



## Eversley Primary School - Pupil Premium Strategy Statement (2018-2019)

1. Summary Information					
<b>School</b>	Eversley Primary School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£104 540	<b>Date of most recent PP Review</b>	September 2018
<b>Total Number of Pupils</b>	629	<b>Number of pupils eligible for PP</b>	68	<b>Date for next internal review of this strategy</b>	September 2019

### 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.

<b>2. Current attainment (Sept 2018)</b>		
	<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP (national other)</b>
% at expected for Reading	100%	Awaiting
% at expected for Writing	100%	Awaiting
% at expected for Maths	82%	Awaiting
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>		
A.	Social, emotional and mental health difficulties which impacts on confidence, behaviour and self-esteem	
B.	Limited knowledge of phonics in Reception and Year 1, which impacts pupils reading and writing attainment and progress	
C.	Low rates of progress / attainment in writing and maths at KS1	
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance and punctuality of disadvantaged pupils	
E.	Lack of parental support and engagement	
F.	Access to resources such as books, libraries and life experiences	
<b>4. Desired outcomes (Desired outcomes and how they will be measured)</b>		<b>Success criteria</b>
A.	PP children demonstrate increased confidence/self-esteem in class	<ul style="list-style-type: none"> <li>• Staff observations show PP children demonstrating increased confidence/self-esteem</li> <li>• Reduced number of behaviour referrals and exclusions</li> <li>• Mindfulness embedded across the school.</li> </ul>

		The development of the nurture room and counselling services, provide pupils with the tools needed to be confident and succeed in all areas of the curriculum.
B.	Improved attainment of phonics for Pupil Premium pupils in Year 1, ensuring Pupil Premium pupils achieve expected standard at the of each key stage in reading and writing.	<ul style="list-style-type: none"> <li>Higher % of PP pupils passing the phonics screening check. PP pupils make above the expected 2 points progress each term.</li> </ul>
C.	Accelerate progress of all Pupil Premium pupils at the end of KS1 in writing & maths, ensuring Pupil Premium and Non Pupil Premium pupils are inline in attainment outcomes.	<ul style="list-style-type: none"> <li>PP pupils make above the expected 2 points progress each term. Higher % of PP pupils at KS1 achieving ARE+ in writing and maths.</li> </ul>
D.	Increased attendance rates for pupils eligible for Pupil Premium to ensure they are in line with other pupils within the school and nationally.	<ul style="list-style-type: none"> <li>Overall PP attendance improves from 94.7% to 96%, which is in line with national.</li> </ul>
E.	Increase parental engagement through workshops and home learning developing wider range of life skills and vocabulary to articulate views.	<ul style="list-style-type: none"> <li>High attendance at parent workshops. Home learning projects designed to involve parents/carers in supporting their child's learning. Introduce Story Cafes for PP parent/carers where evaluations reflect positive impact on outcomes.</li> </ul>
F	To have access to resources such as books, libraries and life experiences.	<ul style="list-style-type: none"> <li>Pupils to attend/visit places they wouldn't usually be exposed to. Enrichment club opportunities provided. Increased resources to be used at home. Evaluations of parent/carer questionnaires show that parents/carers welcome support with child's learning.</li> </ul>

## 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  
ii.

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.PP children are confident socially and able to express their feelings, showing improved attention and listening, focus and concentration.	<p>Mindfulness embedded across the school</p> <p>Attachment Issues CPD for staff</p> <p>Nurture room development</p> <p>Counselling opportunities for identified pupils.</p>	<p>This programme has shown positive impact across the world and the NHS endorse Mindfulness. Professor Mark Williams (Director of Oxford Mindfulness Centre) has proven studies to show the impact this is having on pupils' mental health. Mindfulness is recommended by The National Institute for Health and Care Excellence (NICE) as a way to prevent depression.</p>	<p>HK and DT to further develop JAM &amp; Mindfulness through CPD, Inset and PAWS B sessions with both pupils and members of staff.</p> <ul style="list-style-type: none"> <li>• HK and DT lead on Mindfulness training and teaching across the school</li> <li>• Evaluations from both pupils and staff reflect on positive impact and improved attention during lessons.</li> </ul>	<p>Mindfulness &amp; Mental Health working party (HK, DK, HM)</p> <p>PSHE leader - DT</p> <p>Deputy Headteacher – HK</p>	<p>January 2019</p> <p>April 2019</p> <p>July 2019</p>

