

Pupil Premium Strategy 2017-18

Academic Year	2017-18	Total PP Budget		Date of PP Review	15 th December 2017
Total Pupils		Number of PP Pupils		Date of Review	

Attainment 2016/17 – Key Stage One		
	Disadvantaged pupils	National - Pupils not disadvantaged
% achieving expected standard in reading	50%	
% achieving expected standard in writing	50%	
% achieving expected standard in maths	50%	
% achieving greater depth in reading	0%	
% achieving higher standard in writing	0%	
% achieving higher standard in maths	0%	

Attainment 2016/17 – Key Stage Two		
	Disadvantaged pupils	National - Pupils not disadvantaged
% achieving expected standard in reading, writing and maths	33%	
% achieving higher standard in reading, writing and maths	0%	
KS1 – KS2 progress in reading	6.83	
KS1 – KS2 progress in writing	6.61	
KS1 – KS2 progress in maths	1.41	

Barriers to future attainment (for disadvantaged pupils)	
A	Many pupils have limited experiences and do not engage in diverse cultural activities.
B	Many of our disadvantaged pupils are also identified as vulnerable pupils for different reasons.

Desired Outcomes	
A	All pupils, including disadvantaged pupils, exceed national averages at the end of a key stage in reading, writing and maths.
B	All pupils, including disadvantaged pupils, make better than expected progress across each key stage.
C	All pupils in school have access to inspirational experiences that enrich their educational provision.

Planned Expenditure					
Quality of teaching for all					
Desired outcome	Chosen approach	Evidence/rationale	Monitoring	Staff Lead	Review
All pupils, and key groups, achieve ARE or make rapid progress to catch up with peers at end of each year.	Deploy teaching assistants effectively to provide support to targeted individuals/key groups.	The T+L toolkit highlights the high cost/low impact of teaching assistants in general. However there is clear evidence that our strategy at Eastburn of using support staff to provide pre/post targeted support for identified pupils impacts positively on pupil progress and ensures catch-up.	<ul style="list-style-type: none"> ▪ Pupil tracking and half-termly assessment information review. ▪ Pupil progress meetings. ▪ Lesson observations. 	BH	15 th December 2017 29 th March 2018 24 th July 2018
Impact (December 2017)					
				Total budgeted cost	

Targeted support					
Desired outcome(s)	Chosen approach	Evidence/rationale	Monitoring	Staff Lead	Review
Pupils achieve the expected standard or make rapid progress to catch up with peers at end of each relevant key stage.	Provide targeted support for identified pupils through the Inclusion Leader.	The T+L toolkit highlights the moderate cost/medium impact of small group tuition. There is clear evidence that our strategy of using the Inclusion Leader to provide targeted support for identified pupils impacts positively on pupil progress and ensures catch-up.	<ul style="list-style-type: none"> ▪ Pupil tracking and half-termly assessment information review. ▪ Pupil progress meetings. 	JH	15 th December 2017 29 th March 2018 24 th July 2018
<p>Vulnerable pupils develop improved social and emotional skills.</p> <p>Vulnerable pupils are equipped to access the mainstream curriculum at the appropriate level.</p>	<p>To provide targeted support to vulnerable pupils through daily Nurture Group provision.</p> <p>To provide targeted support to vulnerable pupils through regular Monster Magic sessions.</p>	The T+L toolkit highlights the moderate cost/medium impact of focusing on social and emotional learning. Eastburn is highly committed to supporting our most vulnerable pupils and ensuring all can access the mainstream curriculum.	<ul style="list-style-type: none"> ▪ Boxall Profiles. ▪ Pupil tracking and half-termly assessment information review. ▪ Pupil progress meetings. ▪ Lesson observations. 	JH	15 th December 2017 29 th March 2018 24 th July 2018
Impact (December 2017)					
				Total budgeted cost	

