

# Endsleigh Holy Child VC Academy

## Pupil premium strategy statement 2017-2018

1. Summary information					
<b>School</b>	Endsleigh Holy Child VC Academy				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£46,200	<b>Date of most recent PP Review</b>	Sep 2017
<b>Total number of pupils</b>	313	<b>Number of pupils eligible for PP</b>	33	<b>Date for next internal review of this strategy</b>	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>End of KS2 % achieving expected standard or above in reading, writing and maths</b>	55.6%	60%
<b>End of KS1 % achieving expected standard in Reading/Writing/Maths</b>	66.7%, 66.7%, 66.7%	77%, 68%, 75%
<b>KS1 – KS2 progress in reading</b>	2.23	0.33
<b>KS1 – KS2 progress in writing</b>	1.00	0.10
<b>KS1 – KS2 progress in maths</b>	0.30	0.20

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>	Less developed language and written skills impacts on achievement in writing and SPAG.
<b>B.</b>	Basic maths skills are less developed for pupils eligible for PP, impacting on achievement in maths.
<b>C.</b>	Attainment in reading for high PAG PP pupils is lower than non-PP pupils.
<b>D.</b>	27% of PP children are identified as having one of more of the following special educational needs: Autism, Social and emotional, Moderate Learning Difficulty, Visual needs, Dyslexia.
<b>E.</b>	Behaviour issues and emotional needs for a small group of vulnerable pupils eligible for PP are having detrimental effect on their academic progress
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Attendance rates for pupil eligible for PP is usually lower than other pupils.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased rates of progress and attainment in writing and SPAG for PP pupils.	Pupils eligible for PP make rapid progress so that an increased number of pupils eligible for PP meet age related expectations at the end of KS1 and 2
<b>B.</b>	Increased rates of progress and attainment in maths for PP pupils.	In-year tracking shows that pupils eligible for PP make good or better progress in maths, at least in line with non-PP pupils.
<b>C.</b>	Higher rates of progress in reading across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2, particularly in reading
<b>D.</b>	Higher rates of progress for PP pupils with an identified/diagnosed Special Educational Need.	Pupils with identified needs continue to make greater than expected progress to close the attainment gap between them and their peers.
<b>E.</b>	Behavioural and emotional needs of PP pupils are addressed.	Pupils provided with enhanced pastoral support, impacting positively on their progress and attainment. Pupils demonstrate improved attitudes to learning.
<b>F.</b>	Increased attendance rates for pupils eligible for PP.	Attendance for pupils eligible for PP increases to 96% in line with the whole school target and has a positive impact on progress and attainment.

5. Planned expenditure					
Academic year		2017/18			
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?
A. Increased rates of progress and attainment in writing and SPAG for PP pupils.	<p>Introduction of new spelling programme across the whole school.</p> <p>Restructured teaching sequence for writing introduced September 2017. Staff development sessions to introduce the structure and to increase teacher knowledge and</p>	<p>Monitoring shows that the teaching of spellings across the school is inconsistent and therefore a consistent whole school approach to teaching spelling is required.</p> <p>In order to secure the key objectives for writing, a longer period of time will be spent on each of the text types. We aim to increase teacher understanding of the year group expectations for previous years in order to build on prior knowledge and plug the gaps for PP children.</p>	Effective tracking and monitoring. English coordinator to monitor through work scrutiny and data analysis.	LBe and SLT	January 2018. Termly data analysis. Pupil progress meetings.

