



## Eversley Primary School - Pupil Premium Strategy Statement (2017-2018)

1. Summary Information					
<b>School</b>	Eversley Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£101,740	<b>Date of most recent PP Review</b>	October 2017
<b>Total Number of Pupils</b>	630	<b>Number of pupils eligible for PP</b>	75	<b>Date for next internal review of this strategy</b>	September 2018

### Eversley Vision: Enjoy, Persevere, Succeed

At Eversley Primary School we want all children to **enjoy** school and have a love of learning. We encourage them to **persevere**, to have self-belief and the determination to **succeed** in all they do in order to be the best that they can be.

We have high expectations and ambitions for all our children and we believe that no child should be left behind. We are determined to ensure that our children are given every opportunity to realise their full potential and aspire to be the best that they can be.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) pupils and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium, allocated to schools per pupil eligible for free school meals (FSM), is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they use the additional funding to support pupils from low income families. From September 2016, schools were required to publish a Pupil Premium Strategy. This ensures that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. Also included is how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

At Eversley, we pride ourselves on utilising the Pupil Premium Grant to support our pupils with a specific focus on English, Maths, transition, curriculum enrichment and engagement, maximising the life opportunities for all pupils. Each child eligible for Pupil Premium has a personalised action plan. As a school, we monitor closely the attainment and progress of all groups of pupils during the usual cycle of data collection. The careful monitoring and tracking of both the individual and the cohort's attainment, is used to inform pupil progress and enable the early identification of need, support and appropriate intervention to ensure that all pupils make accelerated progress. We closely monitor how we are spending the allocated funds to ensure they are having an impact on eligible pupils' achievement.

2. Current attainment (Sept 2017)		
	Pupils eligible for PP	Pupils not eligible for PP (national other)
% at expected for Reading	78	71
% at expected for Writing	78	76
% at expected for Maths	89	75

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)</b>	
A.	<b>Lack of confidence and self-esteem</b>
B.	<b>Poor communication and language skills (attention &amp; listening, focus &amp; concentration)</b>
C.	<b>Phonics in Year 1</b>
D.	<b>Low rates of progress / Low attainment in writing at KS1</b>
<b>External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</b>	
E.	<b>Attendance and punctuality</b>
F.	<b>Lack of parental support</b>

<b>4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)</b>		<b>Success criteria</b>
A.	PP children demonstrate increased confidence/self-esteem in class	Staff observations show PP children demonstrating increased confidence/self-esteem
B.	PP children are confident socially and able to express their feelings, showing improved attention and listening, focus and concentration.	Staff observations show PP children confident in expressing themselves and improved attention and listening, focus and concentration.
C.	Improved attainment of phonics for PP children in Year 1	Higher % of PP pupils passing the phonics screening check.
D.	Improved progress/attainment of PP children at KS1 in writing.	Higher % of PP pupils at KS1 achieving ARE+ in writing.

E.	Increased attendance rates for pupils eligible for Pupil Premium.	Reduce number of persistent absenteeism amongst PP pupils by 10% and below to close the gap. Overall PP attendance improves from 94.5% to 96%.
F.	Increase parental engagement through workshops and home learning.	High attendance at parent workshop. Home learning projects designed to involve parents/carers in supporting their child's learning.

### 5. Planned Expenditure

Academic Year	2017/18
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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. and B.  Communication and language skills are improved (attention and listening/focus and concentration)	Regular PSHE sessions held with focus on confidence, learning from failure.	Regular PSHE sessions and circle time create a safe environment where pupil confidence in expressing their feelings can be promoted. The teacher will be aware early on of confidence issues and can support individuals.	Staff meeting/ CPD providing training for effective PSHE lessons and developing a class values based ethos.  Staff CPD: further	Values working party (HK, DK)  PSHE leader	Summer Term 2018

