



Pupil premium strategy statement:

1. Summary information					
School	East Wittering CP School				
Academic Year	2018/2019	Total PP budget	<ul style="list-style-type: none"> Carried forward into Sept 18: £48,232.91 5/12 of total 19/20 (£69,840) allocation (April 19-Sept 19) £29,100 <p>Total 18/19 academic year available PP funding: £77,332.91</p> <p>*Remaining £40,740 of 19/20 allocation to be rolled into 2019/2020 academic year</p>	Date of most recent PP Review	January 2019
Total number of pupils	276	Number of pupils eligible for PP	<p>April 2019-March 2020 funding figures:</p> <p>FSM £55,440 Adopted £13,800 Service £600</p>	Date for next internal review of this strategy	July 2019

2. Attainment for: 2016-2017		
	<i>Pupils eligible for PPG</i>	<i>Pupils not eligible for PPG</i>
% achieving GLD in EYFS in 2017-2018	50%	82%
% passing phonics screen in 2017-2108	55%	69%
% achieving expected standard or above in Y2 reading	60%	82%
% achieving expected standard or above in Y2 writing	30%	82%
% achieving expected standard or above in Y2 maths	67%	75%
% achieving expected standard or above in Y2 reading, writing, maths	34%	63%
% achieving expected standard or above in Y6 reading	70%	62%
% achieving expected standard or above in Y6 writing	70%	66%

% achieving expected standard or above in Y6 maths	80%	48%
% achieving expected standard or above in Y6 reading, writing, maths	60%	45%
Progress measure KS1-2 in reading in Y6 2018	-4.38	-0.97
Progress measure KS1-2 in writing in Y6 2018	-1.97	-1.22
Progress measure KS1-2 in maths in Y6 in 2018	-0.59	-2.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>		
A.	Oral language skills which impact on progress in all areas of the curriculum	
B.	Lack of confidence and weaker writing skills due to more limited language and real-life experiences	
C.	Social and emotional development which impacts on pupils ability to manage emotions and self regulate	
D	The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning is	
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>		
E	Attendance rates for pupils eligible for PPG 2017-2018 was This reduces their school hours and causes them to fall behind academically & socially	
F	Parental involvement at parents evenings, supporting reading and homework completion is significantly reduced for PPG pupils	
G	Access to extra-curricular activities – education experiences such as trip, music lessons and participate in physical activities.	
H	Increasing number of child protection concerns	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	Improve oral language skills for pupils eligible for PP in Reception class and beyond.	Pupils eligible for PPG funding make rapid progress
B.	To improve confidence and skills in writing	Pupils eligible for PP rapidly develop improved writing skills measured through internal data analysis against prior attainment
C.	PPG pupil supported through THRIVE ELSA make good progress in managing emotions and self regulation	THRIVE and Boxall scores indicate good progress
D.	Reduced attainment gap between PPG and Non PPG so it is in line with national gaps Increase the number of PPG children reaching GDS in all year groups All PPG pupils achieve End of Year Targets	Attainment gap is in line with National. Monitoring impact on PPG outcomes Continued use of tracking matrices support identification and inform intervention. End of year targets for PPG pupils working at Beyond meet targets.
E.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP Attendance for the children is in line with national at 96%
F.	Increased attendance of PPG parents at parents evenings. Children regularly completing homework. Homework club offered to those children who are not completing it regularly	100% of PPG parents attend parents evening or staff follow up with a phone consultation Homework is being completed on a regular basis
G.	Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum. Social skills, independence, perseverance and teamwork are developed through participation in group activities and over-night stays on residential	Pupils access to learning beyond the classroom has a positive impact on their achievement and well being
H.	Close working relationships between Educational, Health and Social services enable agreed parenting targets to be met.	Issues relating to Child Protection are managed effectively so that they do not have a negative impact on pupil's achievement.

