



Eton Wick C of E First School

Pupil Premium Strategy

April 2019 – March 2020

Background:

The Pupil Premium is grant funding and is in addition to the School's Delegated Budget. It is allocated to children from low-income families and children who have been looked after continuously for more than six months. Pupil Premium Funding is used to raise attainment, promote social skills, independent learning and positive behaviour in order to increase pupil progress. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more.

The Purpose of the Pupil Premium Grant:

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for the school to decide how this money is spent since they are best placed to assess what additional provision should be made for the individual pupils. Schools are held accountable for how this funding is used.

At Eton Wick First C of E First School we provide teaching and learning opportunities for all of our pupils so that each child makes at least good progress from their starting points. It is particularly important that the needs of vulnerable groups are met through appropriate provision and interventions. We are committed to ensuring maximum progress for all groups of children and strive to close any gaps. We actively promote equality of opportunity for all pupils, parents, staff and governors to create a harmonious learning community where all can succeed.

Designated staff member in charge: Miss Judy Parsons/ Miss Karen Waller

Nominated Governor: Mr Peter Shearman/FGB

Our School Improvement Priorities are:

- ⇒ *Raise attainment and accelerate pupil progress in mathematics*
- ⇒ *Raise attainment and accelerate pupil progress in English*
- ⇒ *Teaching, learning and Curriculum*
- ⇒ *A clear system of assessment*
- ⇒ *For the leadership of the school, including governance to ensure effective systems, structures and processes,*

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Taken from St Matthew's Gospel, chapter 13: The Parable of the Sower (NIV)



⇒ Develop, promote and establish the school's distinctive Christian vision at all levels, enabling pupils and adults to flourish.

1. Summary information					
School	Eton Wick C of E First School				
Academic Year	2019-2020	Total PP budget	£14,510	Date of most recent PP Review	July 2019
Total number of pupils	118	Number of pupils eligible for PP	8 LAC – 12.5% FSM – 87.5%	Date for next internal review of this strategy	July 2020

2. Attainment (2018 - 2019)				
	Pupils eligible for PP 2019 School	Pupils eligible for PP 2019 National	Pupils not eligible for PP 2019 School	Pupils not eligible for PP 2019 National
EYFS GLD	N/A	56.4%	54%	75%
Achieved end of year 1 expectations in phonic screening	N/A	70.2%	82%	84.8%
Achieved end of year 2 expectations in reading	0% (0/1)	60.4%	66% (18/27)	78.7%
Achieved end of year 2 expectations in writing	0% (0/1)	53.4%	56% (15/27)	73.4%
Achieved end of year 2 expectations in maths	0% (0/1)	61.1%	66% (18/27)	79.5%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Social, Emotional and Mental Health (SEMH) needs across year groups 1 – 4. We know that the best learning takes place when children are happy and emotionally stable. ⇒ A qualified ELSA to be in place, and identified children in the appropriate group ⇒ Psychotherapist to deliver therapeutic care through play
B.	The ability for children to articulate themselves. ⇒ Speech and Language therapist to work with children and produce a plan for staff, and families to work on daily. ⇒ Language acquisition and vocabulary to improve
C.	Low prior attainment in core subjects – reading, writing and maths. Interventions need to run to diminish the difference between themselves and their peers ⇒ Employment of an additional teacher to deliver interventions in reading, writing and maths. ⇒ Quality First Teaching
D.	Cost of educational visits during school – time to enrich the learning. ⇒ Swimming ⇒ Trips

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External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance of pupils ⇒ Education Welfare Officer
F.	Engagement of families with learning and using external clubs

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For children to be happy, with confidence, resilience and self-esteem, and able to take measurable steps to problem solve independently.	All children eligible for PP funding to have a positive role in school. ELSA questionnaires – before and after, show improved feelings in resilience and self-esteem Jigsaw PSHE curriculum to further support the emotional needs of PP children.
B.	For children to be confident at articulating their feelings to one another, and to adults	Children will make desired progress and be discharged from SALT service
C.	For all children in Years 1 to 4 to make good or better progress, and the attainment gap diminished in reading writing and maths.	The progress of children will be in line with their peers.
D.	Children to feel valued and be a part of all learning experiences, whatever their background	All children to take part in educational off-site visits.
E.	Regular in-school monitoring with the support of an EWO will ensure that attendance and punctuality improve.	Attendance to be closer to National Average



