

St Ebbe's C.E Primary School Pupil Premium Strategy Statement

1. Summary information

School	St Ebbe's C.E Primary School, Oxford				
Academic Year	2017/18	Total PP budget (not including SPP)	£92,141.00	Date of most recent PP Review	Nov 2016
Total number of pupils	340	Number of pupils eligible for PP	59	Date for next internal review of this strategy	Jan 2018

2. Outcomes 2016-2017

EYFS Attainment		Good Levels of Development (achieved expected levels (2) in all Prime areas of learning, Literacy and Mathematics)	Good Levels of Development (achieved expected levels (2) in all Prime areas of learning, Literacy and Mathematics)
		2017 - School	2016 -National
Reception	Pupil Premium	67% (6/9 c'n)	52%
	Non Pupil Premium	71%	71%
	Difference	-4%	-18%

KS1 Attainment		Reading (school)	Reading (National)	Writing (school)	Writing (National)	Mathematics (school)	Mathematics (National)
Achieved expected standard against the Interim Framework		2017	2016	2017	2016	2017	2016
Year 2	Pupil Premium	60% (6/10 c'n)	62%	60% (6/10 c'n)	53%	60% (6/10 c'n)	60%

	Non Pupil Premium	84%	76%	73%	68%	76%	75%
	Difference	-24%	-14%	-13%	-15%	-16%	-15%

KS 2 Progress in 2017		Reading Progress from Year 2 to exit Year 6	Writing Progress from Year 2 to exit Year 6	Mathematics Progress from Year 2 to exit Year 6
Expected progress = 0				
Year 6	Pupil Premium	-4.23	-5.36	-3.85
	All	-0.28	-0.20	-0.81
	Difference	-3.95	-5.16	-3.04

KS2 Attainment 2017		Reading (school)	Reading (National)	Writing (school)	Writing (National)	Mathematics (school)	Mathematics (National)	RWM (school)	RWM (National)
Achieved expected standard against the Interim Framework									
Year 6	Pupil Premium	39% (5/13c'n)	53% (2016)	46% (6/13c'n)	64% (2016)	46% (6/13c'n)	58% (2016)	39% (5/13c'n)	39% (2016)
	Non Pupil Premium	66%	66%	75%	76%	71%	75%	61%	61%
	Difference	-27%	-13%	-29%	-12%	-25%	-17%	-21%	-21%

NB Y6 cohort had 13 (30%) PPI including 5 SEND, 2 EAL and 1 SEND and EAL

Whole School Progress 2017	
% of Pupil Premium making expected progress (4 steps)	% of Pupil Premium making better than expected progress (more than 4 steps)
Maths - Y1: 100%, Y2: 90%, Y3: 80%, Y4: 71%, Y5: 100%, Y6: 100%	Maths - Y1: 88%, Y2: 40%, Y3: 50%, Y4: 43%, Y5: 80%, Y6: 100%
Read - Y1: 100%, Y2: 80%, Y3: 90%, Y4: 64%, Y5: 89%, Y6: 85%	Read - Y1: 100%, Y2: 40%, Y3: 10%, Y4: 36%, Y5: 39%, Y6: 85%
Write - Y1: 100%, Y2: 61%, Y3: 60%, Y4: 50%, Y5: 100%, Y6: 100%	Write - Y1: 100%, Y2: 88%, Y3: 100%, Y4: 86%, Y5: 100%, Y6: 100%

