

PUPIL PREMIUM STRATEGY STATEMENT FOR ELLACOMBE C OF E ACADEMY

At Ellacombe C of E Academy we do whatever it takes to ensure that our children achieve their very best. We are relentless in our pursuit for excellence for ALL children, regardless of socio-economic background. We do not confuse eligibility for Pupil Premium with low achievement and we know that the single most important factor in ensuring our most vulnerable children achieve, is excellent teaching and learning.

We have identified common barriers for our disadvantaged pupils and our strategy is based upon either breaking down barriers or minimizing the impact – leading to raising achievement:

- Attendance and Family Support requirements;
- Children entering school with a 30 million word deficit
- Transience;
- Low aspirations;
- Attendance and punctuality issues.

We target the Pupil Premium funding to ensure that children can make excellent progress and be ready for the next step in their education. The following strategy outlines actions taken to ensure that impact of these barriers are minimised or eradicated. Our key priorities for 2017-18 sit alongside a focus on excellent quality provision for all children.

1. Summary information					
School	Ellacombe C of E Academy				
Academic Year	2017-18	Total PP budget	£227,040	Date of most recent PP Review	10/2016 & 7/2017
Total number of pupils	364	Number of pupils eligible for PP	172	Date for next internal review of this strategy	12/2017 & 7/2018

2. 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.	Children enter Ellacombe Academy well below the average and many suffer from delays in language and vocabulary. A barrier to becoming successful readers is a rich understanding of language and the meaning of a wide range of vocabulary. Developing high quality teaching and learning as well as intervention in reading is a constant barrier which eligible pupils face.
B.	We aspire for all children to have the highest expectations of themselves and to be confident, independent young people who can become resilient learners. However, many eligible pupils enter school with Personal, Social and Emotional Development skills which are well below their peers. Many children face barriers to being independent, confident learners, due to PSED and SEMH needs.
C.	At Key Stage Two eligible pupils are not achieving in line with their peers in Reading and Spelling, Grammar and Punctuation. This is an area of focus and learning now needs to match Mathematics and Writing for eligible pupils

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

D.	Eligible pupils are more likely to suffer from attendance problems and remain a constant focus. However, we recognise that simply expecting children to arrive in school will not result in excellent attendance. We recognise that due to multiple barriers, including transience. In order to raise this barrier, we will support the families of our eligible pupils in supporting their child in the aspects of: learning, pastoral support and attendance to result in children making accelerated progress.
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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children will be confident readers with excellent phonic knowledge and improved comprehension skills due to increased knowledge of vocabulary and language.	<ul style="list-style-type: none"> • Sustain above national attainment in reading at the end of EYFS and KS1. • 95% of eligible pupils will achieve Year 1 phonics screening check. • At end of KS1 85% of pupils will have completed RWInc. • 100% of eligible pupils in Year 5 will make a minimum 18 months progress in reading (10-week period). • Quality of teaching and intervention will be excellent.
B.	Eligible pupils will be able to access learning due to Social, Emotional and Mental Health needs being met and the barriers to academic learning being eradicated or minimised.	<ul style="list-style-type: none"> • Eligible pupils who access Nurture Provision will show progress in Boxall Profile Scores. • Thrive assessments will show progress for eligible pupils. • Quality of teaching and learning in the classroom will reflect 'wellbeing strategies embedded into the practice.
C.	All eligible pupils will achieve in line with their peers (above nationals) in all subjects with a particular focus on Reading and SPAG in KS2.	<ul style="list-style-type: none"> • EYFS and KS1 outcomes will continue to reflect a closed gap and outcomes in line with nationals. • Eligible pupils to achieve at least nationals in RWM combined and be line with non-eligible pupils. • 75% of eligible pupils to achieve expected standard in Reading at KS2. • 100% of prior middle attaining eligible pupils will achieve the expected standard in Reading. • 20% of eligible pupils to achieve the Higher Standard in Reading.



		<ul style="list-style-type: none"> • 20% of eligible pupils to achieve the Higher Standard in Maths. • 83% of eligible pupils to achieve Expected standard in SPAG.
<p>D.</p>	<p>Eligible pupils will have attendance which is in line with their peers and above national averages. Parents will be active in supporting their child as a result of the support for academic and pastoral needs of eligible pupils.</p>	<ul style="list-style-type: none"> • End of year attendance shows eligible children in line or above non-eligible children and in line with our aspirational target of 98%. • % of eligible pupils who are PA will be below National and in line with non-eligible pupils. • Family support interventions identified within first month of entry to academy. • All Year 6 and Nursery eligible pupils will submit secondary school applications by the deadline to ensure the children access their local schools. • Extend provision of mental health and wellbeing packages for parents.

