



# Eton Wick C of E First School

## Pupil Premium Expenditure 2018 – 2019

1. Summary information					
<b>School</b>	Eton Wick C of E First School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£25,483	<b>Date of most recent PP Review</b>	2019
<b>Total number of pupils</b>	140	<b>Number of pupils eligible for PP</b>	18 pupils <i>(including Looked After Children, Early Years and Free School Meals)</i>	<b>Date for next internal review of this strategy</b>	July 2019

2. Attainment of PP children 2018 (end of KS1)				
	Pupils eligible for PP		Pupils not eligible for PP (national average)	
	School	National	School	National
<b>KS1 Reading: achieving at least expected</b>	75%	60%	83%	75%
<b>KS1 Writing: achieving at least expected</b>	50%	53%	78%	70%
<b>KS1 Maths: achieving at least expected</b>	75%	61%	87%	76%
<b>Phonics:</b>	0% (1 child)	70%	79%	83%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	High level of SEMH needs
<b>C.</b>	Language skills and SALT needs
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Low attendance of key families
<b>E.</b>	Engagement of families

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased rates of progress for PP children across the school, measured through the school tracking system	Children across the school will have made at least good progress from their starting points.
<b>B.</b>	Increased attendance rates for children with PP – measured half termly	Attendance of PP children to increase
<b>C.</b>	SEMH needs to be addressed, initially with ELSA sessions, measured through evaluation of sessions	SEMH needs being met

5. Planned expenditure					
Academic year	2018/2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated progress in writing across the school	Quality formative feedback (marking) to all Pupils. PP children to receive verbal and immediate feedback. Staff to adhere to the school marking and feedback policy.	EEF research proves that quality feedback is vital to ensure progress of children. Immediate feedback will support families whose attendance falls below the school target. This will also support SEMH barriers, giving the children immediate supported feedback.	INSET days to deliver training. Professional Development opportunities. Peer observations. Internal moderation. Book scrutinies. Lesson observations/learning walks.	English leader	Summer 2019
For all staff to understand what PP is, and why families are awarded funding; whole school understanding of PP and school approaches.	Whole – school professional development	To support staff to have a wider knowledge about Pupil Premium children, and family backgrounds. Whole school training will ensure quality conversations and in-class interventions for PP children.	Staff will have filled out grids of need for the children in their class with a Venn diagram of need. Planning and intervention clearly identify these children within intervention groups.	Deputy Head	Summer 2019
<b>Total budgeted cost</b>					0
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Accelerated progress in writing with Year 3/4 pupils.	Targeted intervention of gaps with a member of staff.	We want to invest some of our PP money in a quality member of staff to target the gaps of children in KS2 which children have – especially in sentence structure and grammar.	Pupil Premium lead to work closely with support staff Teachers to meet 2-weekly with SS to evaluate IEPs. Whole staff development meeting on PP. IEP's evaluated and altered regularly with SMART targets. Teachers to share planning evaluations with SS to ensure understanding/misconceptions are addressed.	Deputy Head	Summer 2019
100% of year 2 pass the screening	Targeted intervention of gaps with a member of staff.	We want to invest some of our PP money in a quality member of staff (SS) to target specific phonic sounds, and gaps which children have.	IEP's evaluated and altered regularly with SMART targets. Regular meetings with teacher to ensure gaps are taught to.	Deputy Head	Summer 2019
<b>Total budgeted cost</b>					£18,000

### iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children are increasingly confident and are able to express themselves.	Therapeutic support delivered by psychodynamic play therapist.  (£6000)	Some children have had severe trauma in their lives. Support also ensures that staff and families are supported.	Monitoring that approaches to all children from all adults in school are consistent, ensuring that children are settled in their environments. There will be a reduction in the number of adverse behaviour incidents. Weekly 'check ins' with the therapist before and after sessions.	Deputy Head	Termly
Children to have the tools to be able to measure their feelings, resulting in improved learning in class.	Emotional Literacy Support  (£2000)	ELSA is a proven strategy to support children in a 1:1 session, or in a group session. If children are happy and content, the learning behaviour is improved, there will be improved concentration/mindset, which ultimately improves progress and attainment for the children.	Teachers to fill in forms which identify the need of the child. Parents to be informed/give consent. Measures to be taken before and after the block session (6 weeks), and continued into a second block if necessary.	ELSA/ Deputy Head	Half – termly

