

Etherley Lane Primary School



Pupil Premium Grant Expenditure 2017-2018 (£130,380 PPG Funding Received)

The Pupil Premium is paid by means of a specific grant based on annual school census figures for pupils registered as eligible for FSM in reception to Year 11. Looked after children also have an entitlement to a premium and a premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils. The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most. Pupil Premium is clearly identifiable and it is for schools to decide how the Pupil Premium is spent. At Etherley Lane Pupil Premium pupils are identified at the start of each financial year and interventions are planned for the following academic year that runs from September to July. Primary schools receive £1320 for each child registered as eligible for free school meals at any point in the last 6 years. Primary schools can receive £1600 for children who are looked after.

Objectives

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives by directly addressing their barriers to learning.

Barriers to learning at our school

Typically the children at our school face the following barriers to learning:

- **Learning Behaviours - lack of independence, resilience, self-belief, confidence and endurance**
- **Economic Adversity**
- **Social and Emotional Behavioural Difficulties**
- **Start Points**

We will ensure that our allocation of pupil premium spending addresses these barriers directly to ensure that disadvantaged children and others are able to reach their full potential.

School Policy

The Head Teacher and governing body have agreed a policy for Pupil Premium to guide the use of funds and to ensure that it represents value for money.

Accountability

The Head Teacher and leadership team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium. An Impact Statement is completed at the end of the academic year and all updates are shared with the Governing Body.

Proactive					
Desired outcome (including barriers to learning this addresses)	Expenditure/ Budgeted cost	Intervention/action, Year groups involved/timescale. What will it achieve?	What is the rationale for this choice? (Education Endowment Foundation Toolkit, Gov.UK, Sutton Trust Toolkit, Teacher Development Trust)	How will we ensure it is implemented well?	Review of implementation
To broaden experiences for those children whom economic factors have been a barrier, develop life skills. Economic Adversity Learning Behaviours	Budgeted cost: £2500 £200 Continued cost centre	To subsidise costs for visits/visitors. To contribute to after school clubs and workshops for classes. All PP pupils throughout year. Enrichment experiences have a positive impact on learning in class with more engagement.	From pupil voice, health and well-being studies, it is clear many pupils are not in economic situation allowing them to participate in cultural visits or to experience diversity within own country. Lack of cultural breadth impacts on both general knowledge and language acquisition. Enabling pupils to widen experiences should directly impact on this area of need. EEF toolkit identifies self-regulation as highly effective tool in raising standards. Exciting opportunities encourage children to manage their own learning effectively. Life skills will impact on self-esteem and well-being. Pupils have access to all learning activities.	Evaluations and feedback from pupils and/staff after visits or experiences. Evaluations collated and impact audited.	<i>Termly reports to Governors October 2017 February 2018 June 2018</i>
To increase pride and promote inclusion. Economic Adversity Start Points	Budgeted cost: £500 Continued cost centre	To provide uniform. All PP pupils throughout year. To raise own expectations/aspirations. To raise awareness of school identity To ensure inclusive community.	Positive feedback will be received from pupils and parents. Increase in pupils pride in appearance.	Feedback from families will be positive.	<i>Parent and pupil views.</i>
To enable families and children to recognise fully the value of education. Economic Adversity SEBD Learning Behaviours	Budgeted cost: £3500 Continued cost centre	Breakfast Club, activities including Change for Life. All PP pupils throughout year. Improve school attendance, reduce PA/lateness. To provide a healthy breakfast and improve well-being. Provide a positive system of reward and incentive for positive school attendance and punctuality.	Tracking of attendance and punctuality data over a three year period demonstrates the effectiveness of the intervention in this area. Feedback from parents has also been positive. Maintain reduction in Persistent Absence to below national, increase in attendance to 95%+ for all pupils.	Sharing of information during weekly meetings with attendance team in school. Analysis of termly data. Meetings with Attendance Enforcement Officer each term.	<i>Analysis reports to Governors, data collation January 2018 April 2018 July 2018</i>
Improvement in the	Budgeted cost:	Physical development, Speech	Good standards in EYFS provision	EYFS tracking data.	<i>Termly reports</i>