4. Planned expenditure

Academic year

2017-18

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 or approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When and Who	Cost
(B) Eligible pupils will be able to access learning due to Social, Emotional and Mental Health needs being met and the barriers to academic learning being eradicated or minimised.	Increase teacher subject knowledge on MHWB	Mental Health and Wellbeing is a focus on a national stage as well as in school. Analysis shows that many eligible pupils also have additional SEMH or pastoral needs. To ensure we are not reliant on an 'intervention' culture, a culture which support Mental Health and Wellbeing for children will support eligible children in class and minimise the need for specific intervention. This will support self-esteem and the learning to learn behaviours required for eligible pupils.	Quality of teaching and learning in the classroom will reflect 'wellbeing strategies embedded into the practice. This will be achieved through in class coaching to support teachers in developing strategies to support eligible pupils access learning and ensure SEMH/MHWP barriers are raised.	Trust MHWN Lead 6/18	£3,878
	Implement strategies to support MHWB				
	Tailor approaches to support eligible pupils				
(A) All children will be confident readers with excellent phonic knowledge and improved comprehension skills due to increased knowledge of vocabulary and language.	RWInc Phonics in place EYFS to Year 3 with resources and Reading Leader Support	The Ofsted Reading By Six report outlined the impact of high quality systematic phonics programme on reading attainment. RWInc improves children's communication and language skills through a series of synthetic phonic strategies. Key to this is highly trained staff and external challenge to ensure fidelity to the programme. To ensure rigor this must be underpinned by highly skilled leaders and excellent CPD. Parents find supporting phonics a daunting prospect and support is provided to give parents confidence to support outside of school.	Sustain above national attainment in reading at the end of EYFS and KS1 95% of eligible pupils will achieve Year 1 PSC. At end of KS1 85% of pupils will have completed RWInc.	RWInc Lead 7/18 6/18 7/18	£22,646
	All staff are teachers of reading. Support through RWInc external review days x 3				

(C) All eligible pupils will achieve in line with their peers (above nationals) in all subjects with a particular focus on Reading and SPAG in KS2.	Implement RWInc systematic approach to Spelling in KS2	Analysis of Reading progress and attainment across the Academy shows that pupils from Year 1 - Year 5, achieve at least in line with national expectations. However, Academy analysis shows that pupils' limited vocabulary and subsequent ability to explain or infer meaning from higher level texts is a barrier. Analysis of KS2 Reading SATs shows, for those pupils who did not achieve but were expected to do so, Strand 2b 'to explain and give meaning to new words' which was the greatest barrier. Pupils' strategic use of spelling, vocabulary and grammatical devices are key to their development of good literacy overall and a systematic approach to teaching spelling is required.	Programme being taught daily RWInc Development Day – external monitoring. Tracking Spelling scores.	Lit Lead 11/17 Termly	£3,100
	Daily SPAG lessons in place from Year 3 – Year 6		KS2 SPAG in line with national for eligible pupils. Gap closed between eligible and non-eligible. Quality of TLA is at least Good.	SLT 7/18 7/18 12/17	£1,000
	Implement a new whole class reading approach to support vocabulary development with support for developing quality TLA from Trust SLE		75% of eligible KS2 pupils to achieve expected in R. 20% of eligible pupils to achieve GD in R. 83% of eligible pupils to achieve expected standard in SPAG. RWMA combined in line with nationals and no gap. Quality of TLA in Reading is at least Good.	SLT, Lit Lead, 7/18 7/18 7/18 7/18 12/18	£14,565
Total Cost					£47,037

ii. Targeted support					
Desired outcome	Chosen action or approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When and Who	Cost
(B) Eligible pupils will be able to access learning due to Social, Emotional and Mental Health needs being met and the barriers to academic learning being eradicated or minimised.	Thrive Assessments and programmes in place for eligible pupils for early intervention in PSED barriers.	The Thrive programme is an accredited national programme to support children with early SEMH barriers. Early intervention is key in order to close barriers and ensure children can access learning. In addition to the specific interventions there is an approach which is embedded to ensure there are additional opportunities to develop PSED skills within the continuous provision. We recognise some eligible pupils were also EYPP eligible and have significant barriers. In order to support these children we have a Nurture Provision to support eligible pupils who are not yet able to access main stream support.	Thrive assessments will show progress for eligible pupils.	SENCO/SLT ongoing	£45,876
	Nurture provision in place for eligible pupils unable to access main classroom (including outreach).		Eligible pupils will achieve accelerated progress across all key stages to close the gap with non-eligible pupils.	SLT. Teachers Termly tracking	
			Eligible pupils who access Nurture provision will show progress in Boxall Profile Scores.	Nurture and Class Teacher ongoing	£27,457
(A) All children will be confident readers with excellent phonic knowledge and improved comprehension skills due to increased knowledge of vocabulary and language.	Targeted eligible pupils to receive 1:1, daily RWInc intervention as required.	Analysis of data shows that the greatest impact is from timely 'catch up not keep up' interventions to catch eligible pupils before they fall. RWInc 1:1 interventions have ensured closed gaps and above national attainment in Year1 PSC and KS1 Reading.	Sustain above national attainment in reading at the end of EYFS and KS1 95% of eligible pupils will achieve Year 1 phonics screening check. At end of KS1 85% of pupils will have completed RWInc.	RWInc Lead ongoing	£35,484
	1:1 intervention teachers will be outstanding through weekly CPD.			RWInc Lead and Lit Lead weekly	£5,049
(C) All eligible pupils will achieve in line with their peers (above nationals)	Year 5 phonic intervention for eligible pupils – Sound Training	Many KS2 transient pupils are eligible and require rapid intervention. Sound Training was implemented as a result of visits to PP	100% of eligible pupils in Year 5 will make a minimum 18 months progress in reading (10-week period).	Y5 Team Autumn 2017	£2,500