<p>Children are confident socially and able to express their feelings.</p>	<p>Development of class ethos based upon values- compassion, positivity.</p> <p>Further development of “mindfulness”. CPD for staff.</p> <p>Implementation of JAM.</p> <p>Enhance our child centred approach even further by developing the curriculum driver of enrichment through- risk taking in the curriculum, mindfulness, enterprise &amp; home learning</p>	<p>Regular JAM / mindfulness sessions are held in all classes. When well taught and when practiced regularly it has been shown that mindfulness is capable of improving mental health and wellbeing, mood, self-esteem, self-regulation, positive behaviour and academic learning.</p> <p><i>(Katherine Weare, (2013) "Developing mindfulness with children and young people: a review of the evidence and policy context", Journal of Children's Services, Vol. 8 Iss: 2, pp.141 – 153)</i></p> <p>Classrooms where students feel they can take a risk without fear of ridicule, embarrassment or shame are classrooms where students learn faster and are in more control of their learning.</p> <p>In the classroom, risk is about teaching by asking rather than telling, genuinely exploratory and open ended tasks.</p> <p><i>(Teach Primary 2017: 'Taking risks with the primary curriculum' by Paul Dix):</i>  <a href="https://www.teachprimary.com/learning/resources/view/taking-risks-with-the-primary-curriculum"><u>https://www.teachprimary.com/learning/resources/view/taking-risks-with-the-primary-curriculum</u></a></p> <p>Activities based on enterprise are good for breaking down learning barriers...pupils who had previously been unwilling to</p>	<p>development of mindfulness and implementation of JAM</p> <p>Staff meeting/CPD providing training for effective enterprise activities.</p>	<p>HK – Acting HT</p>	
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		<p>speak in class were volunteering to present to a variety of audiences.</p> <p><i>(British Council 2016: 'Why should children learn about social enterprise?:</i>  <a href="https://www.britishcouncil.org/voices-magazine/why-should-children-learn-about-social-enterprise"><i>https://www.britishcouncil.org/voices-magazine/why-should-children-learn-about-social-enterprise)</i></a></p>			
D.	<p>Improved progress/ attainment of PP children at KS1 in writing.</p> <p>Higher % of PP pupils at KS1 achieving ARE+ in writing.</p>	<p>Pupil progress meetings (termly) will inform how pupils are attaining/ progressing towards ARE in writing at KS1.</p> <p>School priority to develop consistent transcription skills to raise achievement in writing</p>	<p>At KS1 results for disadvantaged pupils (8 pupils in total) were lower than others nationally for English; particularly in writing.</p> <p>Pupils who are not on track to meet their end of year target will gain support from interventions.</p>	<p>Data provided for teachers (target pupils identified). Progress meeting dates set ahead for the year. TAs employed to carry out intervention work.</p> <p>Monitoring of work by subject leaders and SLT</p> <p>Peer coaching- teachers to select targets for their own CPD relating to pupil progress issues within their own classes</p>	<p>Assessment lead (JH) data for pupil progress meetings</p> <p>JH/AS English leaders</p> <p>Phase leaders to monitor pupil progress meetings</p> <p>SG/ SEN team: interventions</p> <p>Mastery</p>

			Training/ CPD JH & FG	
				£75,000 to Teaching Salary budget £10,000 to Teaching Assistant Salary budget
<b>TOTAL BUDGETED COST</b>				<b>£85,000.00</b>

## 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. Communication and language skills are improved (attention and listening/focus and concentration)	Children in Reception and Year 1 are selected to benefit from Tom's Team (Language and Social Skills) group. It runs for 24 sessions over a 12 week period,	Tom's Team involves structured play in a group of 8 Reception/Year 1 children with direct teaching of the following key skills: listening, turn taking, speaking and asking for help, sharing and co-operating, improving concentration and focus on activities and building confidence. Assessment results have shown that children make good progress whilst in the	SG to observe speech and language group sessions  Assessment records to show progress against targeted areas.	SG/ SEN team: interventions	Summer Term 2018

