

# Pupil premium strategy statement (primary)

1. Summary information					
School	George Eliot Primary School				
Academic Year	2017/18	Total PP budget	16/17 £279,784 17/18 £249,000	Date of most recent PP Review	n/a
Total number of pupils	425	% of pupils eligible for PP	48%	Date for next internal review of this strategy	Feb 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33%	61%
% making progress in reading	48%	71%
% making progress in writing	45%	76%
% making progress in maths	62%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Pupils having limited experiences outside of school.
B.	Pupil's learning behaviours impacting upon making progress.
C.	Pupil's entering into school with limited vocabulary or no English.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance in certain year groups is below expected and families taking unauthorised time off school.
E.	Parental expectations and understanding related to the curriculum.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Diminish the difference between PPG and other pupils across all subject areas	Ensure quality first teaching across the school Employ additional teachers for particular year groups to deliver interventions Purchase high quality resources to support the curriculum
B.	Improve and sustain rates of attendance across the school	Commission an Early Help Practitioner to work with the school and families

		Greater communication and involvement from families
<b>C.</b>	Improve pupil's learning attitudes and approach to learning/school	Start the MindUp programme Pupils to report an improved attitude to learning
<b>D.</b>	Improve pupil's vocabulary and language skills across the school, particularly in the Early Years and for pupils with English as an additional language	
<b>E.</b>	Develop the curriculum so there are clear opportunities for all to have first-hand experiences	Subsidize educational visits where necessary for all to take part Provide a wide range of after-school clubs invite for PPG pupils

5. Planned expenditure					
Academic year	2017/18				
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?
Pupils to have improved attitudes to learning.	MindUp programme to support all pupils ability to develop meta-cognition and self-regulation.	EEF toolkit shows Meta-cognition work and self-regulation programmes as key interventions to support and enhance pupil outcomes.	Work with the MindUp programme Develop a whole school action plan to embed the strategies across the school. Whole School INSET in September Clear timeframes for completed actions	TS & BJ	Termly
Pupils' vocabulary and acquisition of language is improved.	Staff training on Standard English and how pupils acquire language.  Purchase assessment materials for EYFS for early identification.	Oral language interventions are recognised by the EEF toolkit as having a significant positive impact on pupils' outcomes.	Employ an additional adult to provide consistent cover for when leaders of learning are improving practice.  Training is delivered by qualified colleagues throughout the year  Clear action plan in place to set outcomes.	English Leader of Learning	Half termly
<b>Total budgeted cost</b>					60,000
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?
Improve attainment and progress in Years 3 & 5	Employ additional teachers in these year groups	Additional teacher to be able to support in providing timely feedback and deliver interventions to smaller groups enabling closely matched provision. We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Through planned strategy discussions with class teachers and phase leaders to all be clear about outcomes and objectives.	Phase Leaders	Dec & Feb 2017

Improve reading in Years 2 & 3	Employment of a specialist teacher to support reading and provide training for staff.	EEF toolkit shows a positive impact on ensuring pupils have clear strategies for reading comprehension. Using the specialist teacher to build a sustainable model by team teaching and providing personalised CPD for staff.	Regular reviews with specialist teacher to identify areas of greatest need. Develop and provide an action plan developing clear actions to take.	KG	Termly
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**Total budgeted cost** £100,000

### 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?
Ensure disadvantaged pupils are able to access a range of after-school clubs.	To ensure that pupils are not disadvantaged or excluded from enrichments due to family financial constraints.	EEF toolkit shows collaborative learning and outdoor/adventurous activities support pupil outcomes. Children become more confident and also want to try new experiences which translate into their learning experiences in class.	Plan activities for the year (strategic) Invite key individuals/groups of pupils	LD & CO	Termly

**Total budgeted cost** £10,000

## 6. Review of expenditure

<b>Previous Academic Year</b>	<b>2016/17</b>
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### 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
New high quality resources across a range of subjects	To provide the appropriate resources for learning	Pupils have a range of high quality resources to support their learning and teachers have a wide range of tools to support their teaching. Pupils understand that learning resources are an important aspect of learning and also they value these.	We will continue to review the resources we have, purchasing more if needed.	£80,000

### ii. Targeted support

Desired outcome	Chosen	Estimated impact: Did you meet the	Lessons learned	Cost
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	<b>action/approach</b>	<b>success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>(and whether you will continue with this approach)</b>	
Provide additional teachers in targeted year groups	To provide additional adults to give 1:1 support or small group interventions for key groups of pupils.	The majority of pupils (both PPG and non-PPG) are making the expected progress across the school. Pupils in Year 6 particularly made very good progress, due to being able to work in smaller groups and	This approach worked very well. We will continue with this approach into next year.	£60,000
Purchase additional Educational Psychologist time	To ensure that individuals with specific needs are able to receive timely support.  Additionally providing supervision time for teachers to support their practice	Individual pupils received the required support to improve their learning both internally and externally.  Teachers are clear on strategies to use which will have the greatest impact upon progress for individuals and whole class.	This has been extremely beneficial for all involved and ensured that individual pupils are accessing the necessary and most appropriate interventions.  Teachers feel that they are gaining many skills to work with and support pupils with individual needs.	£5,000
Supporting enrichment activities – trips/visits/after school clubs.	To ensure that pupils are not disadvantaged or excluded from enrichments due to family financial constraints.	All pupils were able to access a wide range of enrichment activities. This included trips/visits and visitors. It meant that pupils had opportunities that they would not normally have.	The school will continue with this approach and widen even further the enrichment activities on offer for pupils.	£20,000

### iii. Other approaches

<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>
Commissioning of Early Help to improve rates of attendance	To ensure pupils are in school learning. That families understand the impact upon their child's learning when they are not in school.	The rates of absence have been declining with more children attending school. Our school attendance was 95% with PPG pupils attending regularly.  This work has had a positive impact upon all families and children within the school.	We are continuing this approach for the coming year.	£10,000

<p>Breakfast Club - pupils arrive at school early and have a healthy start to their school day.</p>	<p>To provide a safe and welcoming place before the start of school, providing food and education about healthy lifestyles.</p>	<p>The number of pupils attending breakfast club has significantly increased. For many pupils this club means a calm start to their school day after having a healthy breakfast which enables them to access and be ready for learning.</p>	<p>We are continuing this approach for the coming year.</p>	<p>£15,000</p>
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