in all subjects with a particular focus on Reading and SPAG in KS2.	3 x Weekly Reading intervention in Year 6 and breakfast interventions across KS2	Award Winner 2014 and 2015. This ensures phonic knowledge is addressed swiftly. In addition to the quality Whole Class Reading approach, interventions are required for eligible pupils to close the gaps with a particular focus on Year 6.	Eligible pupils to achieve at least nationals in RWM combined and with non-eligible pupils. 75% of KS2 eligible pupils to achieve expected in R. 100% of KS2 prior middle attaining eligible pupils will achieve the expected standard in Reading. 20% of eligible pupils to achieve the Higher Standard in Reading	KS2 Teachers; Lit Lead; SLT Ongoing with weekly RA and termly data drop	£21,032 £1,500
Total budgeted cost					£138,898

iii. Other approaches

Desired outcome	Chosen action or 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?
(D) Eligible pupils will have attendance which is in line with their peers and above national averages. Parents will be active in supporting their child as a result of the support for academic and pastoral needs of eligible pupils.	Attendance officer in place to ensure eligible pupils are telephoned first and home visits take place. Attendance lead to report and evaluate impact to SLT.	Research shows that attending school regularly and on time has a positive impact on learning, progress and therefore the best life chances for our pupils. Therefore, we must ensure that attendance and punctuality are the highest they possibly can be in order to prepare our children for their future adult life. In line with the Government and Local Authority Guidelines, we expect all our students to maintain an attendance level of 96.4% and above	End of year attendance shows eligible children in line or above non-eligible children and in line with our aspirational target of 98%.	Attendance Officer and Admin data analysis and DSL 9/17	£23,897
	Whole school celebration of attendance and attendance breakfasts and rewards.		% of eligible pupils who are PA will be below National and in line with non-eligible pupils.	Attendance Officer 9/17	£300
	Barriers to coming to school such as: lack of school uniform, relocation resulting in travel costs or support with Breakfast or ASC will be raised.		Weekly attendance analysis will show that non-attendance is not due to uniform or travel barriers.	Attendance Officer ongoing	£1,000

	Understanding Your Child's Mental Health Programme on offer each term and eligible parents invited.	Parent feedback shows that parents want to engage with the Mental Health and Wellbeing of their child's development but lack confidence in knowing how to support. Through our work with parents and with local supporting agencies we have become facilitators in two parent programmes to support parents to support their child. We invite parents of eligible families.	Extend provision of mental health and wellbeing packages for parents.	FST Each Term	£1,336
	Parent Nurture Programme on offer to eligible families with children with SEMH intervention needs.				£450
	Each new eligible family to meet with FST to identify any potential barriers to learning, prior school information and ensure smooth transition for the pupil.	Due to the nature of the housing in the local area, above average transience is experienced. Transition cannot be a barrier to eligible pupils. The role of the FST is to support families transition into the academy and support their child to settle and not experience barriers to learning. There is a team of three FST who support transition, including supporting transition into secondary school and transition in from nursery.	All Year 6 and Nursery eligible pupils will submit secondary school applications by the deadline to ensure the children access their local schools.	FST and DSL Ongoing	£9,597
	All eligible pupils in Nursery and Year 6 complete application forms in time and gain access to local schools and prevent barriers to attendance.				Each new family meet with the FST on entry to support entry to school and access to local support as required.
	Provide high quality packs of resources to support parents implement learning from parent learning workshops.	We know that 85% of a child's learning takes place at home. Parent questionnaires and information through coffee mornings show that parents enjoy learning from workshops and, in particular, workshops where their child can also be involved. We offer a menu of family learning programmes. In order to support aspirations and increase parental capacity to support at home we need to empower parents and engage them in their child's learning.	Parents are able to support at home because resources are provided.	Teachers Ongoing	£1,000
	Remove barriers to parents attending by providing a crèche for children below school age.				Attendance at workshops by eligible families is increased.
	Total budgeted cost				£41,105