



Pupil premium strategy statement: St. Ethelbert's RCP

1. Summary information					
School	St. Ethelbert's RCP				
Academic Year	2018/2019	Total PP budget	£92,400	Date of most recent PP Review	n/a
Total number of pupils	245	Number of pupils eligible for PP	56	Date for next internal review of this strategy	July 2019
2. Current attainment (December 2018 – Autumn term data)					
			<i>Pupils eligible for PP</i>		<i>National Average for all pupils (2018)</i>
Reception:					
% on track to achieve a Good Level of Development by the end of EYFS			75%		72%
Y1:					
% on track to achieve the phonics threshold by the end of Y1					83%
% on track to achieve the expected standard in reading by the end of Y1			40%		
% on track to achieve the expected standard in writing by the end of Y1			80%		
% on track to achieve the expected standard in maths by the end of Y1			60%		
Y2:					
% on track to achieve the phonics threshold by the end of Y2			83%		92%
% on track to achieve the expected standard in reading by the end of Y2			89%		75%
% on track to achieve the expected standard in writing by the end of Y2			75%		70%
% on track to achieve the expected standard in maths by the end of Y2			87%		76%
Y3:					
% on track to achieve the expected standard in reading by the end of Y3			67%		

% on track to achieve the expected standard in writing by the end of Y3	56%	
% on track to achieve the expected standard in maths by the end of Y3	67%	
% on track to achieve the expected standard in RWM combined	56%	
Y4:		
% on track to achieve the expected standard in reading by the end of Y4	54%	
% on track to achieve the expected standard in writing by the end of Y4	54%	
% on track to achieve the expected standard in maths by the end of Y4	46%	
% on track to achieve the expected standard in RWM combined	46%	
Y5:		
% on track to achieve the expected standard in reading by the end of Y5	57%	
% on track to achieve the expected standard in writing by the end of Y5	43%	
% on track to achieve the expected standard in maths by the end of Y5	57%	
% on track to achieve the expected standard in RWM combined	43%	
Y6		
% on track to achieve the expected standard in reading by the end of Y6	69%	75%
% on track to achieve the expected standard in writing by the end of Y6	77%	78%
% on track to achieve the expected standard in maths by the end of Y6	77%	76%
% on track to achieve the expected standard in RWM combined	54%	64%

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 and all International New Arrivals (KS1 & KS2)</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.	Increased attendance rates and levels of good punctuality for targeted pupils eligible for PP. Measured through: half termly analysis of attendance data	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.
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5. Planned expenditure					
Academic year		2018/2019			
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 2019
B. Higher rates of progress in reading, writing and maths across KS1 & KS2 for pupils eligible for PP	Provision of high quality CPD in reading, writing & maths for KS1 & KS2 teachers	Although improved in 2018, end of KS2 test outcomes have been below national benchmarks in recent years. A greater consistency in the quality of teaching has been achieved through careful deployment of CPD provision, which has focused on the	<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 	CT;SO (English & Maths leads)	July 2019

	<p>Deployment of two additional part-time teachers in upper KS2</p>	<p>key areas of English & maths. Therefore, this approach will be continued into 2018/2019. 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> <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>	<p>commissioning of support within school, so that CPD is more bespoke</p> <ul style="list-style-type: none"> • Leaders will monitor the impact of training regularly • 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 2019</p>
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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.	Subsidy of activities which enrich the curriculum	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.	<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 	KM (Curriculum lead)	July 2019
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Total budgeted cost £46,000

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?
A. Improve oral language skills for pupils eligible for PP in Nursery & Reception and for targeted pupils in Y1, 2 & 3.	<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 	CT (EY lead) JRi (SENCo)	July 2019

<p>Language provision for targeted EAL pupils (Y1-6) will be extended so that pupils at an early stage of learning English (particularly INAs) will make rapid progress and will be able to access the curriculum.</p>	<p>Specific morning interventions will be provided for those pupils at an early stage of learning English, particularly INAs</p>				
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<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 recovery; 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 2019</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 2019</p>

Total budgeted cost					£46,000
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 2019
Total budgeted cost					£1,000

6. Review of expenditure				
Previous Academic Year		2017/2018 - £106,920		
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
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	High - This strategy was successful, as 70% of all pupils achieved a good level of development by the end of reception, which represented at least good progress based on low starting points. In Communication & Language, 76.67% achieved the Early Learning Goal. Of the seven children who did not achieve age-related expectations in this area, four were EAL, at an early stage of learning English.	Success criteria met. This approach will continue into 2018/2019. Differentiated groups for story-time will also be introduced to meet the needs of each learner.	£10,000 total for staffing; resources
B. Higher rates of progress in reading, writing and maths across KS1 & KS2 for pupils eligible for PP	Provision of high quality CPD in reading, writing & maths for KS1 & KS2 teachers	Medium: rates of progress for PPG pupils improved compared to 2017. Most PPG pupils made at least sufficient progress in reading, writing & maths. Rates of progress continued to vary according to class or subject area. In 2017/2018, the following proportions of PPG pupils made at least sufficient progress based on their starting points: <ul style="list-style-type: none"> • Y1: R – 83%; W- 100%; M- 83% • Y2: R – 83%; W – 83%; M- 67% • Y3 – R- 92%; W- 92%; M- 77% • Y4 – R- 79%; W- 94%; M- 86% • Y5- R- 79%; W-79%; M- 93% 	Success criteria partly met. Analysis of a range of evidence materials, including children's work; observations of teaching and CPD, indicated that rates of progress improved as the year progressed. This was because, following CPD, teachers implemented new strategies to promote good learning in reading (comprehension mats; focus on question types), writing (Talk for Writing) and maths (balance of fluency, reasoning & problem-solving). This had a clear impact on learning, as evidenced in workbooks and in end of year assessments,	CPD £10,000

