



EARLSMEAD PRIMARY SCHOOL

PUPIL PREMIUM GRANT EXPENDITURE

Summary information					
Academic Year	2019-2020	Total PP budget	£101 640.00	Date of most recent PP Review	Sept 2019
Total number of pupils	326	Number of pupils eligible for PP	67 (21%)	Date for next internal review of this strategy	Jan 2020

PUPIL PREMIUM PROPORTION BY YEAR GROUP

Total Number of PP Children	Number of eligible Girls	Number of eligible Boys	Number of LAC children	Number of post-LAC children	Number of service children	
67	32	35	1	4	0	

Year Group	R	Y1	Y2	Y3	Y4	Y5	Y6
Percentage of Year Group	13%	29%	19%	18%	24%	21%	28
Number of Pupils	4	9	8	7	12	10	17

Our Objectives in spending the Pupil Premium Grant:

- To remove barriers to learning.
- To accelerate pupil progress and raise attainment
- To support social and emotional development that enables children to learn.
- To broaden experiences and widen opportunities for children.

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Strategy for using the funding

We are dedicated to increasing the rate of progress and overall achievement for targeted children through four key areas:

- Focus on learning in the curriculum – strategies that support pupils to learn more effectively
- Focus on social, emotional and behavioural needs – strategies that remove social and emotional barriers to learning; develop pupils' well-being and self-esteem so that they learn more effectively in the classroom; empower pupils the strategies they need to be successful
- Focus on enrichment beyond the curriculum – strategies that enhance the opportunities for disadvantaged pupils; widen pupils experiences; offer opportunities for leadership and success; develop life-long learning skills
- Focus on families – strategies to enhance parental relationships in order to better support pupils; develop parenting skills; give parents better skills to support their children's learning and development.

Measuring the Impact of PPG spending:

We regularly measure the impact or effect of our Pupil Premium strategies and initiatives using a range of methods including:

- analysis of achievement data (pupil progress and the standards they attain) to see if we are successfully diminishing the difference;
- specifically tracking their progress in the intervention programmes they are on, and other support they and their families receive, to see if they are working using our whole school provision map and pupil progress meetings, leading to an in-depth discussion and guidance from the Leadership Team, SENCO and phase leaders on how best to help each individual pupil as well as groups of pupils;
- observation of in-class support, intervention programmes and other provision to ensure they are being delivered well and are targeted on the children who will benefit most from them to maximise their effectiveness and impact;
- directly comparing the quality of work and progress in their books to that of the other children in the class;
- feedback from internal nurture provision staff (Learning Mentors) as to the progress pupils are making socially and emotionally;
- analysis of other relevant key indicators such as attendance, punctuality, behaviour.

We use this information to decide which strategies are working well, which can be expanded and developed further. The impact of any intervention is analysed on a termly basis as progress data is gathered and support is adjusted accordingly. If an approach is having little effect it may need to be targeted on different children, improved, or abandoned and replaced with something better. We always aim to ensure that approaches provide the best value for money and are selected for their greatest impact on pupils' development.

School Context

Earlsmead Primary School is a community school in South Harrow. It is part of the Tithe Academy group. It is a two form entry school with an Additional Resource Provision for children with moderate learning difficulties. We provide extended provision with a breakfast club starting at 8:00 am and onsite child care after school up to 5.00 pm. We have high aspirations and ambitions for all our children and we believe that every child should be given the same

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opportunities to succeed both socially and academically.

Current performance data			
EYFS			
	<i>Pupils eligible for PP (EPS)</i>	<i>National average – all pupils</i>	<i>Pupils not eligible for PP (NA)</i>
% achieving expected in literacy	66.6%	73.7%	%
% achieving expected in maths	66.6%	78.9%	%
% achieving a good level of development	66.6%	56.6%	%

KS1			
	<i>Pupils eligible for PP (EPS)</i>	<i>National average – all pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	80%	59%	
% achieving expected in reading	73%	66.3%	
% achieving expected in writing	80%	63.9%	
% achieving expected in maths	67%	73.5%	

KS2			
	<i>Pupils eligible for PP (EPS)</i>	<i>National average – all pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	60%	64%	
% achieving expected in reading	57%	73.1%	
% achieving expected in writing	67%	78.4%	
% achieving expected in maths	52%	78.6%	

