

Endsleigh Holy Child VC Academy

Pupil premium strategy statement 2018-2019

1. Summary information					
School	Endsleigh Holy Child VC Academy				
Academic Year	2018-2019	Total PP budget	£32,800	Date of most recent PP Review	Sep 2018
Total number of pupils	327	Number of pupils eligible for PP	31	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
End of KS2 % achieving expected standard or above in reading, writing and maths	57%	70%
% achieving expected standard in reading	85.7%	77%
% achieving expected standard in writing	57.1%	81%
% achieving expected standard in maths	71.4%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Attainment in maths for PP pupils is lower than non-PP pupils nationally
B.	Attainment in reading for High PAG PP pupils is lower than non-PP pupils
C.	Attainment in writing for Mid and High PAG PP pupils is lower than non-PP pupils
D.	19% of PP children are identified as having 1 or more of the following additional needs; Social and emotional, wellbeing, ASD, Moderate learning difficulty, Visual needs and Dyslexia
E.	Social, emotional and behaviour barriers for a small group of children are having a detrimental effect on their academic progress.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
F.	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>

A.	Increased progress and attainment in maths for Pupil Premium children	Pupils that are eligible for PP make good or better progress in maths so there is an increase in the number of PP pupils meeting age related expectations at the end of KS1 and 2.
B.	Increased progress and attainment in reading for Pupil Premium children	PP children in the higher PAG group make good or better progress in reading so that the gap between them and their non-PP peers reduces.
C.	Increased progress and attainment in writing for Pupil Premium children	PP pupils in Mid and High PAG groups make good or better progress in writing so that the gap between them and non-PP pupils reduces.
D.	Higher rates of progress for PP pupils with SEN	PP pupils with an identified SEN make good or better progress in order to close the attainment gap.
E.	Improved outcomes for pupils as more support and intervention is provided to meet their individual social, emotional and behaviour needs.	Pupils provided with enhanced pastoral support, impacting positively on their progress and attainment. Pupils demonstrate improved attitudes to learning.
F.	Attendance of pupils eligible for pupil premium is in line or above that of other pupils.	Attendance of PP pupils is at least in line or above non-PP pupils and targets a minimum of 96%.

5. Planned expenditure					
Academic year		2018/19			
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?
C. PP pupils in Mid and High PAG groups make good or better progress in writing so that the gap between them and non-PP pupils reduces.	Specific staff training in writing and the use of language.	School data shows that there are differences between the attainment in writing for PP pupils and non-PP pupils. EEF research found that Talk for Writing approaches had a positive impact on pupils' writing skills and improved staff confidence when teaching writing.	Training to be delivered by an outside agency through a carefully designed project programme. English lead to monitor the impact, with a specific focus on the PP pupils. Robust monitoring and feedback cycle to target identified areas of improvement.	SLT and class teachers	January 2019

A. Pupils that are eligible for PP make good or better progress in maths so there is an increase in the number of PP pupils meeting age related expectations at the end of KS1 and 2.	Implementation of maths mastery teaching strategies consistently in each class across the school. Participation in Early Years maths mastery project.	School data shows that some pupils eligible for PP are making less progress than non-PP pupils across KS2 in maths. We want to embed a consistent mastery approach to teaching maths to ensure that PP pupils make at least as much progress as non-PP pupils.	Robust monitoring of maths, including close tracking of the progress of PP pupils. CPD and support from our Trust Maths SLE. EYFS training accessed through the Yorkshire Maths Hub.	VT and Class teachers	January 2019
Total budgeted cost					£6800
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?
B. PP children in the higher PAG group make good or better progress in reading so that the gap between them and their non-PP peers reduces.	Online reading intervention Reading Plus used to target PP children.	EEF research shows that there are some indications that computer-based tutoring approaches can be successful in improving reading comprehension. Tracking of pupils' progress through the Reading Plus programme shows a positive	Close tracking of the progress made by PP pupils will be carried out. The Reading Plus lead will be supported by our local Reading Plus link.	SLT and UKS2 teachers	January 2019
A, B and C. Pupils that are eligible for PP make good or better progress in reading, writing and maths so there is an increase in the number of PP pupils meeting age related expectations at the end of KS1 and 2. D. PP pupils with an identified SEN make good or better progress in order to close the attainment gap.	Intervention programmes (one to one and small group) carefully planned to meet individual needs. Pre-teaching used to target PP pupils, where possible delivered by a teacher. One to one and small group interventions delivered by teaching assistants.	Small group or one to one interventions have positive impact on the development of reading, writing and maths skills. Small group tuition has been shown to be effective (EEF toolkit), especially where the group is small (2-3 pupils).	Tracking and monitoring to take place through half termly pupil progress meetings. Inclusion team to meet regularly to monitor the impact of interventions.	LW/SLT Class teachers.	Monitored through pupil progress meetings each half term, as well as inclusion team review meetings.

F. Attendance of PP pupils is at least in line or above non-PP pupils and targets a minimum of 96%.	Increased monitoring and tracking of attendance, with a focus on PP pupils. Dedicated attendance team, led by HOS, to implement new Trust attendance procedures.	Data from last year shows improvements to the attendance of PP pupils as a result of a more rigorous attendance tracking procedures.	Regular reports to SLT about attendance data	LW/RB	Monitored regularly at SLT meetings and reported to Directors once per term.
Total budgeted cost					£12,800
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?
E. Pupils provided with enhanced pastoral support, impacting positively on their progress and attainment. Pupils demonstrate improved attitudes to learning.	Specific individual or small group work with well-being lead and TAs.	EEF evidence states that social and emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. This support has provided PP pupils with the emotional support and strategies needed to stay in the classroom and access the curriculum.	Monitoring of the provision. Regular training relevant to the role (including TAs) Ensure pathway to refer for support is effective.	RB/SLT	Termly review of provision. More frequently if needed.
To raise aspiration and give opportunities outside of the curriculum.	Subsidise the cost of the Y5 residential visit for pupils eligible for PP.	We want to be able to give all of our PP pupils the opportunity to participate on outdoor adventurous activities on the residential trip. Evidence shows (EEF) positive impact on academic learning and other non-cognitive outcomes such as self-confidence.	Ensure conversations held with parents of PP children prior to the trip.	LW/AH	Reviewed autumn term to ensure all PP children are booked to go.
Total budgeted cost					13,200