	understanding about year group expectations.				
B. Increased rates of progress and attainment in maths for PP pupils.	Participation in Maths Mastery project with the Yorkshire Maths hub. Implemented in 1/2 and 6 initially then disseminated to all staff through staff development sessions.	Data shows that pupils eligible for PP are making less progress than other pupils across KS2 in maths, with none of the middle PAG group pupils achieving a higher standard. By implementing maths mastery approaches to teaching, we want to enable pupils to fully embed maths skills in order to apply them across the maths curriculum.	High quality training from mastery maths leader (CW), rigorous monitoring and feedback.	SLT CB/VT	Termly data collection and analysis. Pupil progress meetings.
<b>Total budgeted cost</b>					£5562.50
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C. Higher rates of progress in reading across KS2 for high attaining pupils eligible for PP.	Continued use of Reading Plus online reading intervention.	End of KS2 data showed a significant increase in reading outcomes at the end of Y6 last year following a trial of Reading Plus that was used in addition to Quality First Teaching. Reading progress scores for PP children were 3.63.	The lead for the intervention will be trained and supported by our local Reading Plus Lead. Training for staff will be provided. Regular analysis of progress will be carried out with specific children identified for further support.	SLT DT as Reading Plus lead.	Half termly progress reports generated. Termly discussion with local RP lead. Reading progress discussed at pupil progress meetings.
D. Higher rates of progress for PP pupils with an identified/diagnosed Special Educational Need.	Specialist support 1:1 or small groups for English and Maths. Specialist programmes such as Hicky, Rapid Maths, 1:1 RWI.	Pupils who have been identified as having a Special Educational Need benefit from specific 1:1 or small group tailored intervention delivered by trained experienced adults.	Monitoring of interventions through discussions during pupil progress meetings and data analysis to determine the impact. Interventions adapted as required.	SLT IG SENCo	Half termly review of interventions. Termly data review. Discussed at pupil progress meetings.

<p>A. Increased rates of progress and attainment in writing and SPAG for PP pupils.</p> <p>B. Increased rates of progress and attainment in maths for PP pupils.</p> <p>C. Higher rates of progress in reading across KS2 for high attaining pupils eligible for PP.</p> <p>D. Higher rates of progress for PP pupils with an identified/diagnosed Special Educational Need.</p>	<p>Targeted in class and small group teaching support.</p> <p>Small group intervention, including pre-reading.</p> <p>Booster classes for Y6 pupils delivered by experienced teachers and TAs</p>	<p>Data identifies PP children who are not making progress in line with non-PP children, especially in Y4, 5 and 6. Review of the PP strategy last year evidences the impact of L4 TA directed support in Y6 and therefore this strategy will be used again in target classes.</p> <p>In order to ensure rapid progress for Y6 pupils eligible for PP, booster classes will take place after school in the Spring term, both during and after school.</p>	<p>Experienced level 4 teaching assistants to deliver focused support upon guidance from an experienced Y6 teacher.</p> <p>Lessons will be delivered by experienced teachers and TAs in small groups to ensure that the quality of teaching is high.</p>	<p>SLT CB – KS2 lead</p>	<p>Termly data analysis. Half termly pupil progress meetings. Regular Y6 data meetings.</p>
<p>E. Behavioural and emotional needs of PP pupils are addressed.</p>	<p>Additional adult support directed to support high levels of behavioural and emotional need in the classroom.</p>	<p>In order to access the curriculum and make progress, additional support is required to manage behavioural and emotional needs.</p>	<p>Experienced TAs to provide support to individuals in the classroom. Monitored through regular informal discussions and during pupil progress meetings.</p>	<p>LW</p>	<p>Regular informal discussions to monitor impact. Discussed at pupil progress meetings.</p>
<b>Total budgeted cost</b>					<p>£20,043.63</p>
<p><b>iii. Other approaches</b></p>					
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?
<p>E. Behavioural and emotional needs of PP pupils are addressed.</p>	<p>Safeguarding and Well-being Lead to be appointed. Their role will be to further develop relationships with the families of vulnerable children and coordinate the provision to meet their emotional needs.</p> <p>Specific 1:1 or group pastoral support for pupils</p>	<p>In order to make academic progress, pupils' social and emotional needs must be addressed allowing them to consistently access learning.</p>	<p>Trained staff will deliver the emotional and behavioural support. Issues will be identified quickly through whole school safeguarding systems for identifying concerns.</p>	<p>SWB Lead</p>	<p>Pupils will be discussed regularly during weekly SLT meetings. Pupil progress meeting discussions.</p>

	with additional emotional needs.				
F. Increased attendance rates for pupils eligible for PP.	Continued rigorous monitoring by attendance officer on a fortnightly basis, including letters to parents and meetings arranged with LW.	In order to improve outcomes for our PP pupils we must ensure that they are actually attending school. Increased monitoring will allow for issues in attendance to be identified quickly and actions put in place make improvements.	Rigorous monitoring on a fortnightly basis will ensure that this approach is having an impact as any issues will be identified quickly.	EH SLT	Attendance figures reported termly to Trust Board.
<b>Total budgeted cost</b>					£22,748

