<p>Need to ensure consistent teaching of letter formation across EYFS and KS1</p>	<p>Monitoring of all books</p>	<p>MA, NW</p>	<p>Summer 2019</p>

	<b>Total budgeted cost</b> £800
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