<p>proportions of pupils in Early Years making good progress from their starting points. Start Points</p>	<p>£2000 New cost centre</p>	<p>and Language, basic skills interventions. Elkan, Listening with Lola. To improve standard of outdoor continuous provision so as to encourage spontaneous and planned language and improve motor skill development. Children will be able to move and handle items. PP pupils in cohort.</p>	<p>(demonstrated in 2016 Ofsted inspection) coupled with changes to physical environment can impact on levels of attainment. Visits to other early years settings in the locality have demonstrated the benefits of this enhanced provision can make to pupil outcomes. Differences from starting points between disadvantaged and other pupils' narrows. Intervention from adults shows increased rates of progress.</p>	<p>Parental questionnaires and feedback. Learning Walks/observations.</p>	<p><i>to Governors October 2017 February 2018 June 2018</i></p>
<p>For pupil progress and attainment in reading, writing to be at national average and better at key benchmarks (including greater depth) Economic Adversity Learning Behaviours</p>	<p>Budgeted cost: £75000 Continued cost centre</p>	<p>To retain of additional staff to run intervention and targeted support including booster groups. To purchase of No Nonsense Spelling and comprehension intervention. To release English leader to monitor teaching of reading and writing to ensure disadvantaged pupils are equipped to make accelerated progress. He will liaise with the Inclusion lead to ensure personalised intervention programmes best support children's needs. All PP pupils throughout year. Disadvantaged pupils will be supported in writing, in particular with spelling and hand writing.</p>	<p>Demands in new curriculum in reading means that we need to invest in high quality first teaching of reading and excellent interventions supporting comprehension will promote this. Internal tracking data demonstrates that there is a gap in attainment between PP and non PP children in English. Quality first teaching will promote accelerated progress. Research (John Hattie, Sutton Trust Toolkit) has shown that small group intervention with highly qualified staff are effective in promoting pupil progress.</p>	<p>Daily intervention programme for pupils not hitting national benchmarks. Line management meetings with support staff who deliver reading or writing interventions. Regular learning walks of reading and writing across the school. English and phase leaders to coach staff in delivery of intervention. Phase leaders to run drop in sessions for staff and homework clubs. Moderation within and beyond school to ensure accurate judgements are maintained.</p>	<p><i>Termly reports to Governors October 2017 February 2018 June 2018</i></p>
<p>For pupil progress and attainment in maths to be at national average and better at key benchmarks (including greater depth) Economic Adversity Learning Behaviours</p>	<p>Budgeted cost: £5000 New cost centre</p>	<p>To employ KS1 L3 TA to provide support to Y1 and Y2 during afternoon sessions to support vulnerable pupils who require intervention to move learning forward from Inspire Maths sessions. To purchase Symphony Maths and practical resources. Pupils are supported in maths using technology and new resourcing to assist with basic skills and application to problem solving/reasoning.</p>	<p>We recognise that we need to increase the % of disadvantaged pupils attaining ARE by the end of KS1 and KS2. The EEF toolkit, a summary of educational research which provides guidance for teachers and schools on how to use structured interventions and resources to improve attainment of disadvantaged pupils, has an extensive evidence base to prove the efficacy of 14 out of 34 components. Small group approaches use 10 out of 14 effective evidence base components as part of provision. Meta cognition Self-regulation Behaviour intervention</p>	<p>Daily intervention programme for pupils not hitting national benchmarks. Line management meetings with support staff who deliver maths interventions. Regular learning walks on maths across the school. Maths and phase leaders to coach staff in delivery of intervention. Phase leaders to run drop in sessions for staff and homework clubs. Moderation within and beyond school to ensure accurate judgements are maintained.</p>	<p><i>Termly reports to Governors October 2017 February 2018 June 2018</i></p>

