



Pupil premium strategy statement: St. Ethelbert's RCP

1. Summary information					
School	St. Ethelbert's RCP				
Academic Year	2017/18	Total PP budget	£106,920	Date of most recent PP Review	n/a
Total number of pupils	245	Number of pupils eligible for PP	81	Date for next internal review of this strategy	July 2018

2. Current attainment (Spring 2018)		
	<i>Pupils eligible for PP</i>	<i>National Average (2017)</i>
Reception:		
% on track to achieve a Good Level of Development by the end of EYFS	60%	71%
Y1:		
% on track to achieve the phonics threshold by the end of Y1	83%	81%
% on track to achieve the expected standard in reading by the end of Y1	50%	
% on track to achieve the expected standard in writing by the end of Y1	67%	
% on track to achieve the expected standard in maths by the end of Y1	50%	
Y2:		
% on track to achieve the phonics threshold by the end of Y2	100%	92%
% on track to achieve the expected standard in reading by the end of Y2	80%	77%
% on track to achieve the expected standard in writing by the end of Y2	80%	68%
% on track to achieve the expected standard in maths by the end of Y2	80%	75%
Y3:		
% on track to achieve the expected standard in reading by the end of Y3	50%	

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% on track to achieve the expected standard in writing by the end of Y3	50%	
% on track to achieve the expected standard in maths by the end of Y3	42%	
% on track to achieve the expected standard in RWM combined	25%	
Y4:		
% on track to achieve the expected standard in reading by the end of Y4	71%	
% on track to achieve the expected standard in writing by the end of Y4	64%	
% on track to achieve the expected standard in maths by the end of Y4	57%	
% on track to achieve the expected standard in RWM combined	57%	
Y5:		
% on track to achieve the expected standard in reading by the end of Y5	62%	
% on track to achieve the expected standard in writing by the end of Y5	54%	
% on track to achieve the expected standard in maths by the end of Y5	77%	
% on track to achieve the expected standard in RWM combined	54%	
Y6		
% on track to achieve the expected standard in reading by the end of Y6	64%	71%
% on track to achieve the expected standard in writing by the end of Y6	64%	76%
% on track to achieve the expected standard in maths by the end of Y6	55%	75%
% on track to achieve the expected standard in RWM combined	58%	61%

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.	A very high proportion of pupils enter school with communication and language skills which are well below or below age-related expectations.
B.	Very few of our disadvantaged pupils make better than expected progress in reading, writing and maths. There are a small number of children with social and emotional difficulties, who lack confidence or stamina for learning.
C.	Many of our pupils do not have access to wider experiences outside of school due to economic factors – this limits their understanding of the wider world and their ability to write imaginatively, as they have a limited vocabulary.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	A proportion of disadvantaged pupils have attendance and punctuality which is not as good as other children; this means they miss key learning and risk falling behind.	
E.	Some disadvantaged pupils do not have access to support at home, either due to poor home conditions or difficult family circumstances; this has a negative impact on their progress.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improve oral language skills for pupils eligible for PP in Nursery & Reception and for targeted pupils in Y1, 2 & 3.</p> <p>Measured through: Outcomes from: Communication & Language assessments (e.g. Wellcom); observations; test outcomes in reading; writing assessments (Y1, 2, 3)</p>	<p>Pupils eligible for PP in Nursery & Reception and targeted pupils in Y1, 2 & 3 will make rapid progress by the end of the year so that at least 50% meet age related expectations.</p>
B.	<p>Higher rates of progress in reading, writing and maths across KS1 & KS2 for pupils eligible for PP.</p> <p>Develop a growth mind set in vulnerable pupils, particularly those with social and emotional difficulties. Targeted pupils will have greater stamina and confidence in their approach to learning and will make good progress based on their starting points.</p>	<p>All pupils eligible for PP will make sufficient progress; at least 25% will make stronger progress and will exceed their expected targets by the end of each key stage. End of KS2 progress data for PP children will compare favourably with 2018 national benchmarks.</p> <p>Observations at the end of each term will provide evidence that targeted pupils have greater stamina and confidence.</p>
C.	<p>Increase the proportion of disadvantaged pupils who receive additional support both in and out of school, so that progress is accelerated.</p> <p>Measured through: Assessment of achievement – test scores; assessment of work against year group criteria; observations; pupil interviews</p>	<p>Mentor meetings with the parents of targeted pupils will take place each half term so that progress can be discussed in detail and guidance given regarding supporting learning at home</p> <p>Parents of PP children will be targeted to attend model lessons / meetings for parents about supporting learning in maths / reading. All invited parents will attend the meetings.</p>
D.	<p>Pupils will have access to a wide range of experiences in the form of visits and visitors and other extra-curricular activities, which will have a positive impact on achievement.</p> <p>Measured through: Visits & visitor records; outcomes from communication & language assessments; assessment of reading & writing; pupil interviews</p>	<p>Following high quality experiences both in and out of school, all pupils eligible for PP will be improve their ability to speak and communicate; they will use and understand a wider vocabulary; they will be able to write at length about the experiences they have had. All PP children will make at least sufficient progress in writing, with at least 25% making stronger progress</p>