<p>D. Improved progress/ attainment of PP children at KS1 in writing &amp; maths</p> <p>Higher % of PP pupils at KS1 achieving ARE+ in writing &amp; maths</p>	<p>Literacy and maths interventions to engage pupils are- Pobble, Midas for Reading and Numicon.</p> <p>Pupil progress meetings (termly) will inform how pupils are attaining/ progressing towards ARE in writing at KS1.</p> <p>Maths consultant to provide further CPD training and support to year groups analysing gaps in PP learning</p>	<p>KS1 results for disadvantaged pupils at 71% (8 pupils in total) were slightly lower than others nationally for Writing &amp; Maths</p> <p>Pupils who are not on track to meet their end of year target will gain support from interventions.</p> <p>Data analysis shows that some results were down to individual pupils not performing well in the test.</p>	<p>CPD for teachers to support their identification of target pupils and how to monitor their progress</p> <p>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 identifying PP pupils.</p> <p>Peer coaching- teachers to select targets for their own CPD relating to pupil progress issues within their own classes.</p> <p>CPD training from English and maths consultants on Pobble, Numicon and Midas.</p>	<p>JH/AS English leaders</p> <p>Maths subject leader-FG</p> <p>Phase leaders to monitor pupil progress meetings</p> <p>SG/HM / SEN team: interventions</p> <p>Mastery Training/ CPD JH &amp; FG</p>	<p>January 2019</p> <p>April 2019</p> <p>July 2019</p>
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<b>TOTAL BUDGETED COST</b>	£71,000 to Teaching Salary budget £10,000 to Teaching Assistant Salary budget £6,940 booster/intervention support  <b>£87,940</b>
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**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. PP children are confident socially and able to express their feelings, showing improved attention and listening, focus and concentration.	Nurture Breakfast Club	The number of adopted and post-looked after children on role who are eligible for PP has increased significantly over the past 3 years. These children are displaying increasingly behaviour difficulties in the classroom and playground.	Use Boxall profile assessments to measure effectiveness of nurture groups.	SG/HM SEND team: interventions	January 2019
	Nurture Groups				April 2019
	LSA Support	Research shows that nurture provision is highly effective in supporting children with attachment difficulties in coping at school.	HM/SG to monitor planning and conduct frequent learning walks for nurture groups.	SW develop nurture and counselling provision with Inclusion Department	July 2019
	Speech and language group interventions across KS1 and KS2				
	Counselling for identified pupils				
	CPD for staff	The National Foundation for Educational Research & TDA, found that, 'A culture of mentoring and coaching will, over time, have an impact on young people and their learning.'	All staff linked to nurture group to attend training. LA to carry out a review of nurture group provision.		
	Learning mentor support				Monitor behaviour and serious incidents

			records.  Lesson observations reflect increased pupil focus and no loss learning.		
<p>C. 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>Read Write Inc</p>	<p>In the Year 1 phonics screening check 71% of PP (14 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>Tracking progress and phonics screening mid-year checks Feb 2019 reflect increase in phonic results.</p>	<p>JH/AS English leaders</p> <p>SG/HM/ SEND team: interventions</p>	<p>January 2019</p> <p>April 2019</p> <p>July 2019</p>