5. Planned expenditure

Academic year

2018/19

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. Improve oral language skills for pupils eligible for PP in Reception class and beyond.	<ul style="list-style-type: none"> Year R screen on entry in September. All pupils identified with a delay supported with language intervention Activities to support objectives taught in intervention planned for. Parent / Carers meeting held to explain provision. Weekly home learning tasks sent home, Visual prompt cards used to support learning and help pupils narrate orally. PPG pupils with diagnosed receptive language delay continue to be supported in language groups Increase opportunities for speaking, listening and oral rehearsal in order to help children improve their writing particularly for less able children. Ensure language rich Year R environment and activities for pupils to practice discretely taught skills are 	<p>EEF Toolkit Early Year intervention months impact +5</p> <ul style="list-style-type: none"> Children's poor oral skills impact negatively on their ability to speak and write effectively. 	<ul style="list-style-type: none"> Learning walks. Intervention and lesson observations Book looks Parent questionnaires pre and post intervention SMART performance management targets 	<p>SENDCO LSA time: £4000</p>	<p>Initial review March 2019</p>

	available in the Year R setting.				
B. To improve confidence and skills in writing	<ul style="list-style-type: none"> • Topics are carefully chosen to allow for exciting and contextual writing opportunities • Planning considers the whole writing learning journey • Increased opportunities for oral rehearsal in preparation for writing • Increased opportunities for self editing • Small group interventions planned by class teacher 	<ul style="list-style-type: none"> • More boys are eligible for PPG and boys have historically underperformed compared to girls • Internal data highlights writing as an area for development, outcomes are generally lower than those in reading and maths • Internal phonics data shows an improvement in the number of children passing the screening check 	<ul style="list-style-type: none"> • Subject leaders planning analysis • Termly data tracking • Pupil progress meetings • Book looks • Interventions • Learning walks 	<p>English Lead Release time 6x half days £480</p> <p>LSA for interventions £10000</p> <p>Staff</p>	Data drop 2
C. PPG pupil supported through THRIVE and ELSA make good progress in managing emotions and self regulation	<ul style="list-style-type: none"> • Timely referrals for ELSA and THRIVE • TA trained as THRIVE practitioners • THRIVE individual programmes • THRIVE group Programmes • THRIVE action plans to support in home setting • Whole school training in THRIVE and attachment theory • Parents to work alongside THRIVE and ELSA practitioner to ensure greater impact. • Educational psychologist involvement for further 	<p>EEF Toolkit : Reducing months impact +3</p> <p>THRIVE approach based on current academic research:</p> <ul style="list-style-type: none"> • neuroscience of emotional development • child attachment theory • child development models • role of creativity and the arts in emotional development 	<ul style="list-style-type: none"> • Learning walks • Staff training on THRIVE approach. • THRIVE / Boxall data • Regular planned meetings with ELSA staff, SENDCo and THRIVE practitioner. • Intervention observation. • SMART performance management targets. 	<p>SENDCO</p> <p>£1697 Thrive training cost</p> <p>£5600 Thrive practitioner salary</p> <p>£4000 ELSA salary</p>	<p>Regular THRIVE assessments Reviewed every 6 weeks</p> <p>Boxall assessments</p> <p>Impact statements at Milestone data points End of year review July 2019</p>

	support			£500 staff training	
				£428	

<p>D. Reduced attainment gap between PPG and Non PPG so it is in line with national gaps</p>	<ul style="list-style-type: none"> • Daily differentiated phonics sessions in KS1 and KS2 where needed • Break away group working to ensure teaching is tailored to need. • Small group interventions planned by the class teachers • Ability groups in Year 2 phonics, English and maths and Year 6 English and maths • Intervention teacher • SATs booster sessions for Year 6 • 2 weekly reviews with HT and Year R, 2 and 6 teachers 	<p>Impact statements on effectiveness of intervention provision.</p>	<ul style="list-style-type: none"> • Learning walks • Intervention observation. • SMART performance management • Book looks • Data analysis 	<p>HT £3500 salary costs £20,000 intervention teacher salary costs</p>	<p>Impact statements at data drop points</p>
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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?
E. The attendance of PP Children improves	<p>Use of support agencies to provide additional support to improve attendance of vulnerable families</p> <p>Improve the process around follow up for children who do not attend and no contact can be made.</p> <p>Use of legal panel and processes for penalty notices applied consistently and fairly.</p>	<p>School based analysis shows that reduced school hours causes PPG pupils to fall behind academically & socially</p> <p>'Absence from School: A study of its causes and effects in seven LEA's.' 2006</p>	<p>Monitor impact on attainment of PP pupils</p> <p>Head teacher and admin officer will collaborate to ensure school processes work smoothly & absence is swiftly followed up</p>	<p>HT</p> <p>Admin costs £2250</p>	Termly
F Increased attendance of PP parents at parents evenings.	<p>Online booking system for parents evening. Parents / Carers who do not sign up invited to do so.</p> <p>Where parents / carers not able to attend, separate appointment offered or phone consultation.</p>	<p>EEF Toolkit</p> <p>Parental involvement months impact +3</p>	<p>Parents evening register</p> <p>SIMS data on attendance at parent evening and attainment/progress</p> <p>Follow up phone consultations for PPG parents who do not attend parent evening</p>	<p>HT</p> <p>£1600 online system</p>	Termly