3. Review of expenditure

Previous Academic Year 2016-2017 Total PP funding (not including SPP): £ 91,800

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
<ul style="list-style-type: none"> •increased engagement of parents with their children’s education and with the school •improved attendance & punctuality •raised attainment of PP pupils •closing gap between PP pupils and others in the school •accelerated progress of all PP pupils •increased opportunities for PP pupils and broaden their experiences so that they become ‘lifelong learners’ with self-belief and high aspirations 	<p>-Pupil Premium Champion employed to implement, monitor and evaluate the effectiveness of intervention work with pupils. This teacher will continue to provide additional teaching support in all year groups as well as training all staff that are implementing specific intervention</p>	<p>Raised profile and importance of PP agenda through staff training and accountability exercises (e.g. pupil progress meetings) Clear PP strategy shared with all stakeholders</p> <p>Initiated EPPR(Nov 16) which shows conclusively what is having a significant positive impact</p> <p>PP Strategy, informed by EPPR, is published on the website by 5.1.17</p> <p>PP provision map in place by 5.1.17 and ‘joins up’ with EPPR findings and Strategy document</p> <p>Erasmus project successfully completed as a whole school project with sustainable impact</p> <p>High attendance and involvement of PP learners and families at Homework Club, ‘Over the Bridge’ events and extra-curricular activities e.g. Story Museum events</p> <p>The % of yr 6 c’n attaining the expected standard in</p>	<p>Seen the importance of a dedicated PP champion to drive the agenda forward and continue with the whole school strategy.</p> <p>Increase the capacity of PP champion by delegating some PP responsibilities to other members of staff so the agenda is shared and supported across the staff team.</p> <p>Rigorous evaluation of all interventions is needed throughout the year so that resources can be best chosen and targeted.</p> <p>Directly link PP expenditure to barriers to learning.</p> <p>Ensure interventions are ready to start in September to maximise impact.</p> <p>Continue to focus Q1T on the needs of PP.</p> <p>Ensure tighter monitoring of PP progress and attainment by including 3 further assessment points for this group.</p>	£4,000

		Reading, Writing and Maths has improved on last year. Progress scores in core subjects have also improved.		
<ul style="list-style-type: none"> •raised attainment of PP pupils •closing gap between PP pupils and others in the school 	<ul style="list-style-type: none"> •Staff training in CPA model for teaching Mastery Maths- emphasis on enabling children to visualize using models and images and supporting problem solving approach 	<p>CPA approach now used consistently across the school as demonstrated through lesson observations and book scrutiny.</p> <p>Yr 2 PP achieving the expected standard went from 25% (2/8) in 2016 to 60% (6/10) in 2017 – 15% less than national for all children.</p> <p>Yr 6 PP achieving the expected standard went from 57% (8/14) 2016 to 46% (6/13) 2017 – 29% less than national for all children.</p> <p>Progress in year 6 was better in maths than other subjects and closest to progress for all i.e. diminishing difference.</p> <p>Maths no problem resources in place across Yrs1-6.</p> <p>Workbooks being using as an intervention for targeted children.</p>	<p>Ensure training for 4 new members of staff Sept 2017</p> <p>Continue to support through staff meetings and joint planning.</p> <p>Clear focus on CPA/ Mastery approach in SIP 2017/18.</p> <p>Give increased opportunities for staff to observe Maths no Problem lessons.</p> <p>Ensure full resourcing of Maths no problem for Sept – including books for interventions.</p> <p>Audit classroom maths resources and ensure all classrooms have access to key apparatus e.g. Dienes.</p>	£1,000
	<ul style="list-style-type: none"> •Maths resources to support Concrete, Pictorial and Abstract approach to develop Mastery maths e.g. ‘Maths – No Problem’ (Singapore Maths) text/work books as the result of analysis of its effectiveness 			
<ul style="list-style-type: none"> •raised attainment of PP pupils •closing gap between PP pupils and others in the school •accelerated progress of all PP pupils •increased opportunities for PP pupils and broaden their experiences so that they become ‘lifelong learners’ with self-belief and high aspirations 	<ul style="list-style-type: none"> •Curriculum enhancement and enrichment opportunities provided through a variety of visits and visitors to the school. These will reflect a range of curriculum areas and enhance learning opportunities for the pupils in all year groups. 	<p>Increased engagement and participation of PP c’n as seen in learning walks.</p> <p>Hands-on activities and workshops were most successful –resulting in c’n producing high quality work and follow up.</p>	<p>Develop range of opportunities to include as many culturally relevant and hands-on experiences as possible.</p> <p>Actively encourage parents to participate whenever possible through class teachers and HSCLW.</p>	£600
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
All key outcomes	-Home School Link Worker employed to work with parents and pupils in order to continue	Increased dialogue and engagement with parents and families of children who would be on the margins of the school community.	More hours available to HSLW in order to ensure there is adequate support for all families and not just the "high" need level.	£10,000