E.	<p>Increased attendance rates and levels of good punctuality for targeted pupils eligible for PP.</p> <p>Measured through: half termly analysis of attendance data</p>	<p>Overall PP attendance will improve to at least 96% in line with 'other' pupils. The number of lates for PP pupils will decrease by 20% by the end of the year and will compare favourably with 'other' pupils.</p>
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5. Planned expenditure					
Academic year		2017/2018			
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. Improve oral language skills for pupils eligible for PP in Nursery & Reception class.	Staff training on Communication & Language strategies (ELKLAN; Wellcomm assessment materials: Nursery & Reception Narrative; Sign Along; Bolton Speech & Language Toolkit	We want to identify those children who potentially have speech and language difficulties as early as possible so that future provision, including interventions, can be shaped appropriately. Therefore, all children in EYFS will be assessed by the staff and then targeted intervention put in place for identified children. (See below). The resources will also be used as a general teaching resource, where appropriate. The training has been chosen following recommendations from the Bolton EYFS team and SALT.	<ul style="list-style-type: none"> • Training delivered externally by experts in the field • Discussions at weekly EYFS meetings • Monitoring of provision by SLT • Data analysis – the proportion of pupils at AREs in CL will increase each term; those children who do not reach AREs will make progress from well below to below 	CT (English lead)	July 2018

<p>B. Higher rates of progress in reading, writing and maths across KS1 & KS2 for pupils eligible for PP</p>	<p>Provision of high quality CPD in reading, writing & maths for KS1 & KS2 teachers</p>	<p>End of KS2 test outcomes in July 2017 were below national benchmarks. Monitoring evidence indicated a need for greater consistency in the quality of teaching across the school, as well as a need to secure better subject knowledge for some targeted teachers. Therefore, CPD provision will be shaped by the priorities in the SDP; wherever possible, multiple staff will attend training together to facilitate discussion, encourage collaboration in school and to develop a shared understanding of progression.</p>	<ul style="list-style-type: none"> • Training will be closely linked to the school's SDP priorities • Consideration will be given to recommended providers to ensure high quality; this will include the commissioning of support within school, so that CPD is more bespoke • Leaders will monitor the impact of training regularly 	<p>CT;SO (English & Maths leads)</p>	<p>July 2018</p>
	<p>Deployment of two additional part-time teachers in upper KS2</p>	<p>We want to ensure that all pupils, including those eligible for PP, make at least sufficient progress based on their starting points, with an increasing proportion making strong progress and exceeding their expected end of year targets. Therefore, the deployment of experienced teaching staff will lower the pupil: teacher ratio; provision can be more closely aligned to the needs of whole classes, groups and individuals, including those in receipt of PP.</p> <p>The EEF Toolkit recommends that the quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities.</p>	<ul style="list-style-type: none"> • Data analysis - pupil outcomes, including those of the disadvantaged, in Y5 & Y6 will improve; attainment in reading, writing and maths will compare favourably with national benchmarks • Monitoring of the quality of teaching & learning- there will be demonstrable progress in the quality of children's workbooks; observations will show demonstrable progress in the acquisition of knowledge and skills in reading, writing and maths 	<p>MM (headteacher)</p>	<p>July 2018</p>

