Euxton CE Primary School Pupil Premium Strategy 2017-18

Summary Information					
Academic Year	2017/18	Total PP Budget	£12,020	Date of most recent review	Summer 2017
Total number of pupils	210	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Summer 2018

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

In-school barriers

A	Lack of reading stamina and understanding of vocabulary/exposure to a wider variety of vocabulary limits development of reading skills
B	Key writing skills such as basic punctuation and spelling lacking in many children eligible for PP
C	Key skills in maths for children eligible for PP holding back attainment
D	Ensuring engagement and fulfilling potential of high ability children who are eligible for PP to achieve a high score at the end of KS2

External barriers

E	Attendance rates for some PP children are a cause for concern

2) Desired outcomes

	Desired Outcomes and how they will be measured	Success Criteria
A	Improved reading stamina and understanding of vocabulary and greater exposure to a wider variety of language.	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

B	Improved writing skills with greater awareness of sentence structure	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
C	Secure basic skills for maths to lay foundations for future learning	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	High ability pupils will achieve a high score at the end of KS2.	Pupils eligible for PP identified as high ability make as much progress as other pupils identified as high ability, across Key Stage 2 in maths, reading and writing and achieve a high score
E	Increased attendance rates for pupils eligible for PP who have been identified as a cause for concern.	Reduced number of 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. and D. Improved reading skills including reading stamina and improved understanding of	Timetabled reading response times during Big Read sessions Use of 'We Are Reading' resources by LCC	Feedback from LCC English consultants Analysis of previous year's results suggests children need vocabulary skills	Monitoring & evaluation of work in English books & reading journals.	NW and LP	Summer 2018

vocabulary, greater exposure to a wider variety of language.	Increased focus on teaching specific reading skills and vocabulary through English lessons. Access to high quality texts throughout the curriculum. Use of WOW events such as Book Week/Roald Dahl day Increased exposure to texts leading up to a write. Use of vocabulary walls/resources such as thesauruses	widened and support in reading comprehension skills	Observations of timetabled activities during Big Read.		
B.Increase in attainment in writing skills	Use of grammar books at KS2 with key skills taught discretely and regularly. Daily spelling practice and reinforcement Use of WOW events such as Book Week/Roald Dahl day Consistent approach to marking across school.	Data tracking and evidence gathering for children eligible for pp suggests that these are key areas of support needed to boost writing skills	Monitoring and evaluation of work in grammar and spelling books, checking that skills are being transferred over time. Observations Data tracking	NW, LP	Summer 2018
C. Raise attainment in basic maths skills: understanding of division, knowledge of inverse times tables facts, fractions and decimals	Increased use of concrete and pictoral representations to support children's understanding before extending to abstract learning.	Use of maths analysis from different year groups suggests these are the key areas of need across school.	Monitoring and evaluation of books, checking progress. Walkthroughs and display evidence Observations	KL	Summer 2018

	Audit resources across school and update. Use of learning supports encouraged across school, such as number lines, place value mats etc. used in class to help.		Informal discussions with pupils Data tracking		
A, B, C and D 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 2018
D.High ability children will make greater progress, achieving high standard in SATs	Reading guided & independent sessions. To provide children with problem solving and reasoning opportunities in Maths within units as well as once children are mastering the unit.	More exposure needed to the different reading skills & different question types. Children will be aware of which targets they are working on and are meeting/ need to work on. Problem solving & reasoning have been identified as an area for development.	Monitoring & evaluation of work in reading journals & English books. Monitoring & evaluation of work in maths books. Data tracking	LP and NW	Summer 2018
				Total budgeted cost	**£8,000**

ii)	Targeted Support					

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 reading skills including improved understanding of vocabulary, greater exposure to a wider variety of language.	Reading focus groups/interventions High level targeted TA support in class	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support. We feel this allows for direct learning and helps to support and fill gaps in learning through use of assessment for learning strategies.	Monitoring & evaluation of work in English books & reading journals. Observations of timetabled activities during Big Read.	NW and LP	Summer 2018
B.Improve attainment in writing skills	Writing and phonics/spelling interventions on small group basis High level targeted TA support in class	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support. We feel this allows for direct learning and helps to support and fill gaps in learning through use of assessment for learning strategies. Interventions previously proven effective.	Monitoring & evaluation of intervention work. Data tracking.	KL	Summer 2018

D. High ability children will make greater progress, achieving high standard in SATs	Targeted maths group daily, focusing on more advanced maths skills and reasoning problems.	Problem solving & reasoning have been identified as an area for development.	Monitoring & evaluation of intervention work. Data tracking.	KL	Summer 2018
			Total budgeted cost		**£10,820**

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?**
Increased attendance rates for pupils eligible for PP who have been identified as a cause for concern.	Identified member of staff to closely monitor pupil's attendance weekly and follow up quickly on any absences. Headteacher to monitor attendance each term and engage with families who may need support.	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. Developing a regular dialogue with families who may struggle ensures they feel able to ask for support when needed.	Collaboration between school bursar, head and teaching staff to ensure a consistent approach.	NW	Summer 2018

To provide pastoral support to children who need it.	Weekly nurture groups and key adults in classrooms who children feel they can go to.	There is an increasing need for pastoral support for some children. By focusing on social and emotional learning, pupils are more balanced and prepared for life.	Update meetings both with parents and informal chats with children. Informal monitoring of children's wellbeing and social development over time.	NW and KL	Summer 2018
				Total budgeted cost	**£1,200**