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2017 - 2018</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased rates of progress and attainment in writing and SPAG for PP pupils.	<p>Introduction of new spelling programme across the whole school.</p> <p>Restructured teaching sequence for writing introduced September 2017. Staff development sessions to introduce the structure and to increase teacher knowledge and understanding about year group expectations.</p>	<p>71% of PP children achieved ARE in SPAG. This is an increase of 27% from the previous year.</p> <p>66.7% of all KS2 pupils achieved ARE in SPAG. This is a 2% increase from the previous year so broadly in line with previous attainment.</p> <p>57% of PP children achieved ARE in writing. This is a 1% increase from the previous year so broadly inline.</p> <p>74% of KS2 pupils achieved ARE in writing.</p> <p>There are very small numbers of PP children in KS1 and the EYFS. Further work to be developed on handwriting and presentation in KS1. In the EYFS all PP children achieved GLD.</p> <p>Monitoring in EYFS shows that writing in the continuous provision requires further development.</p>	<p>Discrete teaching of SPAG is having an impact as attainment in SPAG has increased for PP children.</p> <p>The teaching of spellings is an issue across the school and needs to be further addressed next year.</p> <p>Continue staff CPD for providing stimulating writing provision within the continuous provision.</p>	£2800

<p>B. Increased rates of progress and attainment in maths for PP pupils.</p>	<p>Participation in Maths Mastery project with the Yorkshire Maths hub. Implemented in 1/2 and 6 initially then disseminated to all staff through staff development sessions.</p>	<p>71% of PP children achieved ARE in the maths test at the end of KS2. This is an increase of 4% from the previous year thus diminishing the difference to National other. However, progress for PP children from KS1- KS2 is -4.78</p> <p>End of EYFS and KS1 data shows that PP children achieved ARE in maths.</p>	<p>A more consistent approach to Mastery Maths across KS2 needs to be embedded to ensure rapid progress for all.</p> <p>Pupil progress meetings will also challenge and track these groups to review progress and to change if the impact is not seen.</p> <p>Bespoke small group and 1:1 support for maths to be implemented in Y6, with a particular focus on targeting PP children.</p>	<p>£2800</p>
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**ii. Targeted support**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																
<p>C. Higher rates of progress in reading across KS2 for high attaining pupils eligible for PP.</p>	<p>Continued use of Reading Plus online reading intervention.</p>	<p>The Reading Plus intervention has again shown to be effective in increasing attainment for PP pupils at the end of KS2.</p> <p>86% of PP children achieved ARE at the end of KS2. This is an 8% increase from the previous year and 9% above all other pupils nationally. 14.3% of PP children achieved a higher standard in reading.</p> <p>End of EYFS and KS1 data shows that PP children achieved ARE in reading.</p>	<p>The use of Reading Plus is working well across upper KS2 so this approach needs to remain.</p> <p>Reading in EYFS and KS1 will be further developed through increased opportunities for the children to read aloud to an adult in school on a more regular basis.</p>	<p>£2500</p>																
<p>D. Higher rates of progress for PP pupils with an identified/diagnosed Special Educational Need.</p>	<p>Specialist support 1:1 or small groups for English and Maths. Specialist programmes such as Hicky, Rapid Maths, 1:1 RWI.</p>	<p>Targeted support for pupils with SEND is in place, including interventions groups and support within the classroom.</p> <p>SEN PP pupils Average Points progress from the Autumn Term.</p> <table border="1" data-bbox="689 1129 1211 1321"> <thead> <tr> <th>Year</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>3 (1 child)</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>4 (2 children)</td> <td>1</td> <td>2</td> <td>1</td> </tr> <tr> <td>5 (2 children)</td> <td>2</td> <td>2</td> <td>3</td> </tr> </tbody> </table>	Year	Reading	Writing	Maths	3 (1 child)	2	2	2	4 (2 children)	1	2	1	5 (2 children)	2	2	3	<p>Tracking of SEND PP pupils needs to be further developed and progress tracked closely then reported to SLT on a regular basis.</p> <p>Introduction of an inclusion team to monitor and review the impact of interventions and progress of the children. This will take place on a half termly basis and then report to SLT.</p>	<p>£5000</p>
Year	Reading	Writing	Maths																	
3 (1 child)	2	2	2																	
4 (2 children)	1	2	1																	
5 (2 children)	2	2	3																	

