

Pupil premium strategy statement (primary)

1. Summary information					
School	Ermine Primary Academy				
Academic Year	2016-2017	Total PP budget	£270, 600	Date of most recent PP Review	Jan 17 Feb 17 (with governors and trust)
Total number of pupils	439	Number of pupils eligible for PP	215	Date for next internal review of this strategy	Feb 17

2. Current attainment (2015-2016)		
	<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	24%	60%
% reading	26%	71%
% writing	71%	79%
% maths	74%	75%

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 reaching expected levels in reading at end of Key Stage 2.
B.	Disadvantaged children passing the phonic screening test are below others nationally.
C.	Children joining the school significantly below expected in all areas especially communication and language.
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 reading ability will improve across the school.	Children to meet national standards in reading by end of key stage 2.
B.	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.	Disadvantaged children will be in line with others nationally passing the phonic screening test

C.	Children's communication and language skills will improve within Early Years and KS1- this in turn will aid vocabulary development and reading improvement.	Children will make accelerated progress after joining the school to become in line with age expected, especially in communication and language.
D.	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.	Children will be able to access the nurture/pastoral team and feel comfortable in doing so. Children will be in a positive mind set to learn. The identified children accessing nurture will demonstrate improved data scores using flic and testing.

5. Planned expenditure

Academic year

2016-2017

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?
<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>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.</p>	<p>Weekly RWI meetings.</p> <p>Training received from Read, write, inc consultant.</p> <p>Lesson observations of RWI.</p>	<p>Head Teacher</p>	<p>Easter 2017</p>
<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>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. TA's will provide targeted interventions using programs such as ECC, First class, RWI 1-1 boosting.</p>	<p>Monitoring of provision maps.</p> <p>Class observations.</p> <p>Taking part in mobilise.</p> <p>Data analysis of class data and intervention starting and end points.</p> <p>Peer observations.</p> <p>Intervention drop ins.</p>	<p>Assistant Head- Mrs Hoyland</p>	<p>Jan 17</p>

<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 Pleasure Island Visitors to school After school clubs: Cooking club Music tuition, listening lady, Archery.</p>	<p>Children will have the opportunity to take part in school trips, and exciting 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 problems 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, open doors to new opportunities.</p> <p>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>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 17</p>
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Total budgeted cost					£163,943
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 and KS1- 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.	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.
Children's reading ability will improve across the school.	Experienced teachers to deliver boosting sessions in preparation for SATs.	Following the PIXL ethos, therapy groups to address specific gaps in skills and knowledge in preparation for SAT's. Pixl suggests these therapy groups should be delivered by an experienced teacher, for short bursts of time.	SAT's results. Moderation Work samples. Pixl entry and exit tests.	KS2 Leader	Feb 17 /May 17 and when results are published.
Total budgeted cost					£32,450
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.	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.	Mrs Sperrin	Dec 17/April 17/June 17
Children will feel comfortable in a range of social and emotional situations, allowing them	Providing a full time Nurture/Pastoral team.	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	Implementation and Evaluations of Nurture development plan. Number of behaviours incidents will significantly reduce.	Mrs Sperrin Assistant Head- Mrs Hoyland	Nov 17/Feb 17/May 17

to demonstrate appropriate behaviours in school and the wider community. They will be ready to learn.		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 multi agencies.	Children will be ready to learn in lessons seen during lesson observations. Fewer exclusions. Successful multi agency working in order for children to access the support they need. Attendance will be at 96% to meet national expectation.		
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.	Children to have something to aim for in regards to attitudes to learning and behaviour- also linked to attending school. Provide motivation for children. Children who remain on green according to the behaviour policy for each short term and has attendance of at least 96% will be selected to join a surprise golden treat- this may be circus workshop, picnic, theatre groups, sporting activities, trips.	Track the amount of children entitled to take part in golden treats- does this improve. Mrs Sperrin to track any children whose attendance it the factor letting them down- and arrange attendance panel if required. The amount of yellow and red behaviours recorded will reduce.	Head Teacher-Mr Sale Mrs Sperrin	Every short term.
Children's reading ability will improve across the school.	Purchase of reading rewards.	Parent engagement in reading at home with children is relatively low. Introducing reading rewards to promote reading with children to increase the amount of times read each week. Children will then make faster progress in reading. Workshops are also offered throughout the year for parents to come and watch their children learn how to read.	Track the amount of reading rewards given out each term.	Head teacher- Mr Sale English Leader- Miss Truswell.	Every short term.
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.	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.	Head Teacher- Mr Sale	Jan 17/ Jul 17
Total budgeted cost					£84,195
Total overall budget cost					£280,588 Over spend of £9,988

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

<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 a full time Nurture/Pastoral team.</p>	<p>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.</p> <p>Attendance for PP is 96.41%</p>	<p>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.</p>	<p>£72619</p>
<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>Golden trips/rewards- to reward consistently positive attitudes to learning and attendance.</p>	<p>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.</p>	<p>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</p>	
<p>Children's reading ability will improve across the school.</p>	<p>Purchase of reading rewards.</p>	<p>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%.</p>	<p>This will continue with the aim to get close to 80% of the school this next year.</p>	<p>£300</p>
<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>Purchase of PE kit for children who require it.</p>	<p>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.</p>	<p>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.</p>	<p>£125</p>