



Pupil premium strategy statement: St. Ethelbert's RCP

1. Summary information					
School	St. Ethelbert's RCP				
Academic Year	2019/2020	Total PP budget	£85,800	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	December 2019

2. Current attainment (July 2019)		
	<i>Pupils eligible for PP</i>	<i>National Average for all pupils (2018)</i>
Reception:		
% who achieved a Good Level of Development by the end of EYFS	71%	72%
Y1:		
% who achieved the phonics threshold by the end of Y1	60%	83%
% who achieved the expected standard in reading by the end of Y1	60%	
% who achieved the expected standard in writing by the end of Y1	20%	
% who achieved the expected standard in maths by the end of Y1	60%	
Y2:		
% who achieved the phonics threshold by the end of Y2	88%	92%
% who achieved the expected standard in reading by the end of Y2	75%	75%
% who achieved the expected standard in writing by the end of Y2	75%	70%
% who achieved the expected standard in maths by the end of Y2	75%	76%
Y3:		

% who achieved the expected standard in reading by the end of Y3	56%	
% who achieved the expected standard in writing by the end of Y3	67%	
% who achieved the expected standard in maths by the end of Y3	56%	
% who achieved the expected standard in RWM combined	44%	
Y4:		
% who achieved the expected standard in reading by the end of Y4	62%	
% who achieved the expected standard in writing by the end of Y4	38%	
% who achieved the expected standard in maths by the end of Y4	46%	
% who achieved the expected standard in RWM combined	31%	
Y5:		
% who achieved the expected standard in reading by the end of Y5	50%	
% who achieved the expected standard in writing by the end of Y5	50%	
% who achieved the expected standard in maths by the end of Y5	50%	
% who achieved the expected standard in RWM combined	43%	
Y6		
% who achieved the expected standard in reading by the end of Y6	46%	73%
% who achieved the expected standard in writing by the end of Y6	54%	78%
% who achieved the expected standard in maths by the end of Y6	77%	79%
% who achieved the expected standard in RWM combined	38%	65%

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>	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.
B.	Higher rates of progress in reading, writing and maths across KS1 & KS2 for pupils eligible for PP.	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.
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>	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

5. Planned expenditure					
Academic year	2019/2020				
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)	March 2020 July 2020
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	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 key areas of English & maths. Therefore, this approach will be continued into 2019/2020. CPD provision will be shaped by the priorities in the SDP; wherever possible, multiple staff will attend	<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 	CT;SO (English & Maths leads)	July 2020

	<p>Deployment of two additional part-time teachers in upper KS2</p>	<p>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>	<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 2020</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 2020
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Total budgeted cost £40,800

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 2020

<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 2020</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 2020</p>

	Total budgeted cost £45,000
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6. Review of expenditure				
Previous Academic Year		2018/2019 - £92,400		
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 73% 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. 71% of pupils eligible for PPG achieved a good level of development. In Communication & Language, 83% of all pupils achieved the Early Learning Goal an increase of 7% since 2018. The five who did not achieve age-related expectations in this area, were all EAL, at an early stage of learning English. 71% of PPG pupils achieved the Early Learning Goal in Communication & Language.	Success criteria met. This approach will continue into 2019/2020. Differentiated groups for story-time will also be continued 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: 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 2018/2019, the following proportions of PPG pupils made at least sufficient progress based on their starting points: <ul style="list-style-type: none"> • Y1: R – 80%; W- 60%; M- 100% • Y2: R – 88%; W – 100%; M- 100% • Y3 – R- 100%; W- 100%; M- 100% • Y4 – R- 92%; W- 100%; M- 85% • Y5- R- 79%; W-93%; M- 79% • Y6- R- 62%; W- 77%; M-85% 	Success criteria partly met. The continued embedding of strategies such as reading comprehension mats; Talk for Writing & a good balance of fluency, reasoning & problem-solving activities in maths has had an impact on pupil progress. This had a clear impact on learning, as evidenced in workbooks and in end of year assessments, where pupils displayed greater stamina in approaching formal tests. These strategies will continue into 2019/2020.	CPD £10,000

	Deployment of two additional part-time teachers in upper KS2	The proportion of PPG pupils making stronger progress to exceed their targets was low and needs to improve: <ul style="list-style-type: none"> • Y1: R – 0%; W- 0%; M- 0% • Y2: R – 25%; W – 13%; M- 0% • Y3 – R- 0%; W- 0%; M- 22% • Y4 – R- 23%; W- 0%; M- 15% • Y5- R- 7%; W-7%; M- 21% • Y6- R- 8%; W- 8%; M-15% 		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	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. 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. Pupil interviews indicated that pupils enjoyed learning.	Success criteria partly met. This approach will continue in 2019/2020.	£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 pupils eligible for PP in Nursery &	Staff training on Communication & Language strategies (ELKLAN;	Medium: This strategy was successful, as 71% of all PPG pupils achieved a good level of development by the end of Reception, which represented good progress based on low starting points.	Success criteria met. This strategy will continue into the new academic year. Carefully differentiated sessions have been key in accelerating progress and will be	£48,000

<p>Reception and for targeted pupils in Y1, 2 & 3.</p> <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>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>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>High: The provision of regular intervention for our EAL / INA pupils, delivered by a skilled TA has made a very positive impact on progress. Although these children are still working well below the expected standard, they have made considerable gains in their phonics knowledge and reading and writing skills.</p>	<p>developed further to include story-time in 2019/2020.</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 approach will continue for two sessions per week for targeted EAL pupils in KS2, who are at an early stage of learning English.</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 2018/2019, the following proportions of PPG pupils made at least sufficient progress based on their starting points:</p> <ul style="list-style-type: none"> • Y1: R – 80%; W- 60%; M- 100% • Y2: R – 88%; W – 100%; M- 100% • Y3 – R- 100%; W- 100%; M- 100% • Y4 – R- 92%; W- 100%; M- 85% • Y5- R- 79%; W-93%; M- 79% • Y6- R- 62%; W- 77%; M-85% <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- 0%; M- 0% • Y2: R – 25%; W – 13%; M- 0% • Y3 – R- 0%; W- 0%; M- 22% • Y4 – R- 23%; W- 0%; M- 15% • Y5- R- 7%; W-7%; M- 21% Y6- R- 8%; W- 8%; M-15% <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>	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost

		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.	<p>High: Overall attendance has increased by 0.26% to 96.2% in the last academic year. Pupils eligible for PPG have attendance which is lower than other groups (94.7%).</p> <p>The proportion of late marks for all pupils, including the disadvantaged continued to be much lower than in previous years, building upon the improvements made in 2017/2018.</p>	<p>Success criteria partly met.</p> <p>This approach will continue into 2019/2020. There are still pockets of families who require additional support in getting their children into school and on time.</p>	£1,000