

# Eyrescroft Pupil Premium Strategy Statement - reviewed May 2018

1. Summary information					
School	EYRESCROFT PRIMARY SCHOOL				
Academic Year	2017-2018	Total PP budget	£167,640	Date of most recent PP Review	Summer 2016 (Internal)
Total number of pupils	359	Number of pupils eligible for PP	118 (33%)	Date for next internal review of this strategy	16th Nov 2017

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school average)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing & maths	17% (4/22ch)	30% (33ch)	67%
Reading progress score	-7.0	-4.6	-0.3
Writing progress score	-6.9	-5.1	-0.8
Maths progress score	-5.1	-4.0 (0.6)	0.6
Comparison against National	Significantly below National in all areas.	Below National in all areas	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
1	Pupils eligible for PP's attainment is well below their peers (in particular English) this is linked to limited vocabulary.
2	Baseline levels for many areas for development, particularly the prime areas, are below age-related expectations with Communication and Language Understanding and Speech being significantly below for those children eligible for PP
3	Many pupils come from homes that are unable to support a positive reading culture and so do not have easy access to quality books and reading environments
4	Eligible pupils attendance is significantly lower than all children (93.6% PP, 96.3% Non-PP). This is the same picture for persistent absentees (15.9% PP, 7.4% Non-PP).
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
5	Eyrescroft is situated in an area of high deprivation where there is particularly high incidences of social and emotional concerns within a vulnerable community
6	High mobility of pupils. In the last academic year 79 pupils joined Eyrescroft and 41 pupils left due to local authority admissions meaning children are placed in schools that are not near to their homes (sometimes this can be on the other side of the city).
7	Significant safeguarding and welfare issues impacting on children's well-being and capacity to learn.
8	Limited external resources and agencies to support families available in the local area

<b>4. Desired outcomes</b>		
	<b><i>Desired outcomes &amp; how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	Improve the rate of progress for pupils eligible for pupil premium across the school	<ul style="list-style-type: none"> <li>• The percentage of eligible pupils achieving ARE will improve from 18% in 2017 to 46% in 2018 bringing this broadly in line with all others.</li> <li>• Eligible pupils make accelerated progress from their low starting points in order to diminish the difference between themselves and national data.</li> </ul>
<b>B.</b>	Improve the attendance of eligible pupils and persistent absenteeism	<ul style="list-style-type: none"> <li>• Eligible pupils attendance to be in line with the school target of 97%.</li> <li>• Diminish the difference between eligible pupils persistent absenteeism of 11.9% in 2017 to be broadly in line with national comparable data.</li> </ul>
<b>C.</b>	Improve the percentage of eligible pupils achieving the expected phonics standard at the end of Y1 and cumulative at the end of Y2 improves	<ul style="list-style-type: none"> <li>• Percentage of eligible pupils achieving expected standard at the end of Y1 (40% in 2017) and Y2 (75% in 2017) shows an improving trend in 2018 so that it is broadly in line with national.</li> <li>• The difference between PP and non PP pupils is diminished from 10% in 2017 in year 1 and 15% in 2017 in year 2 to be less than a 8% difference in both year groups.</li> </ul>
<b>D.</b>	Improve progress and attainment at the end of Key Stage 2	<ul style="list-style-type: none"> <li>• Eligible pupils in Y3, Y4, Y5 and Y6 make accelerated progress during 2017-2018 (at least 7 steps in year progress)..</li> <li>• More eligible pupils make at least expected progress from the end of KS1 to end of KS2 (Low, Medium and high prior attainment) so that progress measures are broadly in line with all others.</li> <li>• The percentage of eligible pupils achieving the expected standard in Reading, Writing and Maths improves from 27%, 41% and 45% in 2017 to be broadly in line with all others.</li> </ul>
<b>E.</b>	Increase the enrichment activities available to eligible pupils through the '70 things to do before you leave Eyrescroft'	<ul style="list-style-type: none"> <li>• All eligible pupils to access '70 things to do before you leave Eyrescroft'.</li> <li>• Increase the number of eligible pupils accessing extra curricular clubs and activities including residential trips.</li> <li>• Eligible pupils attendance to be in line with the school target of 97%.</li> <li>• Diminish the difference between eligible pupils persistent absenteeism and national comparable data.</li> <li>• Pupil and parent questionnaire shows increased satisfaction with the school.</li> </ul>
<b>F.</b>	Increase the percentage of families (pupils) eligible for the grant who engage with targeted community support programmes	<ul style="list-style-type: none"> <li>• On the school's list of opportunities increase the number accessed by eligible pupils/families.</li> <li>• Reduce the percentage of Persistently Absent pupils who are eligible for the grant so that it matches other groups.</li> <li>• Progress of targeted pupils (families) is at least in line with the expected rate.</li> </ul>
<b>G.</b>	Improve eligible pupils motivation towards their learning in order to lead to higher aspirations	<ul style="list-style-type: none"> <li>• The number of recorded incidents of poor behaviour of eligible pupils reduces.</li> <li>• Statistics from pupil voice questionnaires demonstrates improved motivational attitudes of eligible pupils.</li> <li>• The percentage of eligible pupils achieving the expected standard in Reading, Writing and Maths improves from 27%, 41% and 45% in 2017 to be broadly in line with all others.</li> <li>• Eligible pupils attendance to be in line with the school target of 97%.</li> </ul>