Area of Spend	Intended outcomes – why these approaches were taken	Review
TEACHING		
<p>Quality First Teaching</p> <p>Inclusion Leader</p> <p><i>Estimated Cost: £2600</i> <i>Actual spend: £2600</i></p>	<p>Quality First Teaching is the key to all children making good progress. We want to deliver a quality level of professional development to enable teachers to understand how and why different groups of learners learn and achieve, including target setting and review of targets with children.</p> <p>New Inclusion leader to meet with parents 1:1 informally, and to measure intervention and support groups through pupil progress meetings and professional dialogue as well as deliver quality CPD to staff. Staff will know how to support children and parents will have a better understanding of the support which their children are receiving in school which will lead to increased attendance and engagement in school life.</p>	<p>There has been a strong level of CPD for all staff throughout the year. There is a strong understanding amongst all staff of the high expectations which are required within day to day teaching. This has been evidenced through learning walks and a borough review.</p> <p>The new Inclusion leader has met with parents, and is monitoring the progress of key groups across the school.</p> <p>At April 2020, whole school attendance is at 96.6%</p> <p>The following percentages show the amount of children achieving at or above age related expectations by the end of the spring term 2020: Reading: EYFS 91%, Y1 67%, Y2 89%, Y3 66%, Y4 78% Writing: EYFS 64%, Y1 60%, Y2 74%, Y3 63%, Y4 48% Maths: Y1 73%, Y2 93% Y3 75% Y4 61%</p> <p>There has been good progress amongst all year groups to date.</p> <p>The progress of pupils from entry into the year group to spring term is generally.</p>
TARGETTED ACADEMIC SUPPORT		
<p>Intervention staff:</p> <p><i>Estimated cost: £2600</i> <i>Actual spend: £2600</i></p>	<p>In order to access the curriculum, pupils need good basic skills and a firm foundation on which to build. Targeted support will first be delivered with in-class intervention, however, where prior attainment is low, and progress has not been good, the attainment gap needs to be diminished, enabling children to catch up with their peers. An intervention teacher will therefore be employed to teach a range of children across the school. Where children’s prior attainment of reading is low, we will ensure that early reading skills are embedded; knowledge of phonic sounds, and 100% of children will pass the phonic screening re-take in Year 2. Other foci will be on key areas within reading, writing and maths as needed, and directed by the class teachers.</p>	<p>Key groups of children were identified from previous teacher assessments, and interventions continued. The focus was primarily on reading and writing skills. A group of Year 2 and Year 3 pupils received intervention for writing, with a focus on grammar and punctuation. Progress in these areas were excelled.</p> <p>80% (4/5) of children who did not pass the phonic screening passed in Year 2. The remaining 20% (1/5) continue to receive support and strategies.</p>
WIDER STRATEGIES		
<p>Emotional Literacy Support Assistant (ELSA) and small group sessions</p> <p><i>Estimated cost: £3500</i> <i>Actual spend: £3500</i></p>	<p>It is not possible to raise attainment and progress for pupils who have barriers to their learning. Removing these barriers will ensure that children are ready and able to learn. Therefore, to improve resilience, small group support through targeted ELSA sessions will be delivered. ELSA sessions will be reviewed every 6 weeks and changed as needed. Impact will be measured through pre and post questionnaires. Further advice to be sought from Early Help if there is little or no improvement in emotional wellbeing. Individual pupil behaviour incidents to diminish leading to children who are happy, confident and resilient who feel supported and able to thrive in their learning environment, achieving and learning with a growth mindset through each other.</p>	<p>All Year 4 PP children accessed transition sessions to enable a successful transition in July 2019.</p> <p>8 PP children accessed ELSA sessions, along with other groups of pupils.</p>

