

Pupil premium strategy statement (primary)

1. Summary information					
School	Ermine Primary Academy				
Academic Year	2017-2018	Total PP budget	£271920	Date of most recent PP Review	Jan 17 Feb 17 (with governors and trust)
Total number of pupils	431	Number of pupils eligible for PP	224 (206 based)	Date for next internal review of this strategy	Sept 2018

2. Current attainment (2016-2017)		
	<i>Pupils eligible for PP (your school) Scaled score %</i>	<i>Pupils eligible for PP (national average) Scaled score %</i>
% achieving in reading, writing and maths	55%	%
% reading	65%	%
% writing	65%	%
% maths	78%	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children are not achieving national standards in KS1 in all subjects
B.	Children enter school with below expected communication and language and without targeted support cannot read the expected early learning goal.
C.	Children leaving EYFS are not ready for the formalised learning of KS1 curriculum and therefore do not meet expected standards in year 2.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Children are not always emotionally and socially ready for the challenges of school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children's attainment in KS1 will be in line with school all.	Children to meet school standards in reading, writing and maths in key stage 1
B.	Children's communication and language skills will improve within Early Years this in turn will aid	Children will make accelerated progress after joining the school to

	vocabulary development and reading improvement.	become in line with age expected, especially in communication and language.
C.	Children will have high quality continuous provision in year 1 throughout the afternoon so they can access and be challenged to enable play based learning leading to expected standards in year 1.	Children will be engaged in their learning and will be able to access at their own level and challenge themselves independently leading to raising standards throughout KS1.
D.	Children will be emotionally ready to access the demands of the curriculum through focused well-being and nurture support for targeted individuals and a rich and stimulating curriculum outside of their normal experiences.	Children will be able to access a targeted programme of emotional wellbeing intervention to enable them to be ready to learn. Children will be in a positive mind set to learn within a classroom environment. Have access to a wide range of trips and visitors outside of the classroom. The identified children accessing nurture will demonstrate improved data scores using flic and testing.

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?
Children's attainment in KS1 will be in line with school all.	Full time Read, Write, inc manager.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. The read, write, inc manager will have dedicated time to assess children more regularly and rigorously to ensure accurate assessments are being carried out and acted upon. Therefore, children will be moved on faster within the program in order to have gained the skills to pass the phonic screening test. RWI manager will attend up to date training to ensure the best practise is carried out by all of our staff, providing training and mentoring when needed. PP children will be prioritised to take part in 1-1 RWI boosting daily, which will be organised and tracked by RWI manager.	Weekly RWI meetings. Training received from Read, write, inc consultant. Lesson observations of RWI. Phonics screening result Children's progress through RWi programme	Head Teacher	Jan 2018
Children's attainment in KS1 will be in line with school all.	Specialised PE teacher/coaches to increase core strength and fine motor skills to improve stability to write.	A specialist PE/coach will deliver focused PE lessons working on core strength and fine motor skills to increase stamina to write and engage in curriculum activities. A report by the government in June 2013 states that there is a positive link to sporting	Lesson observations of PE teaching Pupil progress meetings looking at specific pupils and identified stamina	Head teacher	Jan 2018

		activity and raising attainment. 'Evidence on physical education and sport in schools: key findings' June 2013			
Children will have high quality continuous provision in year 1 throughout the afternoon so they can access and be challenged to enable play based learning leading to expected standards in year 1.	SLT member appointed to lead continuous provision 1 TA additional 3 additional hours to model provision Resources purchased for continuous provision.	EYFS teacher appointed to buy resources, organise and plan higher level of challenge to enable continuous provision to happen as children leaving EYFS are not all ready for the demands of the curriculum. Being able to access this will lead to them being ready for the demands of the Yr1/2 curriculum.	Data analysis Pupil progress meeting Lesson observations Children observations	KS1 leader	Jan 2018