5. Planned expenditure					
Academic year	2017-2018				
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?
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in English. <b>(A, B, C)</b>	SFA Appointment of an SFA lead Resources including training material and books	SFA is well documented in the impact it has had on raising standards and results. Schools with proven track records were visited within and outside of the Elliot Foundation enabling us to see evidence of the positive impact SFA can have on the quality of teaching and learning and standards, also learning behaviours are embedded throughout the curriculum, ensuring higher levels of engagement.  Low standards of progress and attainment in English within all groups.	Strategic support from implementation partner for 2 years  Rigorous monitoring schedule by SLT including lesson observations, data analysis, work scrutiny and pupil voice  Frequent CPD and staff training	HoS ESL SLT	8 weekly intervals
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in Maths <b>(A)</b>	Abacus subscription for planning and resources and assessment materials.	The delivery of abacus maths ensures consistent and appropriate pitch and pace throughout the school.  Abacus provides high quality engaging ICT resources which improve the engagement of pupils.	Rigorous monitoring schedule by SLT including lesson observations, data analysis, work scrutiny and pupil voice  Frequent CPD and staff training	MSL	Termly
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in Foundation subjects. <b>(A)</b>	Cornerstones curriculum and subscription to the hub and resources.	The Cornerstones cross curricular approach was identified as suitable for our children's needs across the school. It provides opportunities for subjects to be delivered with high levels of engagement and improve learning behaviours. High quality engaging learning environments are often a result of the stimulating topics.	Rigorous monitoring schedule, including lesson observations, data analysis, work scrutiny and pupil voice	SLS SLT	Summer term 2018

<p>Improve accuracy of assessments. <b>(A, B)</b></p>	<p>Purchase and delivery of Cornerstones assessment materials.</p>	<p>We have identified that whilst teacher confidence and skills are improving in the assessment of English and Maths, teachers require more support with the assessment of foundation subjects to enable effective GAP analysis and formative teaching.</p>	<p>Frequent moderation within school and across the federation</p> <p>CPD and staff training</p> <p>Supported planning</p> <p>Creation of exemplification materials and portfolios</p>	<p>SLs PALS SLT</p>	<p>March 2018</p>
<p>Improve standards and expectations of handwriting and presentation. <b>(A, B)</b></p>	<p>Purchase of handwriting scheme and resources</p>	<p>The quality and standards of handwriting is low and has been a limiting factor in progress and attainment in writing throughout school.</p> <p>Handwriting resources are limited within school and a more consistent approach is needed.</p> <p>Nelson handwriting has a proven record of raising standards in handwriting and the materials are accessible for teachers.</p>	<p>Rigorous monitoring schedule, including lesson observations, data analysis, work scrutiny and pupil voice.</p>	<p>ESL</p>	<p>April 2018</p>
<p>Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in Reading. <b>(A, C)</b></p>	<p>Accelerated Reader online resource subscription</p> <p>Appointment of an Accelerated reader leader</p> <p>Award materials eg certificates</p>	<p>Accelerated reader allows children to independently access high quality texts and comprehension materials. It has been used in many schools and has proved to raise attainment and ensure accelerate progress.</p> <p>The home access fosters good home school links and improves family literacy skills.</p>	<p>Regular data analysis and diagnostic testing.</p> <p>Termly awards and celebrations to raise the profile and foster competitive element</p>	<p>ESL Accelerated Reader Leader</p>	<p>Termly</p>
<p>Improve the rate of progress for pupils eligible for pupil premium across the school <b>(A, D, F)</b></p>	<p>Implement baseline assessments for new arrivals with English as an additional language Teaching assistant to deliver bespoke package of support</p>	<p>An increasing number of new arrivals have very limited English and need early assessment and support to enable them to access the curriculum at an appropriate level.</p>	<p>Regular data analysis and diagnostic testing.</p> <p>PPM</p>	<p>FVP</p>	<p>On-going</p>