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1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Limited vocabulary compared to their peers which affects their quality of writing. Ability to learn new concepts and, for some pupils, relationships with peers. (SALT groups and social and emotional groups to support friendships)
B.	A lack of engagement from Pupil Premium students in lessons which in turn results in limited progress being made.
C.	Low self-esteem and motivation and understanding of the importance of education.
D.	Many PP children are EAL some with SEND (EAL pupils and families workshop and learning together sessions)
E.	More abled PP children need to be challenged to build resilience to ensure that the transition to Key Stages and Secondary school is maintained

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Barriers pertaining to individual students such as behaviour, enrichment opportunities, mental health / emotional support, lack of access to additional support at home that may be available to others.
F.	Low aspiration amongst pupil premium children is preventing them from setting ambitious goals.
G.	PPP children who are experiencing attachment disorder emotional or behavioural challenges

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure that high quality teaching continues to take place so that children meet age related expectations.	The percentage of children achieving the expected standard will be higher than the national average in reading, writing and maths.
B.	To close the gap between Pupil premium children reaching the expected standard by the end of key stage 2 and that of national standards.	For the percentage of Pupil Premium children achieving the expected standard in reading, writing and maths to be ---%.
C.	Develop the range of real-life experiences in the wider community; these will be embedded in a broad curriculum to further develop knowledge and understanding.	All pupil premium children will take part in all trips/events that are available to them as well as the opportunity to attend at least one other event.
D.	The profile of reading is raised across the school and children are experiencing a wider range of high quality texts with a particular focus on PP pupils	Whole class guided reading is embedded within all classrooms and teaching of reading is high quality. Children are using reading corners and the library throughout the day and pupil voice shows children are immersed in a range of texts.

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E.	The needs of PP with SEND pupils are met within the classroom and these pupils make good progress	Early identification for pupils with SEND and high quality support ensures they make good progress from their starting points Improved results in all key stages
F.	PP pupils have high aspirations and self-confidence.	PP pupils are well represented in various pupil leadership opportunities across the school.
G.	PP pupils are focused, engaged and ready for their learning.	Increase in pupils' motivation and risk taking with their learning. Pupils develop confidence in leadership skills and public speaking.

Planned expenditure

Academic year

2019 - 2020

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?
The highest quality teaching every day for all pupils.	Embed the 6 principles to support teaching and learning. The 6 principles are: 1. Challenge 2. Explanation 3. Modelling 4. Practice 5. Feedback 6. Questioning	Research clearly indicates that quality first teaching will have a significant impact on outcomes for all pupils. The school monitoring system allows us to ensure that high quality teaching is present throughout the school.	Monitoring processes to support improvement of T&L by providing evidence base. Regular staff development meetings based on findings from monitoring. Bespoke CPD sessions that focuses on identified need.	SLT	Jan 2020/ April 2020

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		Positive outcomes are clearly linked to quality first teaching.	SLT will evaluate and assess the impact on Pupil premium.		
Better use of data to inform teaching and learning.	Continue to develop the current internal tracking system.	Robust reliable data will support planning. All decision making needs to be underpinned by reliable data.	The assessment cycle ensures that progress is being monitored throughout the academic year. Moderation of results will take place throughout the year.	SLT	Jan 2020/ April 2020
The profile of reading is raised in KS1 and KS2 and children are experiencing a wider range of high quality texts.	Provision of additional reading books targeted at children who receive pupil premium additional funding	Ensure PP pupils are reading well and enjoy books. When pupils are reading at home that this will support them.	Half termly school monitoring of pupil progress data and progress review meetings.	English Lead ELT	Jan 2020/ April 2020
Stimulating extended learning experiences help develop imagination and language including use of tablets in the classroom.	The launch of an exciting and engaging curriculum which has an emphasis on real life 21st century learning with strong community links. Regular offsite visits to enhance learning in topics. High quality and well planned 'Launch' days at the start of topics to motivate pupils. Visits or visitors to the school to extend learning.	Pupils will be able to develop their language through discussions of different experiences and this will lead to improvement in vocabulary and ideas within their written work. Improvement in behaviour of DA pupils when given the opportunities to attended activities. Evidence shows an increases in positive dispositions pupils will engage and be motivated in their new ways of learning. Accelerated progress made by vulnerable children as they develop positive attitudes to learning through engaging experiences.	Joint staff planning Staff training Modelled lessons Coaching to improve the quality of teaching across the school Curriculum maps show engaging hooks involving educational trips/visitors	Curriculum Lead ELT	Jan 2020/ April 2020