	to improve learning, welfare and attendance	<p>Clearer understanding of the individual obstacles related to those families and how we can help and support. By having one go-to contact in school and HSLW involvement in all Core Groups and TAF's, problems and resolutions are streamlined.</p> <p>HSLW supporting with housing, medical, employment and financial problems. This has helped improve relationships with families and also minimised potential barriers to attendance/learning.</p> <p>HSLW as "independent from classroom" support for behavioural/emotional issues. Intervening as a neutral can be a positive and also allows teachers to focus on teaching.</p> <p>Concrete measures of impact are difficult to separate from accompanying interventions but improved attendance/punctuality and attitudes to learning are indicators.</p> <p>Management of Walking bus/Breakfast Club has supported building powerful relationships with parents and children.</p> <p>Termly monitoring of attendance and behaviour has developed a "whole school" understanding of families to target.</p>	<p>There is a need for clear and regular lines of communication between SENCo, Play Therapist, PPI Champion and HSLW to co-ordinate interventions and ensure compatibility = effectivity.</p> <p>Clear systems of feedback from Class to HSLW and vice versa would be useful to ensure joined up thinking and indicators of issues aren't missed.</p> <p>A clear plan and strategy to support and raise parental aspirations would be a powerful tool to raise children's attainment and expectations.</p>	
<ul style="list-style-type: none"> •raised attainment of PP pupils •closing gap between PP pupils and others in the school •accelerated progress of all PP pupils 	-Literacy Teaching and Learning Assistants to provide strategic support with writing and phonics intervention so that pupils are able to apply their phonic knowledge when reading and writing for small groups of pupils (e.g. Oxford Reading Campaign)	<p>Interventions were carefully selected to meet individual needs and regularly evaluated to ensure they were having sufficient impact.</p> <p>Example of impact – ORC, PERA assessed- Average progress in sentence reading age: 9.5 months</p> <p>Average progress in phonics age: 13.5 months over a 6/7 week period. The majority of c'n participating in ORC left reading at age related expectations.</p>	<p>For c'n now reading at Age Related Expectation cont. to monitor – these c'n can quickly slip back after an intensive intervention. Use RWI or ARCH to sustain progress(see Pupil Progress sheets). For c'n still not reading at ARE – further assessment of specific need and appropriate intervention in place for Sept.</p> <p>Interventions had greatest impact if delivered regularly – ensure time for this is protected from other interruptions.</p> <p>Expand use of Precision Teaching as this had a significant impact and can be tailored well to a child's needs and interests.</p>	£15,000
As above	-1:1/paired/group Tuition & Resources to develop reading,	<p>Writing:</p> <p>YR 6 - 7/10(70%) met expected standard in writing</p>	To maximise impact; use approach and resources in line with our school curriculum e.g. Mastery maths, group c'n so that there are	£20,000