Other approaches					
Desired outcome	Chosen approach	Evidence/rationale	Monitoring	Staff Lead	Review
All pupils have a range of metacognition strategies to use within lessons and across the curriculum subjects.	To develop pupils' learning behaviours throughout school through the development of Building Learning Power. Buy in support from The Learning Organisation to provide quality CPD and 1:1 for all staff in school.	The T+L toolkit highlights the low cost/high impact of work to develop pupil meta-cognition. Eastburn Junior and Infant School has made this central to its school ethos in order to raise pupil outcomes and promote learning engagement.	<ul style="list-style-type: none"> ▪ Pupil tracking and half-termly assessment information review. ▪ Pupil progress meetings. ▪ Pupil interviews. 	BH	15 th December 2017 29 th March 2018 24 th July 2018
All pupils have access to the full range of enrichment activities on offer in school.	All children who take up Pupil Premium are fully funded for events, trips and activities. Identify key groups and key year groups to take part in enrichment activities. Identify targeted pupils throughout school to take part in outdoor learning opportunities.	The T+L toolkit highlights the low cost/medium impact of offering participation in different events and activities. There is clear evidence that our strategy of providing enrichment for pupils impacts positively on pupil well-being and learner engagement.	<ul style="list-style-type: none"> ▪ Participation rates. 	JW	15 th December 2017 29 th March 2018 24 th July 2018
Impact (December 2017)					
				Total budgeted cost	£

Review of expenditure												
Previous academic year – 2016/17												
Quality of teaching for all												
Desired outcome	Chosen approach	Impact of actions							Lessons learned	Cost		
All pupils, and key groups, achieve ARE or make rapid progress to catch up with peers at end of each year.	Deploy teaching assistants effectively to provide support to targeted individuals/key groups.	Attainment for disadvantaged pupils 2016/17:								<p>The school takes an active approach to the deployment of support staff and reviews how they are deployed to ensure that pupils who need to catch up receive targeted support.</p> <p>Half-termly PPMs identify progress that key groups are making and those that are underachieving. A key focus group in these meetings are pupils who take up Pupil Premium and outcomes of these meetings are then used to deploy support staff.</p> <p>Outcomes highlight an improvement in the progress made by pupil premium pupils, but that more is needed to reach and exceed national averages.</p> <p>This strategy will be adopted in the 2017/18 academic year.</p>	£15,594	
		Key Stage Two	Expected Standard 2015-16	Expected Standard 2016-17	National 2016-17	Greater Depth 2015-16	Greater Depth 2016-17	National 2016-17	Progress (2015-16)			Progress (2016-17)
		Combined	33%	25%	67%	0%	0%	11%	-			-
		Reading	50%	50%	77%	0%	25%	29%	-4.29			4.59
		Writing	50%	50%	81%	0%	25%	21%	-3.75			3.55
		Maths	33%	25%	80%	0%	0%	27%	-7.51			-0.11
		GPS	33%	33%		17%	0%					
		Key Stage One	Expected Standard 2015-16	Expected Standard 2016-17	National 2016-17	Greater Depth 2015-16	Greater Depth 2016-17	National 2016-17				
		Reading	33%	50%		33%	0%					
		Writing	67%	50%		0%	0%					
		Maths	67%	50%		0%	0%					
		Y1 Phonics	50%	100%		-	-					
		Y2 Phonics	67%	0%		-	-					

Targeted support				
Desired outcome	Chosen approach	Impact of actions	Lessons learned	Cost
Pupils achieve the expected standard or make rapid progress to catch up with peers at end of each relevant key stage.	Provide targeted support for identified pupils through the Inclusion Leader.			
<p>Vulnerable pupils develop improved social and emotional skills.</p> <p>Vulnerable pupils are equipped to access the mainstream curriculum at the appropriate level.</p>	<p>To provide targeted support to vulnerable pupils through daily Nurture Group provision.</p> <p>To provide targeted support to vulnerable pupils through regular Monster Magic sessions.</p> <p>To support parents and carers through the Family Links programme.</p>			