<p>Children will be emotionally ready to access the demands of the curriculum through focused well-being and nurture support for targeted individuals and a rich and stimulating curriculum outside of their normal experiences.</p>	<p>Providing children with out of the ordinary experiences, to engage in learning through use of trips and visitors.</p> <p>TRIPS/VISITORS: Kingswood residential (Y6) Holocaust Centre (Y6) Greek Workshop (Y6) Magna (Y6) Space centre (Y5) Mosque (Y5) The Collection (Y5) Viking Workshop (Y4) Peak District/Castleton/Dovedale (Y4) Cresswell Crags (Y3) Gibraltar Point (Y3) Roman Workshop (Y3) Woodside Falconry (Y2) York Chocolate Factory (Y2) Lincoln Castle (Y2) Rand Farm residential (Y1) Rhubarb Theatre (Y1) Wilderspin (Y1) Hartsholme Park (Y1) Pantomime – Theatre Royal (F2) Local Area (Castle, Ermine Estate) (F2) Belton House (F2) Pandemonium Theatre group (all)</p>	<p>Children will have the opportunity to take part in school trips, and exciting learning activities/experiences which would not usually be available to them in a wider context. Children will be engaged ready to actively learn new skills within a creative curriculum.</p> <p>Many of trips centre around team building, resilience and problem solving to encourage application of these skills within the classroom environment and within the community. This will also encourage children to be aspirational, aim high, and to understand that there are open doors to new opportunities beyond their own estate. Every child will have the opportunity to explore these.</p> <p>PP children will be offered places at extra-curricular activities first and free of charge.</p> <p>Increase the attainment at the end of each phase through an engaging and thought-provoking experience that gives a real-life context to all their learning.</p>	<p>Class observations. Pupil voice. Photographs/video clips including twitter feeds. Use of data. Club attendance data at the end of each term.</p>	<p>Pupil Premium Leader.</p>	<p>May 2018</p>
<p>Children’s attainment in KS1 will be in line with school all.</p>	<p>Pupil premium champion will have 1 day a week analysing data, looking at interventions</p> <p>SENco to work with PP champion to identify specific needs and how they can be addressed</p>	<p>Pupil premium champion (PPC) to ensure children are being closely tracked and challenged. Pupil premium information will be collated and analysed for children diminishing the gap. Interventions will be analysed. Pupil interviews conducted. Spend tracked and the impact measured. SENco and PPC to work together to look at children who need specialist programmes and IPP in order to diminish the gap.</p>	<p>Reports to governors SLT monitoring Pupil progress meetings Intervention meetings Use and analysis of provision maps</p>	<p>Head teacher</p>	<p>Jan 2018</p>

Children's attainment in KS1 will be in line with school all.	Deputy headteacher teaching in Y3 1 day a week to focus on children who did not achieve the standard in year 2 and offer mentoring and advice moving forward for the classteacher in terms of specific ways to engage those children.	Large percentage gap between school all and pupil premium is evident in the year group. This difference will be addressed and monitored through focused teacher work. Moderation will be conducted of work and interventions so this difference starts to close.	Class observations Intervention observations Provision map analysis Pupil progress meetings	Head teacher	Jan 2018
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Total budgeted cost £127897

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?
Children's communication and language skills will improve within Early Years this in turn will aid vocabulary development and reading improvement.	Purchase of Speech Therapist- 1 full day per week.	Currently Lincolnshire provides a very basic service for this- making it difficult for children to gain the intervention required. Many of our children enter significantly below in communication and language, Every child in Nursery and Reception will take part in an assessment and join intervention groups to develop vocabulary or phonological awareness where needed. TA's will attend intervention sessions to upskill and continue to deliver throughout the week. Many different evidence sources, e.g. EEF Toolkit suggest language development is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Regular meetings with Speech Therapist, SLT and SENDCO. After each session speech therapist will write a report about the outcomes of groups and feedback to SENDCO and Early Years Leader. All children taking part in intervention will be assessed again at the end of sequence to measure impact.	Assistant Head-Mrs Hoyland and SENDCO Mrs Holt.	Review fortnightly.

