



Headteacher Mrs Katherine Russell Bed (Hons) Dip, NPQH, MA

Eton Porney C of E First School

Pupil Premium Strategy & Review – 2019/20

We are all created unique and special.

He made us all perfect having our own uniqueness.

1 Peter 4:10-11 "God has given each of you a gift from his great variety of spiritual gifts. Use them well to serve one another."

Pupil premium strategy statement - The Pupil Premium Grant is allocated to schools by the government to provide funding for the following policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential;
- Supporting children and young people with parents in the regular armed forces.

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils registered at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are 'disadvantaged' or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through half termly pupil progress meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not will receive targeted support.

Pupil Premium Funding and the impact of this is a regular item on the agenda at Local Governing Body Meetings.

Designated staff member in charge: Mrs Marie Bergin/ Mrs Katherine Russell

Nominated Governor: Anita Spires/LGB

Our School Improvement Priorities are:

- Community Engagement.
- Raise achievement in English across the whole school.
- Raise achievement in mathematics across the whole school.
- Pedagogical Development.
- Build leadership capacity to ensure continuous effective and sustainable succession planning through the development of future leaders in the school, including governance.
- Develop, promote and establish the school's distinctive Christian vision at all levels, enabling pupils and adults to flourish.

| 1. Summary information | | | | | |
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| School | Eton Porny Church of England First School (Member of the Slough and East Berkshire Multi-Academy Trust since February 2016) | | | | |
| Academic Year | 2019-2020 | Total PP budget | £ 29,040 | Date of most recent PP Review | July 2019 |
| Total number of pupils | 133 | Number of pupils eligible for PP | 35 (26%) | Date for next internal review of this strategy | July 2020 |

| 2. Attainment (2019) | | | | |
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| | <i>Pupils eligible for PP 2019 School</i> | <i>Pupils eligible for PP 2019 National</i> | <i>Pupils not eligible for PP 2019 School</i> | <i>Pupils not eligible for PP 2019 National</i> |
| EYFS GLD | 100% (4/4) | 56.4% | 80% | 75% |
| Met end of year 1 expectations in phonic screening | 100% (4/4) | 70.2% | 94% | 84.8% |
| Met end of year 2 expectations in reading | 100% (5/5) | 60.4% | 79% | 78.7% |
| Met end of year 2 expectations in writing | 100% (5/5) | 53.4% | 71% | 73.4% |
| Met end of year 2 expectations in maths | 100% (5/5) | 61.1% | 71% | 79.5% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Emotional, social and behavioural difficulties |
| B. | Language, communication skills and vocabulary |
| C. | Encouraging sustained engagement of parents to assist and support their children's learning within a calm home environment |
| D. | Emotional resilience, greater confidence and independence |
| E. | Sustaining the breadth of provision with trained, skilled staff within the budget. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| F. | Punctuality and Attendance (linked to SEND, Medical and Unauthorised Family Holidays) |
| G. | Access to extra-curricular activities e.g educational experiences such as trips and participation in physical activities and a range of enrichment activities |
| H. | Encouraging sustained engagement of parents to assist and support their children's learning within a calm home environment |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | High rates of achievement across Key Stage One and Lower Key Stage Two for all children eligible for PP, with particular emphasis on the expected prior attainment group with the aspiration of a higher proportion achieving greater depth by the end of Year 4. | All disadvantaged pupils, regardless of prior attainment make at least as much progress as their similar peers. |
| B. | Improved parental engagement will support better working partnerships with parents for better academic success and higher aspirations for our pupils. | Parents actively engaged in their children's learning, promoting and encouraging high aspirations. |
| C. | Attendance and punctuality to improve. | Attendance levels in line or above national figures for PP Children. Persistent absence to decrease so that PP pupils are in line with school and national attendance figures. |
| D. | For disadvantaged pupils' social, emotional and mental health needs to be met | Pupils have a 'growth mind-set' greater resilience, independence and confidence to engage with learning opportunities that are both challenging and engaging regardless of prior attainment. ELSA pre and post questionnaire show improvement in targeted attitudes and behaviour. Jigsaw PSHE curriculum effectively meeting pupils' social, emotional and mental health needs. Pupils' emotional literacy is developed resulting in greater personal resilience |
| E. | Specifically focus on and deliberately target the development, use and broadening of tier 2 vocabularies in particular across all subject areas. | Close the vocabulary gap' between those who are disadvantaged and those who are not, supporting every individual child to succeed. Pupils make rapid progress by the end of the year so that all children eligible for PP make good progress from starting points, meeting or close to meeting age-related expectations and/or above. |