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<p>The support of an Educational Welfare Officer (EWO)</p> <p><i>Estimated cost: £650</i> <i>Actual spend: £655</i></p>	<p>Whole school attendance strategies to be used – including individual termly certificates celebrating 100% attendance, as well as weekly class attendance awards in family celebration assembly. Where an attendance focus needs to be in place for key children, an EWO will to meet with school half termly to monitor attendance and assist with any additional measures. The EWO to be an additional supportive role for families. EWO to attend key meetings as necessary. As a result of this, attendance for key pupils will have improved, and be closer to national statistics than previously. Improved attendance will support daily learning.</p>	<p>EWO met with HT termly to discuss PP attendance</p> <p>PP Attendance</p> <table border="1"> <thead> <tr> <th></th> <th>2018 - 2019</th> <th>Summer 2019</th> <th>Autumn 2019</th> <th>Spring 2020</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>67.2%</td> <td>70.2%</td> <td>86.1%</td> <td></td> </tr> <tr> <td>B</td> <td>78.9%</td> <td>83.3%</td> <td>88.9%</td> <td></td> </tr> <tr> <td>C</td> <td>49.7%</td> <td>56.1%</td> <td>77.8%</td> <td>98.3%</td> </tr> <tr> <td>D</td> <td>93.4%</td> <td>100%</td> <td>95.8%</td> <td>96.6%</td> </tr> <tr> <td>E</td> <td>96.8%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>F</td> <td>95.2%</td> <td>94.7%</td> <td>90.2%</td> <td>90%</td> </tr> <tr> <td>G</td> <td>77.3%</td> <td>100%</td> <td>98.6%</td> <td>100%</td> </tr> <tr> <td>H</td> <td>98.9%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>		2018 - 2019	Summer 2019	Autumn 2019	Spring 2020	A	67.2%	70.2%	86.1%		B	78.9%	83.3%	88.9%		C	49.7%	56.1%	77.8%	98.3%	D	93.4%	100%	95.8%	96.6%	E	96.8%	100%	100%	100%	F	95.2%	94.7%	90.2%	90%	G	77.3%	100%	98.6%	100%	H	98.9%	100%	100%	100%
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<p>Educational enrichment, including swimming:</p> <p><i>Estimated cost: £1000</i> <i>Actual spend: £1000</i></p>	<p>Children learn and take on information in a range of ways; research shows that educational visits engage, encourage and support children in their learning. Our curriculum is broad and offers children opportunities within different topic strands to take part in a range of enrichment opportunities both internally and externally. As part of our drive to diminish differences, all children will have the same opportunities as their peers to take part in educational visits. Children will be happy, confident in sharing these experiences and want to come to school.</p>	<p>Swimming supported 5 x PP children for an extended period of 12 weeks. All PP children took part in external visits and internal workshops linked with their learning.</p>																																													
<p>Drop off club and after school Club:</p> <p><i>Estimated cost: £500</i> <i>Actual spend: £750</i></p>	<p>We run a drop off club and after school clubs which support the attendance and punctuality of key children as well as giving children the chance, through play and social activity, to be emotionally ready for the school day.</p>	<p>All PP children who required the support of Drop off and after school club had access for the whole year.</p>																																													
<p>Therapeutic care and progress meetings with Educational Psychologist.</p> <p><i>Estimated cost: £3000</i> <i>Actual spend: £3015</i></p>	<p>Weekly sessions by a Psychotherapist, and termly TAC (Team Around the Child) meetings with an Educational Psychologist to ensure that pupil's wellbeing and social and emotional stability is supported and progress made ready for key transitions.</p>	<p>Termly meetings were held, and weekly sessions accessed by children identified. Additional support to aid transition was also put into place.</p>																																													
<p>Extra-Curricular participation</p> <p><i>Estimated cost: £500</i> <i>Actual spend: £576</i></p>	<p>All pupils to be given the opportunity to sign up for an extra – curricular club during the year. All PP children in KS2 to take part, at least once, in an inter – school sport competition during the year.</p>	<p>All PP children who wished to take part in a club were paid for. 5 PP children were given a subsidiary towards the KS2 residential visit.</p>																																													

How will the school measure the impact of the Pupil Premium?

Half termly pupil progress analysis will take place, comparing the achievement of pupil premium pupils with that of their peers. This information will be used to inform half termly pupil progress meeting discussions, provision management and inform the early identification of need through the Class Profile. Data analysis will be completed by Leaders within their subject areas, informing standards and quality of provision across the curriculum, particularly within core subject areas. Half termly pupil progress meetings will take place between Class Teachers, Senior Leaders and the Inclusion Lead, including updating provision and individual Class Profiles to ensure that curriculum provision is responsive to pupil need.

At each review the school will collate information as outlined above to evaluate the impact of actions taken and plan how the funding will be allocated across the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for Pupil Premium who will benefit from these groups if their need is similar and we believe progress can be made towards individual targets.