<p>Children will be emotionally ready to access the demands of the curriculum through focused well-being and nurture support for targeted individuals and a rich and stimulating curriculum outside of their normal experiences.</p>	<p>Providing a full time Nurture/Pastoral team. Meet and greet sessions Focused sessions with individuals. Group sessions Indoor options at playtimes. Lunchtime supervisor to provide structured play aimed at pupil premium</p>	<p>Many of our children especially those children entitled to pupil premium need extra support socially and emotionally. This may be because of external factors. Children have the opportunity to access nurture throughout the day- this maybe through attending meet and greet groups in the morning so children are settled at the beginning of the day. It may be attending specific groups such as emotional literacy and anger management techniques. They may also support children to integrate into the classroom. The nurture team also lead young carer groups on a weekly basis. There will be a member of staff to lead behaviour and attendance within school. So both areas can be followed up immediately. This involves a lot of communication and working with multiple agencies.</p>	<p>Implementation and Evaluations of Nurture development plan. Number of behaviours incidents will significantly reduce. Children will be ready to learn in lessons seen during lesson observations. No exclusions. Successful multi agency working in order for children to access the support they need.</p>	<p>Jayc Dryden and Sarah Thompson</p>	<p>Jan 2018</p>
<p>Children's attainment in KS1 will be in line with school all.</p> <p>Children's communication and language skills will improve within Early Years this in turn will aid vocabulary development and reading improvement.</p>	<p>Use of staff to deliver focused 1:1 tuition for RWI from September.</p>	<p>This is to support year groups with a particular high number of pp children within the cohort to address gaps in skills and move children on when needed. This will be adjusted dependant on the proportion of pp children.</p>	<p>Monitoring of provision maps. Class observations. Taking part in mobilise. Data analysis of class data and intervention starting and end points. Peer observations. Intervention drop ins.</p>	<p>RWI manager</p>	<p>Jan 18</p>

Children's attainment in KS1 will be in line with school all.	Use of staff to deliver focused small group work for KS1 and 2 children who are just below age expected attainment.	This is to support year groups with a particular high number of pp children within the cohort to address gaps in skills and move children on when needed. This will be adjusted dependant on the proportion of pp children.	Monitoring of provision maps. Class observations. Taking part in mobilise. Data analysis of class data and intervention starting and end points. Peer observations. Intervention drop ins.	ECC manager/ Maths SL	Jan 18
Children's attainment in KS1 will be in line with school all.	Home reading rewards purchased to continue the push on independence and enjoyment in reading	Children are encouraged to read more than 3 times every week. Each term they receive a certificate to reward and are entered into a draw to win reading prizes. This is to encourage children to read independently, enjoy reading, question what they have read and check they understand what they have read. Leading to be able to access the curriculum at the expected level.	Tracking number of children reading each week Looking for patterns in numbers increasing Attainment in reading RWi progress numbers	English subject leader	Jan 2018

Total budgeted cost £107650

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?
Children will feel comfortable in a range of social and emotional situations, allowing them to demonstrate appropriate behaviours in school and the wider community. They will be ready to learn.	Operate a breakfast club for children whose attendance needs to improve or if they are vulnerable children. Staffing costs. Resources purchased for lunchtime and breaktime provision to enhance the social experiences and emotional wellbeing	PP children whose attendance needs to improve or are vulnerable are offered a place at breakfast club free of charge. This is to ensure the children have a good breakfast, punctual and ready to learn. The children's attendance will improve.	Monitoring of attendance and tracking those who attend breakfast club.	Amanda Ranshaw	Jan 18
Children will feel comfortable in a range of social and emotional situations, allowing them	Purchase of PE kit for children who require it.	This is to ensure that every child has the opportunity to take part in every PE session and feels confident wearing the appropriate kit.	All children will take part in every PE lesson and don't feel ostracised by being unable to bring a kit to school.	PE lead	Jan 18

to demonstrate appropriate behaviours in school and the wider community. They will be ready to learn.		To tackle the key messages in the government's obesity strategy.			
Children feel motivated and encouraged to attend fully, to demonstrate an outstanding attitude in all times during the day.	Rewards Badges Golden trip Termly reward 'Buffets with a twist'. Attendance and behaviour of pupil premium children is tracked and monitored	Children are rewarded and emphasis is put on this to ensure children do achieve and want to be rewarded. Attendance and behaviour is tracked alongside attainment to ensure no patterns arise. If they are interventions and support can be put in place. We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step for those who it affects.	Number of golden children is tracked Attendance data is tracked	BAPS Head teacher	Jan 18
Extra-curricular clubs provided for pupil premium children to enhance experiences outside of the curriculum and approach learning in a different way.	Magical maths Extracurricular clubs offered for PP first to enhance self-esteem, core strength	Year 2 pupil premium children will be given first priority in attending to raise standards in year 2 Maths achievement this is linked to aim 1 of SDP to diminish the gap to within 5% of national all. Additional maths support outside of the classroom. Clubs run include netball, cricket, multisport, football, craft, nature, gardening, mini squash, fencing, archery and tri-golf.	Tracking of club registers to monitor attendance	Head teacher/KS1 leader	Jan 2018
Children feel motivated and encouraged to attend fully, to demonstrate an outstanding attitude in all times during the day.	Play therapy is provided for children who require emotional and wellbeing support.	Children who are experiencing issues outside of the classroom e.g. home find it hard to concentrate and focus on work. They will have access to play therapy to address and ensure they are ready to learn and receiving any other additional support they require.	Children will make academic progress in line with others	BAPS	Jan 2018
Total budgeted cost					£36500
Total overall budget cost					£272047