	writing and maths for those who are working below expected or in need of accelerating progress	and made good progress. 2/3 c'n not meeting the expected standard did not meet predicted SS. Yr 4 - 4/5 have made bte progress –none have met ARE Yr 3 - 6/6 have made bte progress – none have met ARE Maths: 4/4(100%) met or exceeded their predictions based on KS1 – therefore good progress. 2/4 met expected standard.	opportunities for peer talk, group c'n with similar need and build in time for the class teacher to liaise with the tutor regularly so that the focus can be followed up in class and tightly linked to the child's needs.	
<ul style="list-style-type: none"> •raised attainment of PP pupils •closing gap between PP pupils and others in the school •accelerated progress of all PP pupils •increased opportunities for PP pupils and broaden their experiences so that they become 'lifelong learners' with self-belief and high aspirations 	-Child play therapist to run Phoenix programme to support children to monitor, and develop their personal, social and emotional skills	Impact is hard to measure due to the nature of the work and the complex needs of the c'n. Measurable impact includes; Good parental involvement at meetings and positive feedback from families Improvements in self-esteem, ability to express emotion and emotion regulation as measured using Strengths and Difficulties questionnaire and QCA behaviour records at the beginning and end of the year	Extend this provision so that more c'n can benefit. The complexity and level of need of our c'n is becoming more challenging. We want to use the in-house expertise we have to support as many c'n as possible over longer time periods so that the impact is deep and sustained.	£9,000
As above	•Subscribing to ARCH reading volunteers to engage children in reading through 1:1 support. Children have the opportunity to read and discuss books with an adult- targeting those who need practice & reluctant readers	Average progress in reading age (Salford test) 22 months e.g twice expected progress. 5/10 now reading at ARE. Strong relationships were built as the provision lasts the academic year – this increased confidence and pleasure in reading for the majority of c'n (child questionnaire).	Continue to provide this intervention, consider matching child to volunteer carefully for maximum impact. Timetable the slots carefully to avoid c'n missing favourite parts of the curriculum.	£750

iii. Other approaches				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost

<ul style="list-style-type: none"> •increased engagement of parents with their children’s education and with the school •raised attainment of PP pupils •closing gap between PP pupils and others in the school •accelerated progress of all PP pupils 	<p>-Teaching Assistant to support the early intervention where children and parents learn alongside each other e.g. communication, language and literacy through arts and craft</p>	<p>Strong take-up, many parents are now requesting places for their c’n at Homework Club.</p> <p>Positive feedback from families.</p> <p>Parents became more comfortable and confident in the school environment and able to ask questions about wider school issues.</p> <p>Supportive parents relationships developed, which also provided good opportunities for English speaking for some.</p>	<p>Focus on particular families more strategically – use an invitation approach for a term block to get a level of commitment from the families</p> <p>Keep the group smaller to better facilitate discussion between school staff and parents and parent to parent</p>	<p>£1,500</p>
<ul style="list-style-type: none"> •increased engagement of parents with their children’s education and with the school •improved attendance & punctuality 	<p>-Teaching Assistants to run walking school bus and strategic breakfast club with activities to improve attendance/punctuality and support children so that they are ‘ready to learn’</p>	<p>Improved attendance and punctuality for the highest risk of persistent absenteeism.</p> <p>Support for families who need to be at work or have family needs to attend to. In addition, this builds good will and community relations with parents.</p> <p>More vulnerable children build positive relationships with others across age groups and with key staff.</p> <p>Children start the day more focused having eaten and arrived at school without disruption.</p> <p>There is a very noticeable difference in attendance and punctuality with families when they use the Walking Bus and Breakfast Club. To the point of non-attendance when not utilised. 4/24 PP c’n using breakfast club/walking bus have attendance less than 90%, all but 1 are improving.</p>	<p>Breakfast club needs to be an enjoyable and relaxing experience for these children as attempts to introduce education based interventions have been met with a reluctance to attend.</p> <p>To continue to explore possibilities of external funding as costs are difficult to sustain.</p>	<p>£14,000</p>
<ul style="list-style-type: none"> •increased opportunities for PP pupils and broaden their experiences so that they become ‘lifelong learners’ with self-belief and high aspirations 	<p>Subsidised Residential opportunities in years 4-6 to support outdoor learning, build children’s confidence and broaden experiences</p>	<p>Invaluable impact - all pupils are able to participate fully in school events and trips.</p> <p>First hand experiences stimulate pupils’ interests and engagement in topics and related learning.</p> <p>Out of school activities encourage positive relationships with peers and provide opportunities for the development of social skills.</p> <p>Benefits including greater confidence and better peer relationships which continue beyond the residential trips in particular.</p>	<p>Continue to subsidise places for pupils eligible for PP in order that they can access all opportunities offered for extending learning and developing effective relationships with peers and no child is disadvantaged.</p>	<p>£4,000</p>