| Key expenditure – how the allocation will be spent | | |
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| Academic year | 2019 – 2020 Actual spend (Autumn/Spring £23,294) | |
| Area of Spend | Intended outcomes – why these approaches were taken | Review |
| Quality First Teaching, targeted CPD and 1:1 Pupil Mentoring Actual spend Autumn/Spring: £616.00 | To improve the teaching quality in every classroom provide targeted coaching, mentoring and CPD. Quality first teaching has the greatest impact on pupil progress (EEF). Personalised support for children, where class teachers work with pupils on individual targets, next steps and how to meet them. For pupils to have the opportunity to discuss their attitudes, concerns. Improve self-confidence. In-class support, to support groups of pupils and to allow class teachers to work with groups of children and carry out 1:1 pupil mentoring. Social and emotional support for pupils to enable them to learn and manage their feelings and access class learning. Deliberately targeting the development, use and broadening of tier 2 vocabularies across all subject areas, with the aim of ‘closing the vocabulary gap’ between those who are disadvantaged and those who are not, supporting every individual child to succeed. | There has been no data for Summer 2020 due to Covid-19 and lockdown. Therefore the following summary is based on Spring data, further progress would have been expected during Summer term however this was not possible due to school closures. Strategies to accelerate progress have been planned for the next academic year and this will be tracked carefully. The following percentages show the amount of children achieving at or above age related expectations by the end of Spring term. In reading: EYFS 67%, Y1 63%, Y2 40%, Y3 75%, Y4 78% In writing, EYFS 67%, Y1 63%, Y2 40%, Y3 50%, Y4 78% In maths, Y1 75%, Y2 60%, Y3 50%, Y4 89% The progress of pupils from entry into the year group to Spring term is good with exception of Year 3 writing. This progress is relatively in line with the progress of their peers in all areas. |
| SENDCO/Inclusion lead meetings with Class teachers (including half termly pupil progress meetings) CPD re: SEND additional needs Actual spend Autumn/Spring: £2,070 | Barriers to learning identified and strategies suggested. Teachers confident and focussed in meeting individual pupil’s needs. High quality focussed CPD for all staff to maintain high standards of teaching within an inclusive school. Enabling the needs of all learners to be effectively met with teaching and learning that is responsive to need. | There has been a significant amount of CPD throughout this academic year - including online CPD during school closure/lockdown. The impact of this has contributed positively in terms of pupil achievement and access to the curriculum. The individualised approach of pupil provision that is regularly reviewed has supported our pupils and their outcomes positively. However, some of these outcomes have not been fully met due to school closures during Spring and Summer term. Growth Mind-set CPD has significantly impacted all of our pupils regardless of prior starting points to want to challenge themselves. This has been a very successfully area of spend that we will continue with during the next academic year. |
| ELSA 1:1 and small group sessions Actual spend Autumn/Spring: £778 | Social and emotional support for pupils with emotional needs to enable them to learn and manage their feelings and access class learning. Personalised support for children with individual needs to access the learning and make good progress towards their targets. Improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom. | 11 pupil premium children were able to access these sessions regularly until school closures. All year 4 pupil premium children accessed ELSA transition sessions via zoom to develop their self-esteem and confidence whilst preparing to move onto their new schools. 2 pupil premium children were also identified to need ELSA during Covid-19 and were able to access ELSA via zoom to support with their emotional needs. |
| SALT /Time to Talk 1:1 and small group sessions Actual spend Autumn/Spring: £1,234 | Accelerated progress for children who have been identified as having a specific need. Provide children with the space and time to talk, including developing their social and emotional skills. | 5 of our PP children successfully accessed this provision until school closures and have made good progress socially and emotionally. |

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| <p>Interventions and booster groups, including same day interventions Actual spend Autumn/Spring: £14,952</p> | <p>Smaller groups and 1:1 will allow for more focussed teaching and learning and increased opportunities to address individual needs. Pre-teaching, particularly on tier 2 vocabularies, to prepare pupils for future learning and build increased confidence to enable pupils to access the curriculum at a similar level to their peers. Improve learning outcomes across the whole of the curriculum with particular emphasis on reading, writing and mathematics. Time for practice and application of skills.</p> | <p>There has been no data for Summer 2020 due to Covid-19 and lockdown. Therefore the following summary is based on Spring data, further progress would have been expected during Summer term however this was not possible due to school closures. Strategies to accelerate progress have been planned for the next academic year and this will be tracked carefully. The following percentages show the amount of children achieving at or above age related expectations by the end of Spring term. In reading: EYFS 67%, Y1 63%, Y2 40%, Y3 75%, Y4 78% In writing, EYFS 67%, Y1 63%, Y2 40%, Y3 50%, Y4 78% In maths, Y1 75%, Y2 60%, Y3 50%, Y4 89% The progress of pupils from entry into the year group to Spring term is good with exception of Year 3 writing. This progress is relatively in line with the progress of their peers in all areas.</p> |
| <p>Enrichment activities (including school clubs) Actual spend Autumn/Spring: £1,710</p> | <p>When a child enjoys a club, trip or activity, this can be a hook for them wanting to come to school. It gives pupils the experiences on which they can draw upon and increases their cultural capital. This can help to diminish the difference between disadvantaged and non-disadvantaged pupils. Pupils able to participate fully in school clubs, trips and residential visits. Learning is supported by clubs and trips that are carefully planned to enhance the school's curriculum. Pupils enjoy the experience of being at school, talents, skills and efforts in non-academic subjects are celebrated and support the development of self-confidence. Help children create positive friendships and develop social skills Reduced incidents of disruptive behaviour. Pupils enjoy coming to school</p> | <p>All pupil premium children have accessed this resource and taken part in different enrichment activities up until school closures. Records and analysis of behaviour indicate that incidents of disruptive behaviour are rare. Pupil and parent voice indicate that these activities and opportunities have been positively received. Pupil feedback indicates without exception that all pupils enjoy coming to school and enjoy being challenged.</p> |
| <p>Breakfast Club Actual spend Autumn/Spring: £1,192</p> | <p>Support children and families with a calm start to the morning, so that children are physically and emotionally ready for school. Ensure that children have a healthy breakfast at the start of the day to sustain them with energy and better concentration in learning opportunities. Support daily attendance and punctuality at school.</p> | <p>10 Pupil Premium children so far have taken advantage of this opportunity throughout this academic year.</p> |
| <p>Home School Link Worker – bespoke support to families (including Early Help/ Attendance/Transition) EWO - Attendance Actual spend Autumn/Spring: £742</p> | <p>Specific individual support provided to families, enabling a calmer more stable home environment. Parents supported to ensure that children's well-being and emotional needs are being appropriately prioritised. Attendance is high profile at all times. There is statistical evidence that low attendance / persistent absence directly impacts on the rate of progress that children make. Being away from school can also affect self-esteem and confidence for pupils on their return and therefore impact on their ability to learn. Reward children for improved or good attendance. Ensure that periods of transition between one phase and the next, including moving on to feeder schools is effective.</p> | <p>Attendance for PP pupils is a sustained picture. 45% of PP pupils have attendance of 96% or better. 42% of PP pupils have attendance of 90-95%. 3 PP pupils have achieved 100% attendance this year, a sustained improvement. PP attendance as a group is at 93.3% for this academic year which is higher in comparison to the rest of the school which stands at 95.1%</p> |

