

Pupil Premium Strategy Statement

1. Summary Information					
School	Evington Valley Primary School				
Academic Year	2016/17	Total PP budget	£112,200	Date of most recent PP review	n/a
Total number of pupils	371	Number of pupils eligible for PP	85	Date for next internal review of this strategy	Jan 2017

2. Current attainment				
Y6 attainment 2016	Pupils eligible for PP (EVPS)	Pupils not eligible for PP (EVPS)	All pupils (National)	Pupils not eligible for PP (National)
% achieving expected standard in reading, writing and maths	67%	54%	53%	TBC
% achieving expected standard in reading	78%	58%	66%	TBC
% achieving expected standard in writing	78%	73%	74%	TBC
% achieving expected standard in maths	83%	88%	70%	TBC
Average scaled score for Reading	101	101	103	TBC
Average scaled score for Maths	105	104	103	TBC
% achieving higher standard in reading, writing and maths	6%	0%	5%	TBC
% achieving higher standard in reading	11%	8%	19%	TBC
% achieving higher standard in writing	28%	27%	15%	TBC
% achieving higher standard in maths	28%	4%	17%	TBC

3. Barriers to future attainment (for pupils eligible for PP)	
In school barriers (issues to be addressed in school)	
A.	Understanding and use of language is weaker for PP pupils than for other pupils in Reception. This slows progress in reading and writing in subsequent years.
B.	Proportion of outstanding teaching and learning is not yet high enough. This prevents consistently high achievement across the whole school for all pupils including those eligible for PP
C.	Fluency and application of essential skills in reading, writing and maths.
External Barriers (issues which also require action outside school)	
D.	Attendance rates for Y3, Y4 & Y6 PP pupils
E.	Variable support at home for PP pupils

4. Outcomes for 2016-2017		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Improved understanding and use of language, in their reading and writing, for pupils eligible for PP in FS2, Y1, Y3, Y5 & Y6	<p>Pupils make rapid progress so that:</p> <ul style="list-style-type: none"> • All PP FS2 pupils achieve a GLD • 86% of Y1 PP pupils achieve age related expectations (ARE) in reading and writing • 73% of Y3 PP pupils achieve ARE in reading and writing and the remaining 27% close the gap • 92% of Y5 PP pupils achieve ARE in reading and writing • 86% of Y6 PP pupils achieve ARE in reading and writing
B	The proportion of outstanding teaching and learning increases	<ul style="list-style-type: none"> • 100% of teaching continues to be at least good • 40% of teaching is outstanding • Attainment of PP pupils is consistently good and where it is not the gap is closing
C	Pupils are confident and secure and can apply basic skills in reading, writing and maths within and across subjects	<p>Pupils make rapid progress so that:</p> <ul style="list-style-type: none"> • All PP FS2 pupils achieve a GLD • 86% of Y1 PP pupils achieve age related expectations (ARE) in reading, phonics, writing and maths • 73% of Y3 PP pupils achieve ARE in reading, writing and maths and the remaining 27% close the gap • 92% of Y5 PP pupils achieve ARE in reading, writing and maths • 86% of Y6 PP pupils achieve ARE in reading, writing and GAPS and 91% in maths
D	Increased attendance rates for pupils eligible for PP	PP attendance rates in Y3, Y4 & Y6 are in line with 'other' pupils or the gap has closed
E	Increased opportunities for practising basic skills	<p>Target PP pupils read to an adult at home or at school at least 5 times per week</p> <p>School homework slots support 100% completion rate</p> <p>80% attendance rate for PP parents at curriculum events and parent evenings.</p>

5. Planned Expenditure					
Academic Year		2016-2017			
<i>The three headings below demonstrate how EVPS is using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies</i>					
i) Quality of teaching for all					
Desired outcome	Chosen action / approach	Evidence and rationale for this chose	How we will ensure it is implemented well	Staff Lead	Review implementation date/s
Improved understanding and use of language	CPD on developing language	Understanding and use of language was a limiting factor in pupil attainment. As a school with a very high proportion of EAL learners we are looking to make longer term change which will help all pupils.	Effective T&L consultant delivering CPD T&L consultant & DH coaching key staff Peer to peer coaching Identify target pupils and track progress through book trawls, pupil interviews and assessment data, including PPRs	English lead	Dec 2016 Feb 2017 April 2017 May 2017 July 2017
Increase proportion of outstanding QFT	CPD Video Coaching	Increased progress and better achievement is achieved by pupils being taught by outstanding teachers. Currently 100% of teaching is good, 43% good with outstanding features and 19% outstanding.	T&L consultant & DH coaching key staff Peer to peer coaching Learning walks and lesson observations	Deputy Head	Dec 2016 April 2017 July 2017
Total budgeted cost					£42,802
ii) Targeted support					
Desired outcome	Chosen action / approach	Evidence and rationale for this chose	How we will ensure it is implemented well	Staff Lead	Review implementation date/s
Improved understanding and use of language	Deliver interventions to support language development: <ul style="list-style-type: none"> • Book Talk in FS • Talking Partners KS1 & KS2 • BRWP 	PP pupils in FS that did not achieve a GLD had lower oral language skills Interventions selected have consistently been successful in accelerating progress	Quality of delivery will be monitored Baseline and exit assessments track progress and rate of acceleration	English lead SENCo	Dec 2016 Feb 2017 April 2017 May 2017 July 2017