<p>A. Increased rates of progress and attainment in writing and SPAG for PP pupils.</p> <p>B. Increased rates of progress and attainment in maths for PP pupils.</p> <p>C. Higher rates of progress in reading across KS2 for high attaining pupils eligible for PP.</p> <p>D. Higher rates of progress for PP pupils with an identified/diagnosed Special Educational Need.</p>	<p>Targeted in class and small group teaching support.</p> <p>Small group intervention, including pre-reading.</p> <p>Booster classes for Y6 pupils delivered by experienced teachers and TAs</p>	<p>71% of PP children achieved ARE in SPAG. This is an increase of 27% from the previous year.</p> <p>57% of PP children achieved ARE in writing. This is a 1% increase from the previous year so broadly inline</p> <p>71% of PP children achieved ARE in the maths test at the end of KS2. This is an increase of 4% from the previous year thus diminishing the difference to National other.</p> <p>86% of PP children achieved ARE at the end of KS2. This is an 8% increase from the previous year and 9% above all other pupils nationally. 14.3% of PP children achieved a higher standard in reading.</p> <p>66% of SEN PP children achieved ARE in reading at the end of KS2 and 33% achieved ARE in writing and maths.</p>	<p>After the success of this approach, we will continue to use this strategy next year. Discussions will take place with staff involved to see if further refinement of this strategy can be put in place.</p> <p>Writing is a whole school focus for the coming academic year with CPD on Talk for Writing planned for all staff. This new strategy will be rolled out to all classes from January 2019.</p>	<p>£12000</p>
<p>D. High rates of progress for PP pupils with an identified/diagnosed Special Educational Need.</p>	<p>Additional adult support directed to support high levels of behavioural and emotional need in the classroom.</p>	<p>Pupils with high levels of behavioural and emotional needs have been able to access the curriculum due to additional support. This has been further enhanced through the appointment of a Safeguarding and Well-being Lead. Improved attitudes to learning have been seen.</p>	<p>To further refine the pathways for referring children for emotional support in order to streamline the support that is given and have a better overview.</p>	<p>£1000</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>E. Behavioural and emotional needs of PP pupils are addressed.</p>	<p>Safeguarding and Well-being Lead to be appointed. Their role will be to further develop relationships with the families of vulnerable children and coordinate the provision to meet their emotional needs.</p> <p>Specific 1:1 or group pastoral support for pupils with additional emotional needs.</p>	<p>Pastoral support is enabling PP children to access learning within the classroom. Monitoring shows improved attitudes to learning.</p> <p>The Safeguarding and Well-Being Lead plays an active part in school life and has provided CPD for staff to ensure the children receive the support needed for them to access the curriculum and flourish.</p>	<p>To further refine the pathways for referring children for emotional support in order to streamline the support that is given and have a better overview.</p>	<p>£21000</p>						
<p>F. Increased attendance rates for pupils eligible for PP.</p>	<p>Continued rigorous monitoring by attendance officer on a fortnightly basis, including letters to parents and meetings arranged with LW.</p>	<p>Increased rates of attendance for PP pupils as a result of rigorous monitoring and tracking.</p> <table border="0"> <tr> <td>2016-17</td> <td>95.6%</td> <td>PA 8.3%</td> </tr> <tr> <td>2017-2018</td> <td>96.8%</td> <td>PA 3.8%</td> </tr> </table>	2016-17	95.6%	PA 8.3%	2017-2018	96.8%	PA 3.8%	<p>Increase the role of SLT in attendance.</p> <p>New Trust attendance policy will have greater impact and will need to be monitored for specific groups such as PP children.</p>	<p>£2000</p>
2016-17	95.6%	PA 8.3%								
2017-2018	96.8%	PA 3.8%								