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| <p>Pupil leadership roles</p> | <p>Raise pupil aspirations and self-esteem, giving them areas of responsibility and the chance to further develop the life skills of problem solving, reasoning, resilience. Developing a sense of community and belonging, improving inclusion and confidence.</p> | <p>Comments from pupils: ‘I’ve been House Captain and represented the school a lot. I’ve been part of the school council and the eco squad. Now I care more about the environment I’m more conscious e.g littering. I tell people to pick it up or I pick it up so things don’t get harmed. I’m now gardening lots of fruit and veg at home. All of this has made me more confident that I can do anything if I really try.’ (Year 4)</p> <p>‘I liked being Vice-House Captain, it made me feel special.’ (Year 2)</p> <p>‘I have been in eco squad and been a buddy to reception. I like helping my buddy and reading to them a lot. Some children need support to read books and it makes me happy to do that.’ (Year 4)</p> <p>‘Before being in eco squad, I always used to think – people put paper on the floor once and that’s fine but it’s not. It’s good to help people clear up things so it doesn’t harm other people. This has helped me get more confident, I never thought that I could help others, but I’ve learnt that I can. Now when something else happens I’m happy to help.’ (Year 3)</p> <p>‘I learnt team work, not just one person thinking, but all working together.’ (Year 3)</p> |
| <p>Express events Parent Workshops</p> | <p>Provide regular opportunities for parents to engage with their own child’s learning and development. Promoting positive partnerships and conversations with parents about learning with school and between the parent and their child. Promoting positive partnerships and conversations with parents about learning with school and between the parent and their child.</p> | <p>Parental feedback from Workshops and Express events this year indicate that these events has been positively received. Express events in particular are well attend by families. They have told us that these events as well as Twitter posts help them to keep up to date with their children’s learning in school on a regular basis. They have also told us that it helps them to have conversations about the school day with their children. Parent and pupil questionnaires have been completed regarding support and provision during school closures – feedback has been positive.</p> |
| <p>Termly 1:1 progress feedback meetings between parents and the class teacher</p> | <p>For pupils and parents to be aware of achievements. Time given to discuss attendance, achievement, targets and next steps. To support parents in better understanding how to support their own child’s learning and development, including good attendance at school.</p> | <p>Feedback from parents this year indicates that termly 1:1 progress meetings are a positive experience. Both parents and staff have given feedback that indicates the written termly Record of Achievement helps to focus discussions around what is going well and what needs to improve very clearly. Parents have indicated that the format of the report makes it very easy to understand the picture of what is going on.</p> |

How will the school measure the impact of the Pupil Premium?

Half termly pupil progress analysis will take place, comparing the achievement of pupil premium pupils with that of their peers. This information will be used to inform half termly pupil progress meeting discussions, provision management and inform the early identification of need through the Class Profile. Data analysis will be completed by Leaders within their subject areas, informing standards and quality of provision across the curriculum, particularly within core subject areas. Half termly pupil progress meetings will take place between Class Teachers, Senior Leaders and the Inclusion Lead, including updating the Provision Management tool and individual Class Profiles to ensure that curriculum provision is responsive to pupil need.

At each review the school will collate information as outlined above to evaluate the impact of actions taken and plan how the funding will be allocated across the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for Pupil Premium who will benefit from these groups if their need is similar and we believe progress can be made towards individual targets.