			Social and emotional; learning Orla language intervention Small group provision		
To ensure all disadvantaged pupils are supported to meet their academic potential. Start Points Learning Behaviours	Budgeted cost: £2200 £1000 Continued cost centre	To provide leaders with Achievement for All coaching for improvement and inclusion. To provide training for teachers and Teaching Assistants delivered by Achievement for All around outcomes, expectations, accountability and closing gaps. All PP pupils receive first quality teaching throughout year.	Achievement for All Quality Lead Award will evidence that staff are reaching high standards of provision and effectively coaching others to improve outcomes. Staff are confident on delivery and expectations. Teacher Development Trust findings states that training opportunities that are carefully designed and have a strong focus on pupil outcomes will have a significant impact on pupil achievement. Improved outcomes in English and Maths will be evident.	Phase leaders to coach staff in delivery of teaching and intervention each term. Phase leaders to role model standards of expectation each term. Meetings with Achievement for All school coach and school champion will evidence progress.	<i>Termly reports to Governors</i> <i>October 2017</i> <i>February 2018</i> <i>June 2018</i>
To enable families and children to recognise fully the value of education. Start Points SEBD Learning Behaviours	Budgeted cost: £23000 Continued cost centre	To retain staffing to provide support for vulnerable children and increase the engagement of parents. All PP pupils throughout year. To close gaps in attendance between disadvantaged and non-disadvantaged. To maintain walking school bus. To support parents with Literacy and Numeracy skills. To hold drop in sessions for parents to support them with pupil behaviour, learning, social and emotional well-being. To support the work of colleagues in the Centre.	Tracking of attendance and punctuality data over a three year period demonstrates the effectiveness of the intervention in this area. The percentage of families requiring school based support has increased, without this role the regularity and depth of support would not be fitting for pupil and family needs. The EEF toolkit supports that behaviour intervention and parental involvement as being successful in impacting positively on outcomes. Feedback from parents has also been positive Parents feel highly supported (Ofsted feedback 2016).	Reports termly by Family Liaison Worker. HT weekly meetings with Family Liaison Worker.	<i>Termly reports to Governors</i> <i>October 2017</i> <i>February 2018</i> <i>June 2018</i>
To support the well-being of vulnerable pupils. Economic Adversity	Budgeted cost: £2000	To contribute to cost of delivery-Cool Milk. All PP pupils throughout year. To give energy and improve hydration.	Pupils who are energised and hydrated will be prepared for learning.	Evaluations and feedback from pupils and/staff. PP audit/grids.	<i>Termly reports to Governors</i> <i>October 2017</i> <i>February 2018</i> <i>June 2018</i>
To support vulnerable children with emotional and social concerns. Start Points SEBD Learning Behaviours	Budgeted cost: £5000 £2000 £1200 Continued cost centre	To attend programmes according to need at Centre. To provide transport to Centre. Small groups/individual bespoke work on resilience, behaviours, emotions and feelings, anger, throughout year. Behaviour Support Service Programme: Build to Express Preparation for pupils to be secondary ready.	To reduce number of fixed term exclusions. To support pupils with social and emotional needs, these are barriers to learning for some of our pupils resulting in poor behaviour, attitudes, actions and negative emotions. We recognise that we need to increase the resilience of our pupils who historically are quick to give up on tasks and challenges. Research commissioned by gov.uk recognises the importance of supporting	Learning Walks. Evaluations and feedback from pupils- Learning Council, staff, parents and The Centre. Behaviour tracking weekly, termly.	<i>Termly reports to Governors</i> <i>October 2017</i> <i>February 2018</i> <i>June 2018</i>

			pupils in this area in order for effective learning to take place.		
To broaden experiences and develop skills. Economic Adversity Learning Behaviours	Budgeted cost: £200 Continued cost centre	Delivery from Durham Music Service Activities. To provide individual music tuition and percussion instruments KS2. To improve self-confidence and achievement in music. Enrichment and Inclusion.	A higher proportion of our pupils will learn to play a musical instrument. To raise aspirations and engagement in learning.	Evaluations and feedback from pupils and staff including LA Music Service each term. Positive feedback from parents.	<i>Termly reports to Governors October 2017 February 2018 June 2018</i>
Reactive					
Start Points Learning Behaviours SEBD	£4580	To provide additional support throughout year as required in terms of additional tuition or resourcing.	Additional allocations are often required to meet needs throughout year according to circumstance.	Evaluation of impact to Governors, positive feedback from pupils, parents, staff.	<i>Termly reports to Governors February 2018 June 2018</i>
Total expenditure :	£ 130,380				