To increase resilience and confidence. To develop interests outside of the school day.	Extra – Curricular activities (£1000)	Giving children opportunities to explore new sports/music/activities	Use of Venn diagrams in each class, looking at the need of individual children.	Deputy Head	September 2019
Children and families to be supported in the integration from home to school	Drop-off club (£200)	Children to have a smooth transition into the school day, enabling a more succinct and calm start.	Clear communication between staff and parents/carers on a daily basis.	Drop off leader and Deputy Head	Half-termly
<b>Total budgeted cost</b>					£9200

<b>6. Review of expenditure</b> <b>Actual Spend: £25,483</b>		
<b>Academic Year</b>		<b>2018 - 2019</b>
<b>i. Quality of teaching for all</b>		
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Review</b>
Accelerated progress in writing across the school	Quality formative feedback (marking) to all Pupils. PP children to receive verbal and immediate feedback. Staff to adhere to the school marking and feedback policy.	AFL being used effectively in each classroom following professional development. Evidence of this is seen through learning walks and lesson observations. Data shows that 50% of PP children made at least good progress across year groups.  Where data shows that attainment is below the age expectation of our PP children, good progress can be seen in evidence found in books.  Writing will remain a focus throughout the school in the next academic year (2019 – 2020)
For all staff to understand what PP is, and why families are awarded funding; whole school understanding of PP and school approaches.	Whole – school professional development	All staff had development training. Interventions put in place for groups of children in key areas. 100% of PP children in Y2 met the phonic screening in summer 2019.  We will continue to have regular professional dialogue to ensure all staff are informed about the groups of children which they teach.
<b>ii. Targeted support</b>		
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Review</b>
Accelerated progress in writing with Year 3/4 pupils.	Targeted intervention of gaps with a member of staff.	In Year 3, data shows that 100% of pupils have made good or better progress since EYFS in reading, writing and maths.
100% of year 2 pass the screening	Targeted intervention of gaps with a member of staff.	100% (1 child) passed the Year 2 re-take on the phonic screening in Year 2.
<b>iii. Other approaches</b>		
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Review</b>

<p>PP children are increasingly confident and are able to express themselves.</p>	<p>Therapeutic support delivered by psychodynamic play therapist.</p>	<p>The nurture of these sessions have enabled the children to be more confident in themselves, and there has been a reduction in adverse behaviour.</p> <p>Observations show that consistency in supporting the children weekly has improved interactions within the classroom, with adults and children.</p>
<p>Children to have the tools to be able to measure their feelings, resulting in improved learning in class.</p>	<p>Emotional Literacy Support</p>	<p>This intervention has enabled pupils to access the learning within the classroom. Better progress than previously is now being made, although there is more work to do with this and we will continue with this intervention for the next year.</p> <p>Outcomes of the ELSA sessions show that 100% of children felt that it made a difference to their learning, concentration and friendship groups (anonymised questionnaires)</p>
<p>To increase resilience and confidence. To develop interests outside of the school day.</p>	<p>Extra – Curricular activities</p>	<p>There was a small uptake of 33% from Pupil Premium children.</p> <p>We want to expand this for the next academic year, targeting more families on a 1:1 basis, educating them on the importance of extra-curricular activities.</p> <p>The success of new clubs introduced over the past 6 months means that we want to reach more children in having a wider variety of experiences to reduce the gap with their non – disadvantaged peers.</p>
<p>Children and families to be supported in the integration from home to school</p>	<p>Drop-off club</p>	<p>PP children who made use of drop off club, without exception, had a smooth transition into school every day</p>