6. Review of expenditure				
Previous Academic Year		2016-2017		
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>Children's reading ability will improve across the school.</p> <p>Children will be able to read a wide range of words and nonsense words using all sounds from set 1, 2, 3 and apply confidently.</p>	<p>Full time Read, Write, inc manager.</p> <p>Purchase of RWI texts.</p>	<p>Success criteria achieved.</p> <p>87% of Y1 pupils achieved the standard passing the phonics screening above the national average of 81%. PP children achieved the same standard of 87% meaning no difference in achievement.</p> <p>In year 2 67% children passed the retake but PP children 86% of children achieved the standard meaning the dedicated work with PP children had a clear impact as the previous year showed a difference in achievement between all and PP.</p>	<p>This approach will continue next due to the clear impact on standards but we will now focus on 1:1 intervention for phonics from September.</p>	£36376
<p>Children's reading ability will improve across the school.</p> <p>Children will be able to read a wide range of words and nonsense words using all sounds from set 1, 2, 3 and apply confidently.</p> <p>Children's communication and language skills will improve within Early Years and KS1- this in turn will aid vocabulary development and reading improvement.</p>	<p>Use of 4x TA's to deliver focused small group work when required.</p> <p>Cover costs to attend ECC clusters.</p>	<p>Success criteria achieved. Key stage 2 results in reading showed that 70% of year 6 pupils achieved the standard in reading. (National 71%). 65% pp children achieved the standard but scaled score showed they achieved national of 104. This increased from 26% the previous academic year.</p> <p>Success criteria achieved.</p> <p>87% of Y1 pupils achieved the standard passing the phonics screening above the national average of 81%. PP children achieved the same standard of 87% meaning no difference in achievement.</p> <p>In year 2 67% children passed the retake but PP children 86% of children achieved the standard meaning the dedicated work with PP children had a clear impact as the previous year showed a difference in achievement between all and PP.</p> <p>Success criteria mostly achieved</p> <p>68% met GLD in EYFS to achieve the standard across all areas including communication and language. National 70%. 65% PP achieved the standard of those that did not we have evidence to support they have received and they have made progress by 1 stage</p>	<p>Reading approaches will continue for those who are key marginal children but intervention support will be focused on key stage 1.</p> <p>Speech and language provision will continue.</p>	£105042

<p>Children will feel comfortable in a range of social and emotional situations, allowing them to demonstrate appropriate behaviours in school and the wider community. They will be ready to learn.</p>	<p>Providing children with out of the ordinary experiences, to engage in learning through use of trips and visitors.</p> <p>TRIPS/VISITORS: Holocaust Lincolnshire Life The Collection Rhubarb Theatre Pandemonium Production Rand Farm Residential Magna Woodside Falconry Yorvic Centre Whisby Nature Reserve Kingsdown Residential Forestry School Project Hartsholme Park Pantomime Science Dome Planetarium Wilderspin Coast Gibraltar Point Lincs Show Space Centre Mosque</p>	<p>Children's quotes state impact</p> <p>ED 'I learnt how chocolate was made and the trip was excellent'</p> <p>MT 'I learnt about different animals and what they are called and what they eat. This was so much better than just seeing pictures of them'</p> <p>AP ' We got to find real objects from the beach and we could feel and explore them'</p> <p>CB 'We got to learn so much about real life war stories, we even got to meet a survivor. His story was incredible'</p> <p>TF 'Being able to face my fear allowed me to overcome my fear of height's at Kingswood'</p> <p>CH ' We got see a model of a rocket and experience a 360 cinema which showed what space would be like'</p> <p>CB 'I liked dressing up and taking part in real life stories'</p> <p>Facebook and twitter show a range of photo evidence and videos of experiences in real life.</p> <p>All children have been able to access these and build on these in academic work when returning to the classroom.</p>	<p>Some trips didn't take place but were replaced by another event and trip which was deemed to more cost effective and better matched the outcomes for the desired learning.</p>	<p>£10928 Plus other trips that happened in place of some of these</p>
<p>ii. Targeted support</p>				