**Total budgeted cost** £6,403

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve attainment at the end of Key Stage 2 <b>(A, C)</b>	PiXL materials and resources  Appointment of PiXL teacher	Our federated school has been successfully using PiXL with proven improvement in standards of attainment and progress. Low attainment in Year 6 and poor test technique have been the rationale for implementing this scheme in Year 6 this year.	Rigorous monitoring schedule, including lesson observations, data analysis, work scrutiny and pupil voice.  Regular testing and gap analysis	Year 6 PAL SLT	Fortnightly Year 6 action planning meetings
Improve attainment at the end of Key Stage 2 in reading, writing and Maths <b>(A,C)</b>	Purchase Test Base Resource	To enable formative assessment and Gap analysis teaching, a reliable and relevant package of testing materials is needed. This will also have the effect of giving the children regular experience of using test material which is the same format and pitch as the Statutory tests and will also account for recent changes to the curriculum.	Regular testing and gap analysis  During pupil progress meetings	Year 6 PAL SLT	Fortnightly Year 6 action planning meetings
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school. <b>(A, B, C, F)</b>	My Cognition training appointment of a my cognition leader	My Cognition is an online diagnostic resource which gives detailed analysis of a child's cognitive abilities which enables targeted SEND support. Children complete intuitive activities which develop weaker cognitive areas and skills.	Discussions during pupil progress meetings. Analysis of data and reports created using My Cognition.	PALs SLT SENCO	Dec 2017
Improve progress and attainment at the end of Key Stage 2 in reading. <b>(A, C, F)</b>	Bedrock	Bedrock is an online resource that has evidence of increasing children's vocabulary through targeted and intuitive games and activities. Research shows that disadvantaged children have a less developed vocabulary due to lack of exposure and this resource will specifically help increase vocabulary.	Discussions during pupil progress meetings. Analysis of data and reports Improved test results in reading and gap analysis shows improved vocabulary.	Y5/6 PAL ESL	March 2018
Improve the rate of progress and attainment levels for	Higher ability pre and post teaching group	This approach ensures that higher ability pupils are given the opportunity to develop mastery skills. The pupils after	discussions in pupil progress meetings and action planning meetings.	PALS SLT	Termly

pupils eligible for pupil premium across the school. <b>(A, C)</b>		a pre teach session, go on to teach other groups of children in the lesson. Research shows that learning is reinforced and mastery developed if the children teach concepts to others.	Data analysis work scrutiny pupil voice		
Improve progress and attainment at the end of Key Stage 1 and 2. <b>(A, C)</b>	Small group booster session delivered by Leaders within the school	The EEF Toolkit specifies that targeted interventions matched to specific students with particular needs can be effective. Following action planning and pupil progress meetings targeted children are identified for bespoke intervention work delivered outside of lesson times.	Discussions during pupil progress meetings and intervention reviews	PALS SLT	Termly
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school. <b>(A)</b>	Snappy maths training and resources	It was identified through gap analysis that disadvantaged children were lacking basic skills such as number bonds and times tables. Snappy maths has a proven record of building these skills through interactive games when they are repeated daily in an engaging way.	data analysis test results and gap analysis work scrutiny lesson observations	MSL	March 2018
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in Maths <b>(A)</b>	TT Rock Stars	Throughout school children have poor rapid recall of times tables facts and this is having an impact on their ability to solve calculations and apply this to reasoning problems.  Times table rockstars delivers practise of tables facts in an engaging way that the children enjoy using independently and during whole class teaching.  The children can access the programme at home which will improve home/school links and raise parental maths skills.	Times tables tracking and monitoring. Discussions in pupil progress meetings data analysis and question level analysis	MSL	Termly
Improve eligible pupils motivation towards their learning in order to lead to higher aspirations	Sensory circuits staffing and resources	Some children have a sensory need which is a barrier to their learning which is successfully addressed through sensory circuit provision at targeted times of the day.	Intervention review Discussion at vulnerable pupil panel pupil progress meetings	SENDCo	Termly