<p>Children are confident socially and able to express their feelings.</p>	<p>two afternoons a week with each session lasting 90 minutes. It is run by two trained special educational needs (SEN) teaching assistants.</p>	<p>group and many make exceptional progress.</p> <p><i>(EYSI (2016): On-going monitoring and data collection shows that inclusion in a LASS group accelerates children's learning and development. Gains made in LASS are sustained after the intervention has finished. Small group sizes allow for individual work with each child to take place. Where a child would benefit from more support after LASS has finished, EYSI team members are available to help plan next steps.)</i></p>	<p>Class teacher observations to show an improvement in communication and language skills.</p>		
		<p>Groups are set up as appropriate to the needs of individual children and run by an SEN TA for pupils across KS1 and KS2 with speech and language needs. Activities incorporate programmes with targets recommended by the Speech and Language Therapist (SALT). Targeted programmes, e.g. 'Talkabout' and 'Black Sheep Press' support children with developing their social skills and expressing themselves more confidently.</p> <p><i>(DfE (2010) Exploring interventions for children and young people with speech, language and communication needs: A study of practice Pp19:</i></p>			

		<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219627/DFE-RR247-BCRP13.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219627/DFE-RR247-BCRP13.pdf</a>			
C.	<p>Improved attainment of phonics for PP children in Year 1.</p> <p>Higher % of PP pupils passing the phonics screening check.</p>	<p>Pupil progress meetings (termly) will inform how pupils are attaining/progressing towards ARE.</p> <p>Phonics will be addressed in pupil progress meetings and staff appraisals</p>	<p>In the Year 1 phonics screening check 75% of PP (7 pupils in total) passed the check; slightly lower than the figure for National Other at 81% in 2017. Phonics will be encouraged as a strategy for reading in the classroom.</p> <p>Further improve and review the provision for Reading and Phonics interventions in EYFS and KS1.</p>	<p>CPD – teaching of reading for under-attainers (strategies for phonics)</p> <p>Spelling &amp; reading drop ins will show phonics being used as a spelling and decoding strategy</p>	<p>JH/AS English leaders SG/ SEN team: interventions</p> <p>Termly</p>
<b>TOTAL BUDGETED COST</b>					Resources £4000 Maths Masterclasses & Enrichment £1000 <b>£5,000</b>

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. Overall PP attendance improves from 94.5% to 96%	<p>Attendance/Welfare officer monitors attendance on a daily basis and follows up immediately on absences. First day response provision.</p> <p>EWO will be involved with all families whose attendance falls below 87%.</p> <p>Class TAs work with families and children whose attendance falls below 90%.</p> <p>SBM - LB – produces weekly report on PP</p>	<p>Evidence – 5/75 (6.6%) PP pupils are PA e.g. below 90% attendance. Overall PP attendance is 94.5%.</p> <p>NFER briefing for school leaders identifies addressing attendance as a key step in raising the attainment of PP pupils.</p> <p>Rationale – pupils have to attend school regularly and punctually in order to make progress and improve their attainment. Targeting families and promoting the importance of good attendance is essential to improving outcomes.</p>	<p>Attendance/welfare officers thoroughly briefed and implementing school policies and procedures for monitoring attendance. Tracking of attendance data.</p> <p>Regular meetings with the EWO.</p> <p>SBM produces weekly PP attendance report for discussion at weekly SMT meetings.</p> <p>Phase leaders follow up any attendance issues in their phase and liaise with the TAs.</p> <p>TAs inform SMT of any actions that have been taken with families and children.</p>	JH - AHT	Half-termly

	<p>attendance. Phase leaders chase up attendance of PP children within their phase.</p> <p>Pupils whose attendance improves are rewarded by AHT.</p>		<p>Children encouraged to participate in the Eversley themed curriculum, not missing trips and exciting activities.</p> <p>Children rewarded for improved attendance.</p> <p>HT's termly report to Governors provides information on attendance of PP v non PP pupils across the school and the actions that the school has taken; together with the impact of these actions.</p>		
F. Increased parental engagement through workshops and home learning	<p>Senior leaders and subject leads to deliver workshops.</p> <p>Implementation of termly parent forums.</p> <p>Coffee mornings.</p>	<p>Evidence – Parents are key in supporting effective learning as shown by a number of research projects e.g. Sutton Trust.</p> <p>Rationale – Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regularly read with their child and complete homework.</p>	<p>Ensure that a range of workshops are carried out relevant across the year groups and throughout the year.</p> <p>TAs to be briefed on targeting PP parents to attend workshops/</p>	<p>HK – Acting HT SMT English subject leaders</p>	June 2017