Other approaches																		
Desired outcome	Chosen approach	Impact of actions			Lessons learned	Cost												
All pupils have a range of metacognition strategies to use within lessons and across the curriculum subjects.	To develop pupils' learning behaviours throughout school through the development of Building Learning Power. Buy in support from The Learning Organisation to provide quality CPD and 1:1 for all staff in school.	The school made Building Learning Power central to its ethos and teaching and learning practice. This focus is aimed at developing high levels of metacognition in all pupils so as they are able apply a range of different 'learning muscles' in lessons to enable them to learn more effectively. The impact of this work is clearly evident in school as lesson observation feedback demonstrates that pupils are now more aware of how to solve problems independently, and recognise that a range of strategies are available to them when they become 'stuck'. Pupils are embracing the new level of challenge and expectation that is presented to them, as they are more focused on their learning and this has resulted in a significant reduction in behaviour incidents in the classroom and minimised incidents of low-level disruption.			Building Learning Power is central to the school ethos and culture at Eastburn Junior and Infant School. Evidence and feedback from different monitoring and evaluation activities in school highlights much improved levels of pupil engagement and a commitment to learning throughout school. Pupils are developing a range of learning to learn strategies that they employ regularly to help them make progress. This strategy will be adopted in the 2017/18 academic year.													
		<table border="1"> <thead> <tr> <th>EYFS</th> <th colspan="4">Key Stage One</th> <th>Lower Key Stage Two</th> <th colspan="3">Upper Key Stage Two</th> </tr> </thead> <tbody> <tr> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: green;"></td> <td style="background-color: green;"></td> <td style="background-color: yellow;"></td> </tr> </tbody> </table> <p>Outcomes from monitoring and evaluation (see Learning Over Time Analysis Grid below) indicate that the quality of teaching and learning is improving throughout school, and that all instances of poor teaching have been eradicated, though the Leadership Team and Governing Body recognise that establishing a consistently high quality of T+L throughout all classes and across the key stages is of the highest priority.</p>	EYFS	Key Stage One				Lower Key Stage Two	Upper Key Stage Two									
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<p>All pupils have access to the full range of enrichment activities on offer in school.</p>	<p>All children who take up Pupil Premium are fully funded for events, trips and activities.</p> <p>Identify key groups and key year groups to take part in enrichment activities.</p> <p>Identify targeted pupils throughout school to take part in outdoor learning opportunities.</p>	<p>All pupils who take up Pupil Premium are funded for events, trips and activities. A review of Autumn Term demonstrates a range of activities are available for pupils to access and that these are funded by school e.g. piano lessons, outdoor learning (see SMSC Tracking Grid).</p> <table border="1" data-bbox="520 240 1526 878"> <thead> <tr> <th data-bbox="520 240 617 310">YG</th> <th data-bbox="617 240 1526 310">Events/Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="520 310 617 380">EYFS</td> <td data-bbox="617 310 1526 380">Tropical World Visit (2 x pupils @ £19) – TOTAL £19.</td> </tr> <tr> <td data-bbox="520 380 617 449">1</td> <td data-bbox="617 380 1526 449">Skipton Castle Trip (2 x pupils @20.80) – TOTAL £20.80.</td> </tr> <tr> <td data-bbox="520 449 617 558">2</td> <td data-bbox="617 449 1526 558">Thackray Medical Museum (2 x pupils @ £30), Bradford Industrial Museum (2 x pupils @ £22), ZooLab (2 x pupils @ £4) – TOTAL £60.</td> </tr> <tr> <td data-bbox="520 558 617 667">3</td> <td data-bbox="617 558 1526 667">Leeds City Museum (1 x pupil @ £9.80), Leeds Discovery Centre (1 x pupil @ £10), Cliffe Castle (1 x pupil @ £5.50) – TOTAL £25.30.</td> </tr> <tr> <td data-bbox="520 667 617 737">4</td> <td data-bbox="617 667 1526 737">Music Day (2 x pupils @ £14), Cliffe Castle (2 x pupils @ £16) – TOTAL £30.</td> </tr> <tr> <td data-bbox="520 737 617 807">5</td> <td data-bbox="617 737 1526 807">Star Centre (4 x pupils @ £60) – TOTAL £60.</td> </tr> <tr> <td data-bbox="520 807 617 878">6</td> <td data-bbox="617 807 1526 878">High Adventure Residential (2 x pupils @450) – TOTAL £225.</td> </tr> </tbody> </table>	YG	Events/Activities	EYFS	Tropical World Visit (2 x pupils @ £19) – TOTAL £19.	1	Skipton Castle Trip (2 x pupils @20.80) – TOTAL £20.80.	2	Thackray Medical Museum (2 x pupils @ £30), Bradford Industrial Museum (2 x pupils @ £22), ZooLab (2 x pupils @ £4) – TOTAL £60.	3	Leeds City Museum (1 x pupil @ £9.80), Leeds Discovery Centre (1 x pupil @ £10), Cliffe Castle (1 x pupil @ £5.50) – TOTAL £25.30.	4	Music Day (2 x pupils @ £14), Cliffe Castle (2 x pupils @ £16) – TOTAL £30.	5	Star Centre (4 x pupils @ £60) – TOTAL £60.	6	High Adventure Residential (2 x pupils @450) – TOTAL £225.	<p>Eastburn Junior and Infant School is an inclusive school that is committed to ensuring no child is disadvantaged and that all pupil have access to the full range of enrichment opportunities.</p> <p>All events and trips are well attended and this strategy will be adopted in the 2017/18 academic year.</p>	
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