<p>D. Pupils will have access to a wide range of experiences in the form of visits and visitors and other extra-curricular activities, which will have a positive impact on achievement.</p>	<p>Subsidy of activities which enrich the curriculum</p>	<p>The EEF Toolkit suggests that enriching education has intrinsic benefits, and that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	<ul style="list-style-type: none"> • All activities to be linked to current learning in school • Activities to be followed up in other lessons / curriculum areas to promote basic skills and to enhance learning (particularly in writing and specific foundation subjects) • Interviews with pupils will provide evidence of impact on pupil outcomes, including those for personal development & behaviour 	<p>KM (Curriculum lead)</p>	<p>July 2018</p>
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Total budgeted cost £58,000

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?
<p>A. Improve oral language skills for pupils eligible for PP in Nursery & Reception and for targeted pupils in Y1, 2 & 3.</p>	<p>Staff training on Communication & Language strategies (ELKLAN; Wellcomm assessment materials: Nursery & Reception Narrative; Sign Along; Bolton Speech & Language Toolkit</p> <p>Materials and strategies will be used as a basis for planned interventions for targeted pupils in Y1, 2 & 3.</p>	<p>Following initial S&L work, some EYFS pupils, including those eligible for PP, will be identified as requiring further intensive support. The interventions will also be used for targeted pupils in Y1, 2, & 3.</p> <p>Well-trained staffs are key to the successful implementation of the intervention.</p>	<ul style="list-style-type: none"> • Staff will receive the training prior to working with targeted pupils • Timetables will be organised so that there is enough time to plan and deliver quality provision • Provision and its impact on progress will be monitored through observation and data analysis 	<p>CT (EY lead) JRi (SENCo)</p>	<p>July 2018</p>

<p>B. Higher rates of progress in reading, writing and maths across KS1 & KS2 for pupils eligible for PP</p>	<p>Provision of well-trained TAs to deliver targeted interventions, in reading, writing and maths</p>	<p>EEF trials have demonstrated that, when they are well-trained and used in structured settings with high-quality support and training, TAs can make a noticeable positive impact on pupil learning.</p> <p>Our TAs will deliver a range of interventions, in addition to small group support in the classroom. Interventions might involve a structured programme (e.g. Word Wasp; IDL; 1:1 reading; Cracking Comprehension; Nurture sessions); pre-teaching skills prior to lessons; providing consolidation following assessment of outcomes</p>	<ul style="list-style-type: none"> • Staff will receive training prior to working with targeted pupils • Class teachers will organise timetables to ensure that provision is delivered regularly • Data analysis will measure progress between the initial and final assessment • Monitoring of the quality of teaching & learning- observations; pupil interviews; scrutiny of children's workbooks and intervention records • Challenging discussions in pupil progress meetings regarding the progress of targeted pupils and the success of intervention strategies 	<p>MM (HT) JR(SENCo)</p>	<p>July 2018</p>
<p>C. Increase the proportion of disadvantaged pupils who receive additional support at home, so that progress is accelerated.</p>	<p>Mentor meetings for targeted pupils</p> <p>Provision of model lessons / workshops / guidance for all parents, but particularly the disadvantaged, in supporting learning at home</p>	<p>The EEF toolkit suggests that parental engagement can make some impact if carefully monitored. In particular, the provision of practical support, advice and guidance can have an impact for those parents who lack confidence in their ability to support their children's learning. Therefore, we intend to raise awareness of what is expected of children in each year group and provide simple strategies to support learning at home.</p>	<ul style="list-style-type: none"> • The achievement of targeted pupils will be discussed in detail at Pupil Progress Meetings • Pupils' workbooks will show demonstrable progress, as will their outcomes from formal assessments • The proportion of pupils returning their reading folders / homework books to school, with evidence of parental support, will increase 	<p>MM (HT) SO;CT English & Maths leads) JRi(SENCo)</p>	<p>July 2018</p>