<p>G Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum. Social skills, independence, perseverance and teamwork are developed through participation in group activities and overnight stays on residential</p>	<p>Initial letters to include information for parents about available funding</p> <p>HT to liaise with parents regarding specific requests for funding eg residential Keep a register of PPG pupils attending clubs/ enrichment opportunities. Where selection for clubs is necessary ensure representation of PPG pupils.</p>	<p>Learning is supported by trips that are carefully planned to enhance the school's curriculum.</p> <p>Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential visits.</p> <p>Pupils are able to participate fully in school trips and</p>	<p>Admin Officer to check eligibility and manage funding provided.</p> <p>Class teachers to liaise with HT regarding potential funding opportunities</p>	<p>HT</p> <p>£1000 residential £500 school trips £500 clubs</p>	<p>Termly reviews</p>
<p>H Close working relationships between Educational, Health and Social services enable agreed parenting targets to be met.</p>	<p>Continued early identification and referral to ensure comprehensive support for PP pupils Professional and timely meetings enable safeguarding measures to be agreed and implemented</p> <ul style="list-style-type: none"> In the spirit of partnership, close working relationships will be established with other professionals within the community 	<p>There are a small but growing number of pupils for whom there are increasingly significant external factors that are having a negative impact on their achievement and social and emotional wellbeing.</p>	<p>School will take responsibility for ensuring that any actions identified in professional meetings regarding vulnerable families are monitored and acted upon</p> <p>All incidents/ support are recorded on CPOMs</p>	<p>HT</p> <p>CPOMs £1800</p>	<p>Record all actions / incidents on CPOMS promptly Termly review</p>

A	B	C	D	E	F	G	H		Focus	Total Allocation
X	X		X					TA in class support and interventions	Eng / Maths/ SEMH	£13,500
	x		x					Intervention teacher 1.5 terms	Eng/Maths	£20,000
X	X	X	X					Small group interventions	Cogniton and learning / SEMH/Eng/Maths	£4500
					x	x	x	Learning resources- MAPPS, CPOMs, Online booking, RWI	SEMH	£11103
X	X	X						Training and CPD	Eng / Maths/ SEMH	£1000
X	X	X	X					Resources THRIVE online	Eng / Maths/ SEMH	£7297

							THRIVE Practitioner			
						X	Funding for extra-curricular clubs, milk, residential visits, school trips, breakfast club	Resilience	£7606	
	X	X					X	ELSA	SEMH	£4000
X			X					Educational Psychologist	Eng / Maths	£428
				x				Admin costs	Attendance	£2250
	x							Release time supply costs	Eng	£480
									Total Spend	£76,674

How will the school measure the impact of the Pupil Premium?

The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention.

Regular review of achievement will take place half termly and Pupil Progress Meetings will include a member of the Senior Leadership Team, class teachers, LSAs. At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular agenda item for the Full Governing Body meetings and the Standards committee.

Designated staff member in charge: Mrs Justine Brooks and Nominated governor: Mr Brian Reeves.

Date of next Pupil Premium Strategy Reviews at Milestone data points.