(A, D, G)		Through a planned circuit of sensory activities the children are either stimulated or repressed to enable physical sensory barriers to learning to be addressed.			
<b>Total budgeted cost</b>					£67,673
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase the % of families (pupils) eligible for the grant who engage with the HUB (family learning programmes) <b>(D, E, H, G)</b>	Learning Mentors Inclusion and Welfare manager Webster Stratton parenting group Coffee mornings parent drop in sessions	As many of our parents themselves have not had a positive experience with school during their education, we need to encourage an open door approach which ensures parents are confident to engage with school in non threatening relaxed events. This allows us to discuss school issues and offer parenting advice in an informal way.	Increased attendance at family events questionnaires	Learning mentors SLT	July 2018
Improve the rate of attendance for those eligible for the grant <b>(A, D, E)</b>	Breakfast Club – funded spaces	Many of our disadvantaged pupils come to school without having had any breakfast. Identified children are invited to breakfast club to ensure they are in school on time and have had a suitable breakfast ensuring they are ready for the day ahead. Research shows that children being in school on time and having had a nutritious breakfast positively impacts on ability to learn.	Pupil Voice Attendance data	Attendance leader SLT	July 2018
Improve the rate of attendance for those eligible for the grant <b>(A, D, E, H)</b>	Academy Attendance Officer	Attendance of disadvantaged pupils is below national average and the number of persistent absentees who are disadvantaged is significantly high in comparison to all others. Support from an academy attendance officer is aiding the inclusion and welfare manager to address this.	Improvement in attendance of disadvantaged pupils. significant reduction in number of persistent absentees.	Inclusion and welfare officer. SLT	July 2018
Improve the rate of attendance for	Attendance Awards	As above attendance has been highlighted as an issue impacting	Improvement in attendance of disadvantaged pupils.	Inclusion and welfare officer.	termly

those eligible for the grant <b>(A, D)</b>	purchase of certificates and rewards eg pizzas, bike vouchers etc	disadvantaged children. To improve attendance we have implemented awards and competitions to encourage good attendance.	significant reduction in number of persistent absentees.	SLT	
Improve eligible pupils motivation towards their learning in order to lead to higher aspirations <b>(A, D)</b>	WOW moments celebration assemblies 'Best Seats in the house' rewards stickers incentives certificates	We feel that it is important that praise is targeted and specific we will reward both academic attainment and effort but also recognise the importance of rewarding the more pastoral side of school for example rewards relating to the 5 C's (cooperation, courage. Metacognition will also be acknowledged through awards and certificates and through the JIGSAW lessons and MINDSET provision of the curriculum.	Learning mentors will oversee and monitor who is receiving certificates. Parents will be invited to assemblies to share in the celebration thus impacting positively on home-school relations.	PALs	July 2018
Improve eligible pupils motivation towards their learning in order to lead to higher aspirations <b>(A, D, E, G)</b>	Breakfast club for year 6 pupils	In order to ensure that the Year 6 children are in the correct mindset to undertake their Statutory tests, providing a nutritious breakfast not only helps the physical barriers to learning but emotional barriers are also accounted for as we conduct the breakfast club in a calm social atmosphere where they can relax with their peers.	Pupil voice Questionnaires data analysis	Y5/6 PALS	May 2018
Improve eligible pupils motivation towards their learning in order to lead to higher aspirations <b>(A, C, D)</b>	Celebration Event decorations trophies certificates	Raising the profile of academic excellence is a priority and will foster aspirational thinking. We will hold an awards ceremony and celebration evening where high attaining pupils will be awarded trophies and certificates.	pupil voice parent questionnaires attendance at event	SLT	July 2018
Improve eligible pupils motivation towards their learning in order to lead to higher aspirations <b>(E, F, G)</b>	School uniform provision for every foundation stage pupil and all new arrivals	Research has shown that wearing uniform helps children have a sense of belonging to the school community and has a positive impact on behaviour and attainment. Disadvantaged families often do not prioritise uniform and providing these children with uniform where necessary will ensure that children are able to feel	Learning mentors and family support mentor to monitor the need for uniform to be provided and washed in school if necessary.	LSM	

