

Pupil premium strategy statement for Eastwick Schools

1. Summary information					
School	Eastwick Schools				
Academic Year	2015-16	Total PP budget	£11,880 (infants) £54,120 (juniors)	Date of most recent PP Review	20.1.16 (by Tony Dimmer)
Total number of pupils	253 (infants) 379 (juniors)	Number of pupils eligible for PP	9 (infants) 42 (juniors)	Date for next internal review of this strategy	Dec'16

2a. Current attainment at infants				
EYFS	% of children achieving a good level of development			
Good level of development	Pupils eligible for PP (your school) Cohort: 4 children		Pupils not eligible for PP (national average) Cohort: 78 children	
	50%		82%	
KS1 National Curriculum	% of children met end of KS1 expectations, excluding centre children			
	Pupils eligible for PP (your school) Cohort: 3 children (including centre children)	Pupils eligible for PP (your school) Cohort: 3 children (excluding centre children)	Pupils not eligible for PP (your school) Cohort: 80 children (including centre children)	Pupils not eligible for PP (your school) Cohort: 73 children (excluding centre children)
Reading	100%	100%	73%	79%
Writing	100%	100%	74%	81%
Maths	100%	100%	81%	89%
Combined R W M	100%	100%	68%	74%

2b. Current attainment at juniors					
Subject		% of children met end of KS2 expectations			
		Pupils eligible for PP (your school) Cohort: 12 children (including centre children)	Pupils eligible for PP (your school) Cohort: 10 children (excluding centre children)	Pupils not eligible for PP (national average) Cohort: 82 children (including centre children)	Pupils not eligible for PP (national average) Cohort: 77 children (excluding centre children)
Reading		66%	80%	76% (66%)	88% (66%)
SPAG		58%	70%	69% (72%)	75% (72%)
Writing		58%	70%	78% (74%)	84% (74%)
Maths		58%	70%	69% (70%)	73% (70%)
Combined EMW attainment		58%	70%	58% (53%)	62% (53%)
2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria			
A.	Accelerated progress to close the gap (Measure by data, learning walks, book sampling)	The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points as shown in data, learning walks, observations, work sampling, individual case studies.			
B.	Build confidence and independence in children (Measure by learning walks, book sampling, CQ data)	Using the 'personal development' section within CQ to report on the progress and attainment against bronze, silver and gold with 85-90% achieving gold at the end of each milestone. Parent and children questionnaires show 95% agree or strongly agree : they feel safe at school; is well looked after at school; the school makes sure children are well behaved; school deals effectively with bullying; the school is well led and managed. 100% of formal observations and informal learning walks at break and lunchtimes judge behaviour and personal development good or better.			

3. 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?
Accelerated progress to close the gap	Teaching to mastery	Most recent research Data analysis shows that specific gaps were identified and more teaching was required to secure this learning before moving on	Training of Chris Quigley's assessment model Coaching and mentoring of staff and teaching methods used Explore new methods such as Singapore maths	Senior leaders	Termly
Build confidence and independence in children	Increase the opportunities for independent learning	Case study scrutiny shows that some of our children not achieving expectations lack confidence and are not willing to move out of their comfort zones as they would prefer not to make mistakes. Data analysis shows some children struggling to apply skills independently	Further training and implementation of the padding, snorkelling and diving element of our assessment tool. Peer observations of reception classes followed by professional dialogue of how to build upon this model of self-choice and independence.	Assessment leaders EYFS leader	Termly
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?
Accelerated progress to close the gap Build confidence and independence in children	Individualised learning plan (using be the best you can be approach)	Schools within the South East who have been part of the BTBYCB programme have proved an improvement in progress data. The programme fits with our vision and gives staff the tools to share with the children based on setting ambitious goals, agreeing steps and applying a growth mindset.	Further training for all staff. Workshops for parents. Identify pockets of excellence and share this good practice. Have a monitoring focus in the Spring term during learning walks.	Teaching & Learning Leader	Spring term
	Fine tune progress data and identify gaps, leading to intervention groups	2015-16 data analysis identified key strands where children did not achieve so well (e.g. presentation in English).	Revise medium and short term plans to ensure more teaching opportunities are found to teach those areas identified. Learning walks, planning scrutiny, work sampling.	Senior leaders	Spring then summer term
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?