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
Children's reading ability will improve across the school.	Experienced teachers to deliver boosting sessions in preparation for SATs.	Success criteria achieved. Key stage 2 results in reading showed that 70% of year 6 pupils achieved the standard in reading. (National 71%). 65% pp children achieved the standard but scaled score showed they achieved national of 104. This is an increase from 26% the previous year. In KS1 the percentage of pupils achieving the standard increased for all children although it did not met national standards. 61%-67% (national 76%)	Have identified key marginal children and access to an experienced teacher to focus on identified objectives has an impact which we will continue with next year using the pixl model in year 6 and boosting in year 2.	£24250
Children's communication and language skills will improve within Early Years and KS1- this in turn will aid vocabulary development and reading improvement.	Purchase of Speech Therapist- 1 full day per week.	Children access speech and language progressed 1 or 2 stages. 11/18 children achieved the ELG and the other 7 made Staff have been able to continue this work within class and seen a clear impact.	This level of support has had impact in children's attitudes and approach to task. Staff working with the children have noticed a clear difference and been able to continue this work within the classroom. This will continue next year.	£8200

iii. Other approaches

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
Children will feel comfortable in a range of social and emotional situations, allowing them to demonstrate appropriate behaviours in school and the wider community. They will be ready to learn.	Operate a breakfast club for children whose attendance needs to improve or if they are vulnerable children. Staffing costs.	Breakfast club is run each day before school offering breakfast and a structured routine to start the day. On average 50% of breakfast club was made up of PP children over the academic year. Looking at pupil premium who attended over the year 3 children showed attendance of 97.62, 98.41 and 98.93 EB 'I love getting to choose my own breakfast and having different activities each morning'	Breakfast club will continue with pp being the priority and places targeted. We will consider how to can maximise this positive effect by investigating further wrap around care and investigating PA/ attendance that dropped last year to target.	£7000

Children will feel comfortable in a range of social and emotional situations, allowing them to demonstrate appropriate behaviours in school and the wider community. They will be ready to learn.	Providing a full time Nurture/Pastoral team.	Children have accessed nurture provision all year. Case studies show the impact this level of support has had on individuals to be able to access the curriculum in the classroom. Attendance for PP is 96.41%	Number of reds has increased this year but this is due to certain individual case studies related to other needs. Pastoral support has ensured these children were able to stay in school.	£72619
Children will feel comfortable in a range of social and emotional situations, allowing them to demonstrate appropriate behaviours in school and the wider community. They will be ready to learn.	Golden trips/rewards- to reward consistently positive attitudes to learning and attendance.	Number of children achieving a golden treat has been high across the year. e.g. term 6 180 children achieved over 96% attendance and staying on green.	This didn't necessarily impact on attendance over the year due to the rise in illnesses over the school this academic year. We are introducing other strategies to influence attendance e.g. related to holidays	
Children's reading ability will improve across the school.	Purchase of reading rewards.	The number of children reading every week at home has increased each term over the year which in turn was replicated in the KS2 SAT's results rising from 26% to 70%.	This will continue with the aim to get close to 80% of the school this next year.	£300
Children will feel comfortable in a range of social and emotional situations, allowing them to demonstrate appropriate behaviours in school and the wider community. They will be ready to learn.	Purchase of PE kit for children who require it.	All children were able to take part in PE no matter if they had a PE kit or not. This has been used throughout the year and all children have been able to access sports coaching, PE lessons, sporting events and extracurricular experiences.	Amount of kits has gone down over the year based on children who needed them. We will restock the sizes and make sure these are accessible so everyone can take part in PE.	£125

7. Additional detail

Nurture well- being case study
Work samples referring to trips and real life experiences
Attendance reports