		that they are not standing out from their peers.			
Improve eligible pupils motivation towards their learning in order to lead to higher aspirations <b>(A, B)</b>	Termly Handwriting competitions and publishing books	Raising the profile of handwriting and presentation in school is a priority for us. We need to foster an ethos of pride in work to engender a culture of high standards. Our children respond well to the element of competition and are incentivised to produce high quality work. It was noted during moderation events that the writing learning journey needed to be more evident. Research shows that if children have a clear purpose for writing they will produce better quality writing. To help foster this feeling of pride and self belief we would like to introduce a book where children can showcase final pieces of work which have undergone the drafting and editing process and can be celebrated.	Work scrutiny Pupil voice moderation of writing Work on display	ESL	July 2018
Increase the enrichment activities available to eligible pupils <b>(C, D, G)</b>	70 things to do before you leave Eyrescroft publishing materials banner for school certificates	Based on the work and research done by the National Trust entitled '50 things to do before you're 11 ¾', we will generate a list of 70 things to do before you leave Eyrescroft. This list will be generated by the children and we hope to include many things that disadvantaged families often do not include in their time together as a family. For example flying a kite, going to the theatre and country walks. Our intention is that as pupils achieve one of the things on the list they receive an award and are encouraged to complete this activity at home with their families contributing photographic evidence for display.	Completion of the list pupil voice parent questionnaire photographic evidence	School council SLT	July 2018
Increase the enrichment activities	New Ark Play therapy worker	Research has shown that for many children displaying challenging	Pupil voice questionnaires	LM SLT	March 2018

available to eligible pupils <b>(D, E, G, H)</b>		behaviour, play therapy can have a direct positive impact on attainment by addressing physical and emotional barriers to learning. By attending NEW ARK centre, disadvantaged children have opportunities to learn how to care for animals and develop nurturing attitudes and responsibility. They also have opportunities for adventurous and physical play as well as sensory play and art and creative activities.	Attendance improved		
Increase the enrichment activities available to eligible pupils <b>(D, E, G, H)</b>	Taxis and travel, (PRU, federation events)  Home visit mileage	An amount has been reserved to ensure that disadvantaged children can attend events and facilities where necessary	invoices receipts attendance at events	School business manager	termly
Increase the enrichment activities available to eligible pupils <b>(D, E, G)</b>	rocksteady band scheme	Through the ROCKSTEADY scheme disadvantaged children will have the opportunity to learn an instrument and play in a school band, culminating in a concert for parents and their peers.	Improved attendance reduced behavioural incidents pupil voice instrumental skill	MSL	July 2018
Increase the enrichment activities available to eligible pupils <b>(D, E, G)</b>	Forest school/outdoor learning Appointment of a forest school leader tools and materials	Forest school and outdoor learning has many documented and proven advantages, including developing confidence, social skills, communication self-esteem, motivation and concentration, physical skills and knowledge and understanding of the outdoor world.	pupil voice session observations parent questionnaires attendance improved reduced behavioural incidents	Site manager SLT	July 2018
Increase the enrichment activities available to eligible pupils <b>(D, E, G, H)</b>	Hydrotherapy sessions	Identified disadvantaged children requiring therapy to address physical and sensory barriers to learning benefit from weekly hydrotherapy sessions.	Attendance pupil voice	SENDCO	July 2018
<b>Total budgeted cost</b>					£93,655