	Place2Be £4000 Maths Masterclasses, boosters & Enrichment £1000
<b>TOTAL BUDGETED COST</b>	<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?
<p>D. Overall PP attendance remains above 96%</p>	<p>Attendance/welfare officer monitors attendance on a daily basis and follows up immediately on absences. First day response provision.</p> <p>Attendance Officer offers support to families to overcome barriers to attendance through targeted family work.</p> <p>EWO will be involved with all families whose attendance falls below 87%.</p> <p>Class TAs work with families and children whose</p>	<p>NFER briefing for school leaders identifies addressing attendance as a key step in raising the attainment of Pupil Premium pupils.</p> <p>PP attendance although improved in 2017-2018 at 94.7% was below that of Non-PP in school at 96.7%</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>‘Regular attendance at school gives you the best possible start in life and prepares you for the future.’ DFE</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>MM 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>JH – AHT</p> <p>Welfare Officer</p>	<p>January 2019</p> <p>April 2019</p> <p>July 2019</p>

	<p>attendance falls below 90%.</p> <p>MM 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 &amp; classes with best attendance celebrated in assembly HT.</p> <p>SMT to discuss pupils with low attendance and create action plan of support.</p>		<p>TAs inform SMT of any actions that have been taken with families and children.</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>		
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E. Increased parental engagement through workshops and home learning	Senior leaders and subject leads to deliver workshops.	Evidence – Parents are key in supporting effective learning as shown by a number of research projects e.g. Sutton Trust.	Ensure that a range of workshops are carried out relevant across the year groups and throughout the year.	SW- HT	January 2019
	Coffee mornings	Research and discussion with staff tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greater predictor of age 16 achievements.	Registers of coffee mornings and training events show an increase of PP parents attending.	LD- Parent	April 2019 July 2019
	Shared learning programme	PEN report (22 <sup>nd</sup> November 2017) by the Sutton Trust states 'Relaxed, informal, hands-on workshops helped to build good relationships among parents, as well as between parents and staff, leading to some parents supporting each other to do activities.'	TAs to be briefed on targeting PP parents to attend workshops and coffee mornings parent forums etc. Reading workshops planned to support parents with reading with their children at home.	Support SMT	
	Story Cafes introduced across the school	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.	Class teachers to set home learning projects.	English & Maths subject leaders	
	Support for parents with reading books to share at home.	Home Learning differs from the weekly homework, 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.			
	Home learning projects				

	<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 and behaviour</p> <p>£5,000 – additional 1:1 support for pupils with emotional/ behavioural/learning needs (including EP time involving parent consultations/ meetings)</p>
<b>TOTAL BUDGETED COST</b>	<b>£7,600.00</b>

6. Review of expenditure				
Previous Academic Year	2017-2018	Total PP budget 2017-2018	£101 740	
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>Communication and language skills are improved (attention and listening/focus and concentration)</p> <p>Children are confident socially and able to express their feelings.</p>	<p>Regular PSHE sessions held with focus on confidence, learning from failure.</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</p>	<p>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.</p> <p>2 teachers completed PawsB training in preparation for delivering the programme to pupils from autumn 2018. Staff CPD was delivered; it was well received and feedback was positive. It is not possible to evaluate the impact of the mindfulness programme on pupils as it has only been delivered to one year group for half a</p>	<p>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.</p> <p>Further development of “mindfulness” is being implemented with current CPD for staff taking place weekly.</p>	<p><i>£75,000 to Teaching Salary budget</i></p> <p><i>£10,000 to Teaching Assistant Salary budget</i></p> <p><i>(Mindfulness training for lead teachers funded by EPSA and CONNECT TSA)</i></p> <p><b>£85,000.00</b></p>

	even further by developing the curriculum driver of enrichment through-risk taking in the curriculum, mindfulness, enterprise & home learning	term- evaluations will take place at the end of term.		
Improved progress/ attainment of PP children at KS1 in writing.  Higher % of PP pupils at KS1 achieving ARE+ in writing.	Pupil progress meetings (termly) will inform how pupils are attaining/ progressing towards ARE in writing atKS1.  School priority to develop consistent transcription skills to raise achievement in writing	In 2016-2017 43% of PP at KS1 achieved ARE+ in writing, in 2017-2018 this figure had improved by 20% (63% ARE+)	Although the % of PP had increased at ARE+ for writing it was still lower than for Non in school & National Other. Gender has been further identified to make a difference in the results and the school has set key priorities to address this in 2018-2019	
<b>ii. Targeted Support</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

