

Pupil Premium Strategy Statement

1. Summary Information					
School	Evington Valley Primary School				
Academic Year	2018/19	Total PP budget	£73,920	Date of most recent PP review	Autumn 2018
Total number of pupils	366	Number of pupils eligible for PP	56	Date for next internal review of this strategy	Autumn 2019

2. Current attainment				
Y6 attainment 2018	Pupils eligible for PP (EVPS)	Pupils not eligible for PP (EVPS)	All pupils (National 2018)	Pupils not eligible for PP (National 2018)
% achieving expected standard in reading, writing and maths	67%	68%	64%	70%
% achieving expected standard in reading	66.7%	76.5%	75%	80%
% achieving expected standard in writing	75%	79.4%	78%	83%
% achieving expected standard in maths	75%	79.4%	76%	81%
Average scaled score for Reading	104.8	105.3	105	106.1
Average scaled score for Maths	104.7	105.9	104.4	105.4
% achieving higher standard in reading, writing and maths	16.7%	5.9%	9.8%	12%
% achieving higher standard in reading	16.7%	14.7%	28%	33%
% achieving higher standard in writing	25%	23.5%	20%	24%
% achieving higher standard in maths	33.3%	23.5%	24%	28%

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 impacts on attainment in reading, writing and maths.
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.
D.	A proportion of PP pupils also have significant and in some cases complex special educational needs
External Barriers (issues which also require action outside school)	
E.	Attendance rates
F.	Variable support at home for PP pupils

4. Outcomes for 2018-2019		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Improved understanding and use of language, in their reading, writing and maths problem solving for pupils eligible for PP	<p>Pupils make rapid progress so that:</p> <ul style="list-style-type: none"> • All FS2 PP pupils achieve a GLD • 71% of Y1 PP pupils achieve age related expectations (ARE) in reading, writing and maths the remaining 29% close the gap and 21% achieve greater depth standard (GDS) • 83% of Y2 PP pupils achieve ARE in reading, writing and maths and 22% achieve GDS • 86% of Y3 PP pupils achieve ARE in reading, writing and maths and 43% achieve GDS • 92% of Y4 PP pupils achieve ARE in reading, writing and maths and 31% achieve GDS • 78% of Y5 PP pupils achieve ARE in reading, writing and maths and 22% achieve GDS • 88% of Y6 PP pupils achieve ARE in reading, writing and maths and 25% achieve GDS
B	The proportion of outstanding teaching and learning increases	<ul style="list-style-type: none"> • 100% of teaching continues to be at least good • 43% 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 FS2 PP pupils achieve a GLD • 71% of Y1 PP pupils achieve age related expectations (ARE) in reading, writing and maths the remaining 29% close the gap and 21% achieve greater depth standard (GDS) • 83% of Y2 PP pupils achieve ARE in reading, writing and maths and 22% achieve GDS • 86% of Y3 PP pupils achieve ARE in reading, writing and maths and 43% achieve GDS • 92% of Y4 PP pupils achieve ARE in reading, writing and maths and 31% achieve GDS • 78% of Y5 PP pupils achieve ARE in reading, writing and maths and 22% achieve GDS • 88% of Y6 PP pupils achieve ARE in reading, writing and maths and 25% achieve GDS
D	Pupils who are eligible for PP and also have special educational needs (SEND) make good progress	<p>Pupils make good progress so that:</p> <ul style="list-style-type: none"> • SEND pupils who are also PP pupils achieve their Individual Education Plan (IEP) targets • SEND pupils who are also PP pupils, where they are working below ARE, close the attainment gap
E	Increased attendance rates for pupils eligible for PP	PP pupils attendance rates are 96% and above, or there has been a 10% improvement on the attendance rate from 17 – 18.
F	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		2018-2019			
<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 Use a range of grouping strategies and / or drama strategies to promote talk	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.	Participation in Voice Leicester project 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	Oracy, Reading & Writing Leads	Dec 2018 Feb 2019 April 2019 May 2019 July 2019
Increase proportion of outstanding Quality First Teaching (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	SLT & T&L Consultant	Dec 2018 April 2019 July 2019
Total budgeted cost					£30,340