## FOLLOWING THE REVIEW AT CHECKPOINT 2 - PROGRESS TOWARDS SUCCESS CRITERIA (JANUARY 2018)

	<b>Desired outcomes &amp; how they will be measured</b>	<b>Success criteria</b>	<b>CP2</b>																																																																							
<b>A.</b>	Improve the rate of progress for pupils eligible for pupil premium across the school	<ul style="list-style-type: none"> <li>The percentage of eligible pupils achieving ARE will improve from 18% in 2017 to 46% in 2018 bringing this broadly in line with all others.</li> <li>Eligible pupils make accelerated progress from their low starting points in order to diminish the difference between themselves and national data.</li> </ul>	<ul style="list-style-type: none"> <li>18% eligible pupils are already working at the expected standard at CP2 - currently 24% non eligible pupils achieving the expected standards RWM combined</li> <li>Progress is not accelerated</li> <li>25 children are eligible in Y6</li> </ul> <table border="1" data-bbox="1317 421 2018 608"> <thead> <tr> <th></th> <th>READING</th> <th>WRITING</th> <th>MATHS</th> <th>RWM COMB</th> </tr> </thead> <tbody> <tr> <td>CP2 Prog PP</td> <td>1.4</td> <td>1.45</td> <td>1.4</td> <td></td> </tr> <tr> <td>CP2 Pro Non PP</td> <td>1.93</td> <td>1.96</td> <td>1.66</td> <td></td> </tr> <tr> <td>CP2 PP Att</td> <td>36% (9)</td> <td>32% (8)</td> <td>28% (7)</td> <td>20% (5)</td> </tr> <tr> <td>CP2 non PP Att</td> <td>39%</td> <td>29%</td> <td>35%</td> <td>23%(7)</td> </tr> </tbody> </table>		READING	WRITING	MATHS	RWM COMB	CP2 Prog PP	1.4	1.45	1.4		CP2 Pro Non PP	1.93	1.96	1.66		CP2 PP Att	36% (9)	32% (8)	28% (7)	20% (5)	CP2 non PP Att	39%	29%	35%	23%(7)																																														
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SEN EHCP	91.81	8.19	8.19	0.0	66.67																																																																					
SEN Support	92.03	7.97	7.48	0.49	24.49																																																																					
SEN Statement	0.00	0.00	0.00	0.00	0.00																																																																					
<b>C.</b>	Improve the percentage of eligible pupils achieving the expected phonics standard at the end of Y1 and cumulative at the end of Y2 improves	<ul style="list-style-type: none"> <li>Percentage of eligible pupils achieving expected standard at the end of Y1 (40% in 2017) and Y2 (75% in 2017) shows an improving trend in 2018 so that it is broadly in line with national.</li> <li>The difference between PP and non PP pupils is diminished from 10% in 2017 in year 1 and 15% in 2017 in year 2 to be less than a 8% difference in both year groups.</li> </ul>	<ul style="list-style-type: none"> <li>There are currently no pupils eligible for the grant who are passing the phonics screening test in year 1 however 26% are on track to pass in year 1 and 54% have now passed cumulatively in year 2.</li> </ul>																																																																							
<b>D.</b>	Improve progress and attainment at the end of Key Stage 2	<ul style="list-style-type: none"> <li>Eligible pupils in Y3, Y4, Y5 and Y6 make accelerated progress during 2017-2018 (at least 7 steps in year progress)..</li> <li>More eligible pupils make at least expected progress from the end of KS1 to end of KS2 (Low, Medium and high prior attainment) so that progress measures are broadly in line with all others.</li> <li>The percentage of eligible pupils achieving the expected standard in Reading, Writing and Maths improves from 27%, 41% and 45% in 2017 to be broadly in line with all others.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Attainment for disadvantage is currently below the national expectations: Y1 (1½ terms), Y2 (2 terms), Y3 (3 terms), Y4 (1½ terms), Y5 (2½ terms), Y6 (2 terms).</li> <li>Progress for this group is expected for Reception, Y1 and Y4, below for Y2 and Y5 and well below for Y3 and Y6.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Attainment for disadvantage is currently below the national expectations: Y1 (1½ terms), Y2 (2½ terms), Y3 (3½ terms), Y4 (2 terms), Y5 (2½ terms), Y6 (2½ terms).</li> </ul>																																																																							