As above	Provision of extracurricular opportunities to further engage pupils in activities that develop physical, musical, personal, social and emotional skills e.g. afterschool provision, sports clubs, music classes	Increased 'Cultural Capital' for targeted c'n. Impact included; greater confidence and oral skills e.g. performing in assemblies and summer production, musical skills developed e.g. performing solos at the school concerts and widened range of interests' e.g. attending holiday events at the Story Museum with their families.	Continue to invest in extra-curricular opportunities and work with class teachers and families to find activities that best fit the child.	£5,000
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*Discretionary fund £4,950 set aside to cover uncertainties over future funding due to pupil mobility

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Self-belief and low confidence, low aspirations, passivity in the classroom, feeling like they don't belong/have the right to ask and contribute to discussions. This often manifests as poor learning behaviour and hinders social and emotional development.
B.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This impacts on communication, language and literacy throughout their education if not addressed early. The abstract nature of certain concepts and unfamiliarity with cultural references also impacts learning.
C.	Pupils eligible for PP, especially those that have middle attainment at KS1, do not make good enough progress in KS 2 and often do not meet the expected standard in year 6. This will impact their chances of future success at secondary school.
D.	High ability pupils who are eligible for PP are making less progress than other high ability pupils and are therefore not achieving their potential at the end of KS 2.
External barriers	
D.	63% (19/30) of c'n with attendance below 90% were c'n receiving PP

3. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Pupils eligible for PP are engaged and active in their learning and the wider life of the school. They demonstrate good social skills and emotional literacy in their friendships and interactions.	Pupils eligible for PP make rapid progress so that all pupils eligible for PP meet at least age related expectations and make good progress through interventions. They are not over represented in records of behaviour incidents.
B.	Improved speech, language and communication skills for pupils eligible for PP leading to improved standards in reading and writing.	Pupils eligible for PP make rapid progress so that all pupils eligible for PP meet age related expectations in reading and writing. Parents develop understanding of how well their child is progressing, and what their child needs to do to improve.

C.	Pupils eligible for PP make higher rates of progress and more of them achieve GDS in core subjects.	Almost all pupils eligible for PP make more than 4 points progress and: Writing - KS1 at least 16% of PP achieve GDS KS2 at least 21% of PP achieve GDS Reading - KS1 at least 25% PP achieve GDS KS2 at least 29% of PP achieve GDS Maths - KS1 at least 21% of PP achieve GDS KS2 at least 27% of PP achieve GDS
D.	Increased attendance rates for pupils eligible for PP.	Improve overall PP attendance to above 90%

5. Planned expenditure

Academic year: 2017-2018

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	Review date/s
Improved Quality First Teaching (A,B,C)	<p>Pupil Premium Champion employed to implement, monitor and evaluate the effectiveness of intervention work with pupils and lead on staff training to ensure pedagogy and curriculum meets the needs of all pupils.</p> <p>Further staff training in CPA model for teaching Mastery maths, feedback and journaling. See school SIP.</p> <p>Curriculum enhancement and enrichment opportunities provided through a variety of visits and visitors to the school.</p> <p><i>All SIP actions link to best practice for vulnerable pupils but are not funded by PPG</i></p>	<p>EPPR recommended development of whole school approach and to put Q1T at the heart of our strategy. It also highlighted the importance of increased monitoring and data analysis for this group.</p> <p>PP funding will be invested in developing strategies which will help all pupils. Many different evidence sources, e.g. Sutton Trust, NCEMT and EEF Toolkit suggest this pedagogy alongside high quality feedback is an effective way to improve attainment.</p>	<p>The Head teacher and PP champion will monitor the effectiveness of Quality First Teaching through learning walks, work scrutiny and discussions with pupils.</p> <p>Staff will monitor the effectiveness through use of peer observation and self- evaluation using IRIS.</p> <p>We will keep a record of curriculum enrichment activities to monitor the range and success of what we have offered.</p>	PP Champion SLT	Termly through CWG
			Total budgeted cost: £5,658		