	<p>Support for parents with reading books to share at home.</p> <p>Home learning projects</p>	<p>Home Learning differs from the weekly home work, in that it is project style work to do at home with parents/carers. The project will complement any topic work being carried out in school and is designed to involve the wider family and increase your knowledge, skills and experience of a particular topic.</p>	<p>parent forums etc. Reading workshops planned to support parents with reading with their children at home.</p> <p>Class teachers to set home learning projects.</p>		
				<p>£2,000 contribution to cost of Year 6 Residential journey.</p> <p>£500 contribution to cost of curriculum linked trips, visits and activities.</p> <p>£100 rewards for improved attendance</p> <p>£9,140 – additional 1:1 support for pupils with emotional/ behavioural/learning needs (including EP time involving parent consultations/ meetings)</p>	<p><b>TOTAL BUDGETED COST</b></p> <p><b>£11,740.00</b></p>

6. Review of expenditure				
Previous Academic Year	2016-17	Total PP budget 2016-17	£95,040	
<b>i. Quality of teaching for all</b>				
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
Communication and language skills are improved (attention and listening/focus and concentration)  Children are confident socially and able to express their feelings.	Regular PSHE sessions held with focus on confidence, learning from failure.  Development of class ethos based upon values- compassion, positivity.  Further development of “mindfulness”. CPD for staff. Implementation of JAM.	Pupil questionnaires and discussions with staff showed that the majority of pupils improved their communication and language skills and were more confident socially and able to express their feelings.	Regular PSHE sessions and development of class ethos based on values will continue as these approaches have been successful in improving children’s confidence and communication and language skills.  Further development of “mindfulness” is being implemented with current CPD for staff taking place weekly.	£75,000 to Teaching Salary budget £10,000 to Teaching Assistant Salary budget £600 to pilot Mindfulness in Schools in Years 1 and 5  £85,600.00
Improved attainment of PP children with	CPD for staff – LILAC strategies for teaching	At KS2, 9 pupils were disadvantaged. 3 of these pupils had EAL. All 3 reached ARE+ in	The chosen approach was successful – LILAC	£6,830.00

<p>EAL.</p> <p>An increased % of EAL pupils achieving ARE.</p> <p>Attainment gap between EAL and non-EAL will diminish.</p>	<p>EAL learners English</p> <p>Pupil progress meetings (termly) will inform how pupils are attaining/ progressing towards ARE.</p> <p>Phonics will be addressed in pupil progress meetings and staff appraisals</p> <p>Actions following meeting with EAL consultant - Improving Provision and Outcomes for EAL New Arrivals / New to English by:</p> <ul style="list-style-type: none"> <li>- Gathering information about pupils' previous school experience and basic literacy / numeracy skills</li> <li>- Oral/reading comprehension of pictorial and sequential texts (ensuring context is</li> </ul>	<p>all subjects.</p>	<p>strategies will continue to be used for teaching EAL learners.</p> <p>Pupil progress meetings will continue to focus on disadvantaged groups of learners in order to improve progress/attainment.</p>	
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	<ul style="list-style-type: none"> <li>- culturally familiar to pupils) using ‘wh’ questions</li> <li>- Disseminating revised sentence makers and resources to teachers and support staff</li> </ul>			
Progress of PP pupils will be a minimum of 6 points in core subjects across the year.	<p>Pupil progress meetings (termly) will inform how pupils are attaining/ progressing towards ARE.</p> <p>School priority of mastery for all teaching approach</p> <p>CPD on providing challenge for high ability learners</p>	<p>Discussions at pupil progress meetings enabled interventions and support to be put in place for those pupils progressing towards ARE. Ways to challenge high ability learners were also discussed.</p> <p>Progress of PP pupils was a minimum of 6 points in core subjects for 2016-2017 as follows:</p> <p>Year 1 – Reading  Year 2 – Maths  Year 3 – Reading, Writing, Maths  Year 4 – Reading, Writing, Maths  Year 5 – Not achieved  Year 6 - Reading, Writing, Maths</p>	<p>Progress of PP pupils was a minimum of 6 points in all core subjects for three year groups.</p> <p>Writing was an area for three year groups where progress of PP pupils fell short of a minimum of 6 points. Low rates of progress/attainment in writing at KS1 is therefore a focus for 2017-2018.</p>	
Progress of PP pupils will be a minimum of 6 points in core subjects across the year.	<b>School priority to raise the % of ARE in mathematics at the end of Key Stage 2, with a particular focus on the achievement of girls</b>	89% of PP pupils achieved ARE in maths at the end of KS2. 90% of girls achieved ARE in maths.	<p>68% of pupils on the Third Space Learning intervention for maths achieved ARE in maths at the end of KS2.</p> <p>80% of PP pupils that</p>	Maths Masterclasses & Enrichment £1,050