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	Subsidising educational visits.				
The needs of PP with SEND pupils are met within the classroom and these pupils make good progress with a particular focus on years 1, 5 and 6	<p>Early identification of SEN needs in EYFS or ASAP following entry to school.</p> <p>Children assessed in EYFS on the WellComm communication (SALT) assessment and baselined, so their gaps are identified and support put into place to close these gaps before they widen.</p> <p>SEN TAs to support targeted children across the school close gaps in targeted areas. Also an emphasis on children who are PP, SEN and EAL.</p> <p>Sensory Garden supports children's sensory needs and</p>	<p>Early intervention indicates that PP pupils receive the appropriate support required.</p> <p>EHCP have been completed due to early intervention.</p> <p>Case studies have highlighted where these pupils receive interventions they make progress.</p> <p>This approach needs to continue through early identification of gaps.</p>	<p>Accurate identification of need and targets intervention /support.</p> <p>Rigorous monitoring of the provision and progress made by these pupils.</p> <p>Updated provision mapping that enables specific tracking of specialist interventions.</p> <p>Staff training.</p> <p>TA CPD (SEN).</p> <p>Available high quality differentiated resources.</p> <p>Regular monitoring of the quality of learning in books and through discussions with pupils.</p> <p>To ensure personalised programmes for identified pupils are being carried out weekly to improve their speech and language.</p>	PP Champion SENCo	Jan 2020/ April 2020

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	<p>improves behaviour for learning for PP children with SEN.</p> <p>PP and SEND Cafes to help them to understand expectations and how to support their child at home. This includes workshops with specialists - the EP and SALT.</p>				
Total budgeted cost					£ 75 100.00

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?
To close the gap between those children working below age related expectations.	English and maths interventions to be run for identified pupils.	Research conducted by the EEF has identified that small group interventions will further improve pupil confidence and attainment/progress.	<p>Identify target groups and undertake baseline assessments.</p> <p>Share objectives with parents/pupils.</p> <p>Undertake intervention sessions with target groups.</p>	<p>English & Maths Leads</p> <p>Phase Leaders</p> <p>Class Teachers</p>	Jan 2020/ April 2020

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Ensure PP children have accessibility to a wide range of opportunities	Support enrichment / Accessibility	Research indicates that students from disadvantaged families may not have access to the same opportunities. Some of our pupils / parents have found it hard to access opportunities.	Funding available to ensure PP children have opportunity to take part in clubs, trips and enrichment activities.	PP Champion	Jan 2020/ April 2020
Total budgeted cost					£9 900.00

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?
To support emotional wellbeing and mental health of pupils.	Families meeting with therapist	Evidence from Place2Be and Young Minds clearly underlines the importance of catering for pupils emotional well-being.	The school employs a member of staff as a play therapist who Supports pupil well-being through play allowing them to express their emotions freely and encouraging them to talk.	Learning mentors	Jan 2020
To provide a safe and structured environment pre & post school.	School breakfast club. After school club. Homework club.	Research undertaken by the school has found that many children, not just PP need a place to work that may not be available at home.	Additional hours will be provided to support pupils at pre and post school.	ACE staff	Jan 2020/ April 2020

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Provide extra behaviour and emotional support in school.	Increase pastoral support capacity.	Students perform better when they feel supported and understood.	Increase the number of support staff throughout the school. Training given to all staff to ensure they can adequately deal with the children's needs.	Learning Mentors SENCO	Jan 2020/ April 2020
PP pupils are focused, engaged and ready for their learning.	Subsidised Fruit for Pupil Premium (KS2) and Free Milk for Pupil Premium (over age 5).	Evidence indicates that pupils who have eaten will be able to concentrate in their learning. PP pupils are tracked on behaviour analysis and learning walks and have seemed more engaged. PP pupils punctually arrive at school and are picked up on time at the end of the day so they can concentrate on full sessions of learning at school.	Observations show that pupils are engaged in their learning. Pupil voice. Reduction in late arrivals and Pick ups for PP pupils.		Jan 2020/ April 2020
Total budgeted cost					£16 640

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