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 & Inference & Deduction 	Oral language skills were a limiting factor for PP pupils who did not achieve ARE 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 2018 Feb 2019 April 2019 May 2019 July 2019
Attainment in reading, writing and maths for PP pupils is in line with 'other' pupils or the gap is closed	Y6 groups each Friday morning Academic coaching	Y6 groups reduce class size and allows targeted work and increased quality feedback. This has been very successful in previous years in accelerating progress Academic coaching has 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 2018 Feb 2019 April 2019 May 2019 July 2019
PP SEND pupils achieve well against their IEP targets	QFT, small group or 1:1 Support and targeted interventions	All pupils benefit from good and outstanding QFT including SEND pupils, accelerated progress is achieved when QFT is accompanied by targeted interventions	Planning scrutiny, learning walks observations of QFT & interventions and data reviews	SENCo	Dec 2018 Feb 2019 April 2019 May 2019 July 2019
Total budgeted cost					£37,580

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, A&W officer and EWO	monthly
PP pupils complete homework and have adult support from home and / or in school to practise basic skills	PP Target readers identified within school to ensure they read to an adult 5 times per week Homework sessions within school to support PP pupils who have not completed their homework	Reading miles and the quality of support for reading makes a significant difference to the rate of progress a pupil can make. Providing time in school to complete homework that has not been completed at home ensures PP pupils do not miss the opportunity for regular practise of basic skills	Non negotiables for Reading, Writing, Maths and Science will be monitored by subject leads using pupil interviews, books, planning scrutiny. At each point next steps identified and actioned	English, KS2 Reading Lead, Maths Lead, Science Lead	Dec 2018 Feb 2019 April 2019 May 2019 July 2019
Total budgeted cost					£6,000

6. Review of Expenditure							
Previous Academic Year	2017-18	Total PP Budget	£95,040	Total Number of pupils	371	Number of pupils eligible for PP	74
i) Quality of teaching for all							
Desired outcomes	Chosen action / approach	Estimated impact		Lessons learned		Cost	
Improved understanding and use of language	CPD on developing Oracy	More consistent approach to the teaching of oracy skills led to increased confidence in pupils talking in a range of situations. This		A greater range of opportunities beyond learning partner talk needs to be developed.		£38,810	

		was confirmed by pupil interviews and learning walks The gap between spoken language attainment and reading / writing attainment has reduced		
Increase the proportion of outstanding QFT	CPD & Video Coaching	Lesson observations confirmed that all teaching was at least good with some evidence of outstanding teaching. Outcomes for Y6 PP pupils show that they are in line with all pupils nationally but are slightly below other pupils nationally.	Needs to be a continued focus on opportunities for talk that promotes learning and extends thinking for the most able pupils	
ii) Targeted support				
Desired outcomes	Chosen action / approach	Estimated impact	Lessons learned	Cost
Improved understanding and use of language	Deliver interventions to support language development: <ul style="list-style-type: none"> • Book Talk • Talking Partners • BRWP QFT strategies: <ul style="list-style-type: none"> • Talk for writing • Learning partners 	The vast majority of PP pupils in receipt of targeted support made accelerated progress and were either in line with or closing the gap on other pupils.	Coordination and use of diminishing resources to focus on target pupils is important given the reduction in staffing following the restructure	
Attainment in Y2,Y4 & Y6 PP pupils is in line with 'other' pupils or the gap has closed	Y6 groups each Friday morning Mentoring target PP pupils Academic Coaching	Lesson observations confirmed that all teaching was at least good with some evidence of outstanding teaching. Outcomes for Y6 PP pupils show that they are in line with all pupils nationally but are slightly below other pupils nationally.	Needs to be a continued focus on opportunities for talk that promotes learning and extends thinking for the most able pupils	£46,647
iii) Other approaches				
Desired outcomes	Chosen action / approach	Estimated impact	Lessons learned	Cost
Increase attendance	Implement reward	Attendance data has improved,	Illness and holiday remain the two	£9,583

	<p>scheme. Monitor a pupil attendance rates and work with families not meeting thresholds.</p>	<p>increasing by 0.9% compared to 2017</p>	<p>biggest reasons for absence and a continued push and updated reward system to be developed</p>	
<p>Expand experiences and improve language development</p>	<p>Provide regular educational visits, visitors to school and events to expand experiences</p>	<p>Pupils tell us that educational visits are one of the things they really enjoy and it helps to bring the curriculum to life. The experiences enrich their language and this is then used within their work.</p>	<p>Clarity around key vocabulary and how it is introduced.</p>	