	<p>PP children identified by maths subject leader for Third Space Learning (intervention for maths)</p> <p>Maths- Top-Tips Maths Interventions</p>		were identified for the Third Space Learning intervention for maths achieved ARE in maths.	
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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
Communication and language skills are improved (attention and listening/focus and concentration)  Children are confident socially and able to express their feelings.	Children in Reception and Year 1 are selected to benefit from the LASS (Language and Social Skills) group. It runs for 24 sessions over a 12 week period, two afternoons a week with each session lasting 90 minutes. It is run by two trained special educational needs (SEN) teaching assistants.	All of the children made good progress whilst in the group and many of them made exceptional progress.	LASS (now known as Tom's Team) made a significant impact on outcomes for pupils and will continue for children in Reception/Year 1.  Speech and language group interventions will continue across KS1 and KS2.	£10,000 - teaching assistant salaries (interventions)

	Speech and language group interventions across KS1 and KS2			
Improved attainment of PP children with EAL.  An increased % of EAL pupils achieving ARE.  Attainment gap between EAL and non-EAL will diminish.	Target Reading/Phonics interventions/ support for EAL learners / PP Y1	KS1 - 9 pupils PP, 3 of whom were EAL - ALL reached ARE+ for maths. 2 were working towards ARE in Reading and Writing.  In the Year 1 phonics screening check 75% of PP (7 pupils in total) passed the check; slightly lower than the figure for National Other at 81% in 2017	Further improve and review the provision for Reading/phonics in EYFS and KS1.	£10,000 - teaching assistant salaries (interventions)
<b>iii. Other approaches</b>				
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
Overall PP attendance improves from 94.5% to 96%	Attendance/Welfare officer monitors attendance on a daily basis and follows up immediately on absences. First day response provision.  EWO will be involved with all families whose attendance falls below	The total average attendance figure for PP was 95.6% (96% rounded up) and therefore improved.	SMT will continue to closely monitor the attendance of pupil premium children and these children's attendance is looked at during the weekly SMT meetings and then followed up with the relevant teachers and TAs at the weekly	£110 rewards for improved attendance

	<p>87%.</p> <p>Class TAs work with families and children whose attendance falls below 90%.</p> <p>SBM - LB – produces weekly report on PP attendance. Phase leaders chase up attendance of PP children within their phase.</p> <p>Pupils whose attendance improves are rewarded by AHT.</p>	<p>Phase meetings. In this way we hope to increase our contact and support for these children and families.</p> <p>Attendance/welfare officers will continue to implement school policies and procedures for monitoring attendance including tracking of attendance data and regular meetings with the EWO.</p> <p>Children will continue to be encouraged to participate in the Eversley themed curriculum, not missing trips and exciting activities.</p> <p>Children will continue to be rewarded for improved attendance.</p> <p>HT's termly report to Governors will continue to provide</p>	
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			information on attendance of PP v non PP pupils across the school and the actions that the school has taken; together with the impact of these actions.	
Increased parental engagement through workshops and PSA role to be undertaken by class TAs	<p>Senior leaders and subject leads to deliver workshops.</p> <p>Implementation of termly parent forums.</p> <p>Coffee mornings.</p> <p>Support for parents with reading books to share at home.</p>	The termly parent forum has not been well attended. Other approaches such as home learning projects will be implemented.		<p>£2,000 contribution to cost of Year 6 Residential journey.</p> <p>£500 contribution to cost of curriculum linked trips, visits and activities.</p> <p>£2,500</p>