Build confidence and independence in children	Horse riding for centre children Class pets for mainstream	Extensive research proves that caring for animals is therapeutic and aids: socialisation, speech, confidence, responsibility, independence (all of which are skills necessary in life and learning). Emotional literacy support	Head of centre share rational with staff Clear risk assessment put into place Secure funding	Inclusion team	Spring then Summer term
Total budgeted cost					£11,880 & £54,120

4. Review of expenditure				
Previous Academic Year		2015-2016		
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
Increased number of lessons judged as good and better.	Use of the 'Iris Connect' system (which is a web cam), allowing teachers to record their lessons to aid self-reflection and thus improve teaching standards. It also enables teaches to focus on a particular group of children. Total cost for 3 yr period £6,538.	There has been an increase in the number of good and better lessons - 100% teaching judged good and better with 50% judged as outstanding.	Once the barrier of setting up the camera was removed with the IT technician setting up (in line with agreed timetable), staff used this resource well. Continue approach.	£2,179 per annum.
Increase the proportions of children receiving high quality feedback in daily lessons.	Intensive training for classroom support staff in mainstream classes, in accordance with the Sutton Trust report findings i.e. increasing the amount of high quality feedback to children.	Work sampling, learning walks and lesson observations confirm that support staff are used effectively to increase the number of children receiving feedback. Children report that when this feedback is given within the lesson, they feel well supported to respond to their next step.	Once support staff were well rehearsed in the use of the marking code, they were effective with their feedback. Continue approach.	£21, 913
Rigorous performance management ensures CPD is specific and effective.	Teacher training to monitor the impact of Teaching Assistants to enhance the level of support children receive.	In addition to high quality feedback, support staff are receiving bespoke training such as: teaching of guided reading; better reading partnerships; application of GPS in writing; and use of phonic knowledge in reading and writing.	Once a clear structure was shared explicitly and followed up, learning walks noted the training have an impact e.g. training, time to apply, follow up session on www & ebi	No cost Delivered inhouse by leaders
ii. Targeted support				
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
Accelerated progress to close the gap	Reverse integration (time with specialist teachers)	Case studies show children making good progress against their starting point and those children with complex needs are measured using the Quigley 'pebbles' system which shows strong progress.	Specialist teachers are able to apply specific stratgeis and are able towork at slower pace so children have time to master. We need to be careful that by working in much smaller groups, these children do not become reliant on the adults. To continue for a specified block of time.	Already built into SEN budget

Build confidence and independence in children	Booster groups.	As a result of social skills groups children have improved their learning behaviours. Additional reading and benchmarking identifying clear next steps, ensured all children have accelerated in to the next reading band. Additional writing groups have improved children's independence.	Children can be tired before they start their day. Whilst progress was made, with improved first class teaching, these sessions should not be required as frequently.	TA £7,440
Accelerated progress to close the gap	Dyslexia support.	Read write programme has had a significant impact on children's writing with many children on track to meet expectation by the end of KS2.	Touch typing needs to be taught earlier in the school. More laptops / tablets required. To continue.	TA £7,440
Accelerated progress to close the gap	SNAP Maths Maths zone	As a result of maths interventions, children's fluency with mental maths strategies has improved and children's improved confidence has enabled them to make strong progress.	Now the children need to improve their independence in problem solving which is the intervention focus. To continue.	TA £8,757
Build confidence and independence in children Accelerated progress to close the gap	Better Reading Partnership Precision Teaching	Accelerated progress with children moving through the reading scheme at least double the speed of peers.	Time (20 mins per day) must be protectd at least 4 times per week for each child Well trained colunteers such as parents can be trained and used to deliver within class or at home to their children.	TA £8,757
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
Provide emotional support so that the children are ready to learn.	Bereavement counselling. Emotional literacy support (ELSA) Home School Link Worker.	See case studies for individual impact.	We cannot meet demand and therefore trained all TA's offering a three tier systems i.e. Class TA ELSA, ELSA delivered by qualified professional, HSLW To continue.	ELSA £2,186 Bereavement £2960 Art Therapy £3048 HSLW(paid within the ELP contribution £12,660) not included below.
Accelerated progress to close the gap Build confidence and independence in children	Paying for clubs including breakfast and after school club	As a result of regular homework support, the children are showing improvements in their attainment. Attendance at additional clubs has resulted in improved confidence and independence	When BFC / ASC are trained and there is a balance of expertise across EYFS, KS1 & KS2, children make the most impact. To continue.	No cost
Full access to the curriculum.	Funding of trips.	Self esteem improved and feely fully included within their class resulting in good emotional well being.	Charities are also able to prvide funding to support families in this area which protects more PP funding for the above. To continue.	£826 external club £228 uniform £266 school meals
Total Cost				£66,000