			<ul style="list-style-type: none"> <li>Progress for this group is above expected for Y1, expected for Reception and Y5, below for Y2, Y3, Y4 and Y6.</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Attainment for disadvantage is currently below the national expectations: Y1 (1½ terms), Y2 (2 terms), Y3 (3 terms), Y4 (1½ terms), Y5 (2½ terms), Y6 1½ terms).</li> <li>Progress for this group is expected for Reception and Y1, below for Y2 and Y4 and well below for Y3, Y5 and Y6.</li> </ul>
<b>E.</b>	Increase the enrichment activities available to eligible pupils through the '70 things to do before you leave Eyrescroft'	<ul style="list-style-type: none"> <li>All eligible pupils to access '70 things to do before you leave Eyrescroft'.</li> <li>Increase the number of eligible pupils accessing extra curricular clubs and activities including residential trips.</li> <li>Eligible pupils attendance to be in line with the school target of 97%.</li> <li>Diminish the difference between eligible pupils persistent absenteeism and national comparable data.</li> <li>Pupil and parent questionnaire shows increased satisfaction with the school.</li> </ul>	<ul style="list-style-type: none"> <li>70 things launched</li> <li>Attendance of eligible pupils below the 97% target</li> <li>PAs remain higher than non eligible pupils</li> <li>The most recent Parent questionnaire which surveyed 154 parents shows that 98% of of parents feel their child is happy at school and that the school is well led and managed.</li> <li>96% of parents said they would strongly recommend this school to another parent.</li> <li>42% of children accessing clubs are eligible for the pupil premium grant</li> <li>44% of pupil premium eligible children access clubs</li> </ul>
<b>F.</b>	Increase the percentage of families (pupils) eligible for the grant who engage with targeted community support programmes	<ul style="list-style-type: none"> <li>On the school's list of opportunities increase the number accessed by eligible pupils/families.</li> <li>Reduce the percentage of Persistently Absent pupils who are eligible for the grant so that it matches other groups.</li> <li>Progress of targeted pupils (families) is at least in line with the expected rate.</li> </ul>	
<b>G.</b>	Improve eligible pupils motivation towards their learning in order to lead to higher aspirations	<ul style="list-style-type: none"> <li>The number of recorded incidents of poor behaviour of eligible pupils reduces.</li> <li>Statistics from pupil voice questionnaires demonstrates improved motivational attitudes of eligible pupils.</li> <li>The percentage of eligible pupils achieving the expected standard in Reading, Writing and Maths improves from 27%, 41% and 45% in 2017 to be broadly in line with all others.</li> <li>Eligible pupils attendance to be in line with the school target of 97%.</li> </ul>	

Reviewed actions following CP2 and Pupil Premium PAR (January 2018)					
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 at the end of Key Stage 2 <b>(A, C)</b>	Appointment of PiXL teacher in Y6 to deliver PiXL therapies  HLTA to support delivery of therapies	The diagnostic approach of PiXL enables identification of gaps and specific therapies and tasks to address the gap. lower adult to child ratio increases the impact of the targeted work.	Rigorous monitoring schedule, including lesson observations, data analysis, work scrutiny and pupil voice.  <b>Fortnightly meetings to review the Key Marginals</b>  Regular testing and gap analysis	Year 6 PAL SLT	Fortnightly Year 6 action planning meetings tracking of test scores
Improve attainment at the end of Key Stage 2 <b>(A, C)</b>	Mentoring of Y6 identified pupils and meeting with parents to explain the PiXL approach and gain their support	Where pupils are supported by their parents pupils attain better than where parents are not engaged.	Test scores, Checkpoint data	Year 6 PAL SLT	Fortnightly Year 6 action planning meetings tracking of test scores
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school. <b>(A, B, C, F)</b>	Triple R plan - focused timetable spelling, handwriting, arithmetic	research following visited to other school where pupil premium pupils achievement is in line with National this approach proved successful. Focusing on deeper learning rather than coverage	tracking daily arithmetic scores tracking spelling scores book scrutiny	HoS VP	End of January 2018 and then monthly
Improve the number of pupils eligible for pupil premium achieving the expected standard in the Phonic Screening	double phonics targeted support with Phonics teacher	practise and repetition of learning helps the retention of learning	Mock screening in spring term	Phonics leaders PP Champion	CP4 data
Improve the rate of attendance for those eligible for the grant	Develop a strategic plan for improving attendance and PAs	Attendance of disadvantaged pupils is below national average and the number of persistent absentees who are disadvantaged is significantly high in	Weekly tracking of eligible pupils - PAs in all year groups - use the data from CP2 to target the work	Inclusion and welfare officer. SLT	January 2018, February 2018... monthly

(A, D, E, H)	Return to school meetings	comparison to all others. Support from an academy attendance officer is aiding the inclusion and welfare manager to address this.	for the spring term - identifying specific year groups		
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6. Review of expenditure				
Previous Academic Year				
<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
<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
<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

## 7. Additional detail

The school reviews the impact of this strategy each term - CP2, CP4 and CP6 - Year 2, Year 6 and EYFS review progress of this group at the fortnightly meetings.

The school converted to an academy Dec '15. Prior to this there was a very high turnover of teaching staff which had a detrimental impact on in year progress for pupils within the school. Post conversion, stability of staff has improved and the quality of teaching is an improving picture which has seen improved rates of progress on this group of pupils.

Despite outstanding progress made by the majority of pupils in year 6 (09/16 - 07/17), this was not sufficient to diminish the gap inherited from the previous school.