Total budgeted cost					£48,000
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?
E. Increase attendance rates to at least 96% and increase levels of good punctuality by 20% for targeted pupils eligible for PP	TA to take on role of Attendance Officer with additional allowance. Employed to follow up quickly on absences, including home visits, where appropriate.	Pupils need to be in school to make progress; in addition, children who are often late miss key learning each morning and this needs to improve	<ul style="list-style-type: none"> • Clear policy and procedures for following up absence and tackling lateness • Analysis of absence data to identify vulnerable pupils /families 	MM _(HT)	July 2018
Total budgeted cost					£1,000

6. Review of expenditure				
Previous Academic Year		2016/2017 - £108,240		
i. Quality of teaching for all				
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>Improving attainment & progress for all pupils, including those eligible for PP, in reading, writing and maths</p> <p>End of KS2 targets: Reading – 77% Writing – 77% Maths- 75% RWM combined – 60%</p>	<p>Deployment of two additional part-time teachers in upper KS2</p> <p>Deployment of additional TAs in year groups with the greatest need to provide a lower adult: pupil ratio and support for learning</p>	<p>Medium/low: End of KS2 outcomes for the Y6 cohort were below national benchmarks (reading – 47%; writing – 67%; maths 57%; combined – 37%). Progress was well below in reading (-4.00) & maths (-3.74). Test outcomes did not match those forecast (67% in all areas) and did not reflect the progress made across the year, as evidenced through monitoring findings.</p> <p>In Y5, outcomes were much more positive, with 77% on track to achieve the expected standard in reading & writing, and 73% in maths. 63% were on track to achieve RWM combined – these figures compare favourably with 2017 national benchmarks. Most children made sufficient progress, with a small proportion making strong progress based on their starting points.</p> <p>In other year groups, the deployment of additional TAs raised standards across the year, particularly in Y2 & Y3, where most pupils, including the disadvantaged, made sufficient progress. In Y2, a third of the class made strong progress based on their starting points.</p>	<p>This approach will be continued into 2017/2018.</p> <p>There were a number of cohort specific issues, as well as some significant staffing problems in the lead up to SATs. This meant that perhaps this strategy did not have the impact on Y6 test outcomes as hoped.</p> <p>Perhaps these Y5 outcomes would have been even stronger if both part-time teachers could have been redeployed to Y5 in Summer 2 as planned; however, this was not possible due to long-term staff absence in Y6.</p>	£50,000

<p>Improve reading provision so that pupil outcomes at least in line with national benchmarks by the end of KS1 & KS2</p>	<p>Additional guided reading / reciprocal reading sessions in all year groups</p> <p>Purchase of more challenging materials, including sets of guided reading books, to support learning</p>	<p>Low: Additional reading sessions and other interventions were put in place in all year groups. However, only Y2 & Y5 had outcomes which compared favourably with national benchmarks. Overall progress was good in Years 2, 3 & 5. As outlined above, Y6 test outcomes were disappointing.</p>	<p>Analysis of a range of evidence materials, including children's work; observations of teaching and CPD, indicated that the reciprocal reading approach did not promote precision of written or verbal responses – this was an issue in reading comprehension assessments, and, in particular, accounted for some of the issues with the Y6 test outcomes.</p> <p>Therefore, this approach will not be continued in 2017/2018, although 1:1 reading and small group comprehension interventions will continue.</p>	<p>£10,000</p> <p>£5,000</p>
<p>Improve pupil outcomes in maths so that they are at least in line with national benchmarks</p> <p>Deepen pupils' understanding of mathematical concepts</p>	<p>Purchase of multiple sets of concrete apparatus to support learning in maths (e.g. Numicon; Base Ten etc.)</p>	<p>Medium: In Years 2, 4 & 5, end of year outcomes for all pupils compared favourably with national benchmarks at the expected standard. At greater depth, Years 2, 3, 4 & 5 were in line with national. The use of high quality visual models & images proved to have a positive impact on pupils' understanding of mathematical concepts. This was reflected in positive comments in a LA review (June 2017) and through other monitoring evidence.</p> <p>Most pupils in receipt of PP made at least sufficient progress in maths, with the exception of Y6. In Y2, 29% made stronger progress, exceeding their targets.</p>	<p>This approach will continue in 2017/2018, although spending on resources may not be so high now that they are being built up across school.</p>	<p>£1,000</p>