	Deployment of two additional part-time teachers in upper KS2	<ul style="list-style-type: none"> Y6- R- 80%; W- 90%; M-70% <p>The proportion of PPG pupils making stronger progress to exceed their targets was low and needs to improve:</p> <ul style="list-style-type: none"> Y1: R – 0%; W- 17%; M- 0% Y2: R – 17%; W – 17%; M- 0% Y3 – R- 23%; W- 15%; M- 15% Y4 – R- 7%; W- 14%; M- 21% Y5- R- 0%; W-0%; M- 0% Y6- R- 20%; W- 20%; M-0% 	where pupils displayed greater stamina in approaching formal tests. These strategies need to be embedded further and will continue into 2018/2019.	Staffing: £44,000
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.	Subsidy of activities which enrich the curriculum	<p>Medium: A wide range of visits and visitors were provided over the school year for all year groups and in a range of subject areas.</p> <p>Motivating activities were followed up in class, ensuring gains in knowledge in subjects such as history, geography & science; pupils were motivated to apply their writing skills following visits & visitors.</p> <p>Pupil interviews indicated that pupils enjoyed learning.</p>	Success criteria partly met. This approach will continue in 2018/2019,	£3000
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
A. Improve oral language skills for	Staff training on Communication & Language	Medium: This strategy was successful, as 50% of all PPG pupils achieved a good level of development by the end of	Success criteria met. This strategy will continue into the new academic	£48,000

<p>pupils eligible for PP in Nursery & Reception and for targeted pupils in Y1, 2 & 3.</p>	<p>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>Reception, which represented good progress based on low starting points.</p> <p>In Communication & Language, two out of the four PPG pupils achieved the Early Learning Goal.</p> <p>Almost all pupils targeted for CL intervention in Years 1-3 made demonstrable progress.</p>	<p>year. Carefully differentiated sessions have been key in accelerating progress and will be developed further to include story-time in 2018/2019.</p> <p>The use of Reception Narrative for targeted pupils in Y1-3 has been successful in improving their communication and comprehension skills.</p> <p>This will be developed further through enhanced provision for EAL pupils from Autumn 2018. There will be a particular focus on those pupils at an early stage of learning English, most of whom are International New Arrivals.</p>	
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<p>B. Higher rates of progress in reading, writing and maths across KS1 & KS2 for pupils eligible for PP</p> <p>C. Increase the proportion of disadvantaged pupils who receive additional support at home, so that progress is accelerated.</p>	<p>Provision of well-trained TAs to deliver targeted interventions, in reading, writing and maths</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>Medium: In 2017/2018, the following proportions of PPG pupils made sufficient progress based on their starting points:</p> <ul style="list-style-type: none"> • Y1: R – 83%; W- 100%; M- 83% • Y2: R – 83%; W – 83%; M- 67% • Y3 – R- 92%; W- 92%; M- 77% • Y4 – R- 79%; W- 94%; M- 86% • Y5- R- 79%; W-79%; M- 93% • Y6- R- 80%; W- 90%; M-70% <p>The proportion of PPG pupils making stronger progress to exceed their targets was low and needs to improve:</p> <ul style="list-style-type: none"> • Y1: R – 0%; W- 17%; M- 0% • Y2: R – 17%; W – 17%; M- 0% • Y3 – R- 23%; W- 15%; M- 15% • Y4 – R- 7%; W- 14%; M- 21% • Y5- R- 0%; W-0%; M- 0% • Y6- R- 20%; W- 20%; M-0% <p>A large majority of disadvantaged pupils completed homework and engaged in home/school reading activities.</p> <p>About a third of parents whose children were in receipt of PPG attended model lessons for reading & maths so that they could help their children at home.</p>	<p>Success criteria partly met.</p> <p>This approach will continue into the new academic year as rates of progress have improved in all year groups. However, the school recognises a need to accelerate progress further so that the proportion of pupils exceeding their individual targets is higher.</p>	
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

		pupils not eligible for PP, if appropriate.		
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.	High: Due to period of sickness in the Autumn / Spring term, attendance for 2017/2018 has fallen slightly to 95.94. Nevertheless, over time, overall pupil absence & the proportion of persistent absentees have been below national averages. The attendance of the disadvantaged pupils is still slightly lower than that of other children (94.9%) but the difference has diminished. The proportion of late marks for all pupils, including the disadvantaged, fell by 52% in 2017/2018.	Success criteria partly met. This approach will continue into 2018/2019. There are still pockets of families who require additional support in getting their children into school and on time.	£1,000