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	Review date
Pupils eligible for PP make higher rates of progress and more of them achieve GDS in core subjects (B,C)	Targeted support for individuals and small groups of children to target core skills in Reading, writing and maths	Interventions have been selected on their track record both through the Sutton Trust research and our past experience.	Staff running interventions will be well trained and supported and most often be the class teacher or a qualified teacher. Interventions will use pedagogy and resources in-line with our school curriculum in English and maths. Interventions will be carefully timetabled so that c'n do not miss key learning time in class. There will be clear assessments in place at the start and end of the intervention to measure impact. Class teachers will take responsibility for liaising with adults running interventions with their c'n to ensure learning is joined up with class work. The PP Champion, SENCo and class teachers will monitor attainment and progress of pupils targeted for support regularly through termly pupil progress reviews.	PP Champion SENCo Class teachers	

Improved support for identified children in the management of their own feelings and behaviour, and develop understanding of how they relate to others (A)	Increased access to play therapy for targeted c'n – including parent meetings/support. Development of whole school behaviour practice through restorative approaches, reflection and a focus on positive behaviours.	The Children's Act 2004 (Every Child Matters) recognised that schools need to be concerned with the all-round development of children. There has been increased recognition of the impact of social and emotional aspects of learning and mental health on academic attainment in schools.	Extend the availability of Phoenix (play therapy) led by an experienced and qualified child psychotherapist. Ensure class teachers and parents are fully involved through regular feedback and discussion. Whole staff training from Steve Baker on Behaviour (30/10/17) Clear behaviour policy shared and understood by adults and children.	PP Champion, SENCo, Head teacher	
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Total budgeted cost: £46,627

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and	How will you ensure it is	Staff lead	Review
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		rationale for this choice?	implemented well?		date
Increased attendance rates (D)	<p>Continue to offer walking school bus and breakfast club to children in receipt of PP to ensure good levels of attendance, punctuality and 'readiness to learn'.</p> <p>Develop HSCLW responsibility for monitoring pupils daily attendance and following up quickly on absences, in accordance with the school's Attendance Policy.</p>	<p>In February 2015 the Department for Education (DfE) published a report on the link between absence and attainment</p> <p>Key findings show that the higher the percentage of sessions missed across the KS, the lower the likely level of attainment at the end of KS2: pupils with no absence are 1.6 times more likely to achieve expected standards, and 4.7 times more likely to exceed expected standards, than pupils that missed 15-20 per cent of all sessions</p> <p>Last year's attendance data supports this as an effective strategy. It also offers more opportunities to liaise with parents.</p>	<p>The head teacher and HSCLW will analyse attendance of all pupils and specifically those whose attendance falls below 95%.</p> <p>Governors will monitor attendance termly through reports provided and actions to address any issues will be reported by the Headteacher.</p>	Headteacher/ HSCLW	Half termly (6x/ year)
<p>First hand experiences stimulate pupils' interests and engagement in topics and related learning.</p> <p>Out of school activities encourage positive relationships with peers and provide opportunities for the development of social skills.</p>	Subsidy of school trips, curriculum enhancement activities and places at after-school clubs	<p>Ofsted has produced a range of documents and case studies to demonstrate the importance of learning outside the classroom (LOtC). A key document is the 2008 report <u><i>Learning outside the classroom: How far should you go?</i></u> Key findings of the report include that when planned and implemented well, learning outside the classroom contributed significantly to raising standards & improving pupils' personal, social and emotional development.</p>	<p>The headteacher/ Educational Visits Co-ordinator (EVC) will monitor quality and engagement in LOtC activities and participation in after-school clubs to ensure that vulnerable children are not disadvantaged.</p> <p>PP Champion and HSCLW will identify and promote out-of-school activities for individual c'n based on what we already know works well e.g. Story Museum, Creation Theatre.</p>	Headteacher/ EVC/ Pupil Premium Champion, HSCLW	Half termly (6x/ year)
*Discretionary fund £3,148 set aside to cover uncertainties over future funding due to pupil mobility			Total budgeted cost: £41,658		
<i>The Governing Body have directed that the next EPPR should be carried out in November 2018</i>					

DRAFT