<p>Communication and language skills are improved (attention and listening/focus and concentration)</p> <p>Children are confident socially and able to express their feelings.</p>	<p>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, two afternoons a week with each session lasting 90 minutes. It is run by two trained special educational needs (SEND) teaching assistants.</p> <p>Speech and language group interventions across KS1 and KS2</p>	<p>Tom's Team: Teacher judgement showed increased use of language overall for children attending Tom's Team. 50% of the group were given a 2 or 3 for the Early Learning Goal in Speaking in June 2018 (after 6 weeks of Tom's Team). Positive parent's feedback from Tom's Team.</p> <p>SALT : Increased confidence from children taking part in speech and language groups. Improvement in development of speech sounds for particular children.</p> <p>Pupil voice- children enjoyed the groups and felt they were helpful in developing skills.</p>	<p>Tom's Team continue with approach but increase to x2 a week from x1 a week. Allow time for TA's to plan sessions to allow even more child centred planning.</p> <p>SALT - as SALT provision in Enfield decreases due to budget constraints, it is more important to be providing SALT groups. Can also be part of nurture groups as there is a huge overlap in these areas?</p>	<p>Resources £4000 Masterclasses (Curious Maths) &amp; Enrichment (£15 per session per pupil) £1,050</p> <p><b>£5050</b></p>
<p>Improved attainment of phonics for PP children in Year 1.</p> <p>Higher % of PP pupils passing the phonics screening check.</p>	<p>Targeted phonic interventions to support identified pupils not attaining.</p> <p>Pupil progress meetings (termly) will inform how pupils are attaining/ progressing</p>	<p>In 2016-2017 75% of PP (7 pupils) passed their phonics check In 2017-2018 71.43% of PP (14 pupils) passed</p>	<p>This remains an area of focus for the school and the teaching of phonics particularly for these pupils needs review.</p>	<p><b>No additional cost</b></p>

	towards ARE.  Phonics will be addressed in pupil progress meetings and staff appraisals			
<b>iii. Other Approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated Impact: did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons Learned (and whether you will continue with this approach)</b>	<b>Cost</b>
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 87%.  Class TAs work with families and children whose attendance falls	The aspirational target which the school had set itself of 96% was narrowly missed with PP attendance improving from 94.5 to 94.7%	The school lost its a member of staff in this role which was covered by MM. Weekly attendance reports were not always created for phases, as person new to the role. JH to provide CPD for this	£851.75 -contributed to the cost of Year 6 Residential journey.  £540 –contributed to curriculum linked trips, visits and activities.  £9,140 – additional 1:1 support for pupils with emotional/ behavioural/learning needs EP time (£85 per hour) for 4 pupils (£340) Occupational Therapy

	<p>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>assessment for 1 pupil (£360)</p> <p><b>£11,231.00</b></p>
<p>F. Increased parental engagement through workshops and home learning</p>	<p>Senior leaders and subject leads to deliver workshops.</p> <p>Implementation of termly parent forums.</p> <p>Coffee mornings. Support for parents with reading books to share at home.</p> <p>Home learning projects</p>	<p>Parent questionnaires of those who attended workshops were positive (attendance at workshops was low)</p> <p>The impact of the home learning projects was an increased engagement of families with the themes that the pupils are focussing on each term. The project content has been varied dependent on the year group objective.</p> <p>There has been a varied amount of support from parents/carers however each project has been valued in the same way.</p> <p>Termly parent consultations were held in the form of parent forums. A questionnaire was completed by parents to identify their</p>	<p>To review ways to get parents into school for support and workshops</p>	<p><b>No additional cost</b></p>

		preferred method of engagement First coffee morning for parents of dyslexic children was well attended but subsequent coffee mornings were not well attended.		
<b>TOTAL SPEND-</b> <b>£101 281</b>				