

Pupil Premium Strategy Statement

1. Summary Information					
School	Evington Valley Primary School				
Academic Year	2017/18	Total PP budget	£95,040	Date of most recent PP review	n/a
Total number of pupils	366	Number of pupils eligible for PP	74	Date for next internal review of this strategy	School Improvement Committee – 2.11.17.

2. Current attainment				
Y6 attainment 2017	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	40%	54%	61%	TBC
% achieving expected standard in reading	56%	55%	71%	TBC
% achieving expected standard in writing	84%	82%	76%	TBC
% achieving expected standard in maths	72%	86%	75%	TBC
Average scaled score for Reading	101.4	100.8	104	TBC
Average scaled score for Maths	103.7	105.1	104	TBC
% achieving higher standard in reading, writing and maths	TBC	TBC	TBC	TBC
% achieving higher standard in reading	12%	14%	25%	TBC
% achieving higher standard in writing	36%	50%	18%	TBC
% achieving higher standard in maths	16%	32%	23%	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 that are working below age related expectations and this slows progress in reading and writing.
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
E.	Variable support at home for PP pupils

4. Outcomes for 2017-2018		
	<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, Y2, Y4 Y5 (writing) & Y6	<p>Pupils make rapid progress so that:</p> <ul style="list-style-type: none"> • All PP FS2 pupils achieve a GLD • 67% of Y2 PP pupils achieve age related expectations (ARE) in reading and writing • 82% of Y4 PP pupils achieve ARE in reading and writing • 89% of Y5 PP pupils achieve ARE in reading and writing • 83% 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 • 45% 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 • 67% of Y2 PP pupils achieve age related expectations (ARE) in reading, phonics, writing and maths and remaining 33% close the gap • 82% of Y4 PP pupils achieve ARE in reading, writing and maths • 89% 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 are in line with 'other' pupils attendance 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		2017-2018			
<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 oracy	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	Oct 2017 Dec 2017 Feb 2018 April 2018 May 2018 July 2018
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, 67% good with outstanding features and 32% outstanding.	T&L consultant & DH coaching key staff Peer to peer coaching Learning walks and lesson observations	Deputy Head	Dec 2017 April 2018 July 2018
Total budgeted cost					£38,810
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 2017 Feb 2018 April 2018 May 2018 July 2018

	QFT strategies: <ul style="list-style-type: none"> • Talk for Writing • Learning Partners 				
Attainment in reading, writing and maths for Y2, Y4 & 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. 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	Oct 2017 Dec 2017 Feb 2018 April 2018 May 2018 July 2018
Total budgeted cost					£46,647
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 2017 April 2018 July 2018
Total budgeted cost					£9,583

6. Review of Expenditure							
Previous Academic Year	2016-17	Total PP Budget	£112,200	Total Number of pupils	371	Number of pupils eligible for PP	85
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	100% of teaching has continued to be good or better Teaching that is good with outstanding features or better has increased from 43% to 67% Teaching that is consistently outstanding has increased from 19% to 32%.		Staff were positive about the CPD and their development. Performance management pupil progress targets were linked to the groups of children who needed to close the gap as well as the whole cohort Increase rigor of monitoring to ensure all advice is being consistently implemented to maximise pupil progress.		£44,596	
All teachers effectively using Target Tracker (TT) to monitor pupil progress	Purchase TT license 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 continues to improve and the tracking of whole cohorts / classes beyond SLT has also increased		Triangulation of information important to ensure consistency and accuracy of teacher assessments particularly for reading			
ii) Targeted support							
Desired outcomes	Chosen action / approach	Estimated impact		Lessons learned		Cost	
Close the gap for :PP GAP for Y6, Y4, Y2 & Y1 across reading writing and maths are reduced	QFT Targeted interventions appropriate to the child's need Year 6 Friday	Y6 performed in line with the whole cohort Y4 & Y2 closed the gap and are now broadly in line with the cohort The gap for Y1 pupils has been closed Pupils made accelerated progress following inclusion in an intervention Dedicated Y6 time improved		Teachers becoming more proficient at tracking PP pupils using target tracker but it needs to maintain rigor for all age groups not just those with a gap Opportunities for application of skills needs to be high to give pupils the fluency and stamina to complete SATs papers			

	organisation Academic coaching	content knowledge The majority of pupils that received academic coaching achieved their target		£58,493
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 still below the national average. Holiday leave and religious observance is continuing to have an impact although the most significant factor for absence was illness. Some pupils who dipped below 90% during the year responded well to intervention and attendance improved but still 53 children classed as PA at the end of the year	The reward scheme had some successes but a review of the scheme and the thresholds that trigger working with families is required.	£9,111
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	