	QFT strategies: <ul style="list-style-type: none"> • Talk for Writing • Learning Partners 				
Attainment in reading, writing and maths for Y3, Y5 & Y6 PP pupils is in line with 'other' pupils or the gap is closed	Y6 groups each Friday morning Mentoring key PP pupils Academic coaching	Y6 groups reduces class size and allows targeted work and increased quality feedback. This has been very successful in previous years in accelerating progress Mentoring and academic coaching have proved successful in raising expectations and self-esteem of PP pupils leading to improved achievement	Learning walks and lesson observations to monitor quality of delivery Identify target pupils and track progress through book trawls, pupil interviews and assessment data, including PPRs	UKS2 Team leader HT	Dec 2016 Feb 2017 April 2017 May 2017 July 2017
Total budgeted cost					£59,937
iii) Other approaches					
Desired outcome	Chosen action / approach	Evidence and rationale for this chose	How we will ensure it is implemented well	Staff Lead	Review implementation date/s
Increase attendance	Implement a reward / incentive system EVPS and LA EWO work with parents of pupils with low attendance	Attendance rate is below the national average and for some cohorts PP pupils attendance is even lower.	Monthly attendance monitoring for classes, cohorts and PP pupils.	HT	monthly
Expand experiences and improve language development	Provide regular educational visits, visitors to school and events to expand experiences.	Many PP pupils have very limited experiences which also limits their range of vocabulary	Identify target pupils and track progress through book trawls, pupil interviews and assessment data, including PPRs	DH	Dec 2016 April 2017 July 2017
Total budgeted cost					£9,461

6. Review of Expenditure							
Previous Academic Year	2015-16	Total PP Budget	£130,680	Total Number of pupils	370	Number of pupils eligible for PP	99
i) Quality of teaching for all							
Desired outcomes	Chosen action / approach	Estimated impact		Lessons learned		Cost	
Improve the quality of teaching & learning	Internal & External CPD Video Coaching	Teaching now all consistently good. Some teachers started to show aspects of outstanding Outstanding teachers consolidated the quality of their teaching		Staff were positive about the CPD and their development. More 'plan deliver, review' cycles required to ensure greater progress Performance management pupil progress targets need to be linked to the groups of children who need to close the gap as well as the whole cohort			
All teachers effectively using Target Tracker (TT) to monitor pupil progress	Purchase TT Teachers use TT to track pupils, provide evidence for PPRs and evidence for performance management	Quality of information provided at PPRs and performance management reviews has improved and the tracking of whole cohorts / classes beyond SLT has also increased		Emphasis of teachers tracking needs to extend beyond the whole cohort or class and include target groups who need to close the gap			
Teachers and pupils have access to high quality resources to support teaching and learning	Prioritise and purchase resources to deliver the curriculum Purchase Y6 English and maths revision guides for home and school use	Engagement of pupils was good as confirmed by learning walks and lesson observations Year 6 pupils used the revision guides at school and at home to support their learning and give additional clarity on new expectations		Focused well targeted resources support pupils learning			
						£56,000	
ii) Targeted support							
Desired outcomes	Chosen action / approach	Estimated impact		Lessons learned		Cost	
Y6 PP pupils performance is in line with or better than other	Year 6 Friday organisation Academic coaching	No 'other' national pupil data available yet but compared to all pupils nationally PP pupils in line for		Overall these were both effective strategies but for reading more opportunities for increasing pace			

pupils nationally		GPS and writing and above in reading, maths and combined at age related expectations. At higher scores or greater depth PP pupils were below for reading, in line for combined and above for maths GPS and writing.	and fluency and experiencing 'classic' texts is needed.	
Raise attainment in reading, writing and maths	Deliver targeted interventions	Those PP pupils receiving the interventions made accelerated progress	Improved identification and access to interventions for target PP pupils to gain greater consistency of PP achievement across all year groups.	£65,649
iii) Other approaches				
Desired outcomes	Chosen action / approach	Estimated impact	Lessons learned	Cost
Meet attendance target	Implement reward scheme. Monitor a pupil attendance rates and work with families not meeting thresholds. Reimbursement of taxi fares for a PP child to ensure attendance during recovery period following a broken limb.	Mixed impact as overall attendance was 93.7% rising to 94.7% when the impact of both Eids falling in term time was removed. Holiday leave is continuing to have an impact even though it is not authorised Y6 and Y4 PP pupils performed in line with and better than 'other' pupils respectively.	The reward scheme had some successes but a review of the scheme and the thresholds that trigger working with families is required.	
Consistently good or better behaviour from all pupils	SEMH, Behaviour Champion and SENCo work collaboratively to address needs of target pupils	Target pupils remained engaged with school No exclusions	Support for pupils working with outside agency positive. Continued work needed to ensure consistency of pupil behaviour choices with all adults	
Participation of PP in swimming and extended experiences	Pay or supplement costs	High participation rate for all pupils.	Hold a small contingency to use during the year to maintain high participation rates.	£9,031