Ensure pupils, including those eligible for PP, have access to a wide range of curricular experiences, which engage and stimulate learning	Subsidy of visits & visitors to positively impact on the quality of provision across the curriculum	High: Our pupils have had access to a wide range of curricular experiences over the academic year. Our curriculum is broad and balanced, as reflected in positive comments at our June 2017 LA review. Such experiences enthuse and motivate all learners, but particularly the disadvantaged, most of whom have limited experiences outside of school.	This approach will continue in 2017/2018 – it is vital that our children, particularly the most disadvantaged, have a growing understanding of the world and are able to articulate this through a wider vocabulary.	£4,000
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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>Improve attainment & progress for disadvantaged pupils, in reading, writing and maths</p> <p>End of KS2 targets:</p> <p>Reading – 70% Writing 70% Maths 60%</p> <p>At least 80% to make sufficient progress and reach their individual targets based on their starting points</p>	<p>Provision of well-trained TAs to deliver targeted interventions, in reading, writing and maths</p>	<p>Medium: Data analysis and scrutiny of children’s work indicates an increase in the proportion of disadvantaged pupils who achieved the objectives in reading, writing and maths for their year group by the end of the Summer term 2017, compared to the percentage who were on track in the Autumn term. In particular, disadvantaged pupils in Y1, Y2, Y3 and Y4 made good progress at expected levels.</p> <p>The following proportions of disadvantaged pupils achieved the expected standard in July 2017:</p> <p>KS1: Reading – 83% (64% in 2016) Writing – 57% (50% in 2016) Maths - 64% (57% in 2016)</p>	<p>The careful deployment of additional staff will continue into the next academic year. Provision has improved because of the impact of staff training and the move to a more reactive approach to interventions (e.g. pre-teach activities; consolidation activities based on findings from assessment)</p> <p>Disadvantaged pupils in Y6 made demonstrable progress as evidenced in workbooks. Disadvantaged pupils with additional needs also made good progress at their own level. However, this was not reflected in the end of KS2 test outcomes, where attainment & progress were well below average in reading and maths.</p> <p>These issues were cohort specific and would not be a reason to change this approach, which has had a positive effect on other year groups.</p>	£33,000

		<p>KS2: Reading – 47% (47% in 2016) Writing – 67% (53% in 2016) GAPS - 60% (71% in 2016) Maths 60% (71% in 2016) RWM combined 33% (29% in 2016)</p>		
<p>Develop a growth mind set in vulnerable pupils so that that have perseverance and stamina in learning</p> <p>Success will be evident in progress rates & attainment (see above) & checked in workbooks & observations each term</p>	<p>Following Growth Mind set training, staff will have a consistent approach when supporting vulnerable PP children who lack resilience in learning</p> <p>Nurture sessions for targeted pupils with emotional & social difficulties</p>	<p>High: The training was very successful in developing an informed approach across the school. Monitoring information provides strong evidence that all staff now have high expectations of pupils, including the disadvantaged and those working below national expectations. In turn, this has had a positive impact on the attitudes to learning of these two vulnerable groups.</p> <p>Targeted nurture sessions have had a positive impact on targeted pupils, building their self-esteem and a 'can-do' attitude.</p>	<p>This approach has had a positive impact on the quality of teaching & learning, as well as on personal development & behaviour. There will be no need to repeat the training, although nurture sessions will continue for targeted pupils, including the disadvantaged.</p>	£4,000
iii. Other approaches				
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>Increase attendance rates to at least 96% and increase levels of good punctuality by 20% for targeted pupils eligible for PP</p>	<p>TA to take on role of Attendance Officer with additional allowance. Employed to follow up quickly on absences, including home visits, where appropriate.</p>	<p>High: Overall pupil absence & the proportion of persistent absentees are below national averages. The attendance of the disadvantaged pupils is still slightly lower than that of other children, but is better than similar pupils nationally.</p> <p>The proportion of late marks for all pupils, including the disadvantaged, fell by 15% in 2016/2017.</p>	<p>This approach will continue into 2017/2018. There are still pockets of families who require additional support in getting their children into school and on time.</p>	£1,000