



Pupil Premium Strategy Statement

1. Summary information					
School	Eagle CP School				
Academic Year	2018/19	Total PP budget	£4,860	Date of most recent PP Review	Sep 2018
Total number of pupils	68	Number of pupils eligible for PP	FSM: 3 Service: 3	Date for next internal review of this strategy	Jan 2018

2. Current attainment			
Results July 2018	<i>Pupils eligible for PP (FSM)</i>	<i>Pupils eligible for PP (Service)</i>	<i>Pupils NOT eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	0% (0 of 4)	100% (6 pupils)	69% <small>WHOLE SCHOOL AVERAGE</small>
% achieving expected standard or above in reading	25% (1 of 4)	100% (6 pupils)	65% <small>WHOLE SCHOOL AVERAGE</small>
% achieving expected standard or above in writing	50% (2 of 4)	100% (6 pupils)	73% <small>WHOLE SCHOOL AVERAGE</small>
% achieving expected standard or above in maths	0% (0 of 4)	100% (6 pupils)	60% <small>WHOLE SCHOOL AVERAGE</small>

3. Review of expenditure				
Previous Academic Year	2017-2018 – 7,080			
i. Quality of teaching for all				
Desired Outcome	Action/Approach	Impact Commentary:	Lessons Learned	Cost
Varied subject support	Maths Booster, Intervention (Precision), Phonics Resource (RWI)	These elements were addressing the specific needs of the pupils across these pupils. The FSM group increased considerably during this year and therefore results show the affect of inward mobility	Transference of support and recognition of the specific needs of pupils ~ RWInc and Precision Teaching were effective tools to accelerate progress for lower socio-economic groups	£6,500
ii. Targeted support				
Desired Outcome	Action/Approach	Impact Commentary:	Lessons Learned	Cost
Indiscriminate involvement for all pupils in school activities to promote inclusivity	Subsidised clubs and residential	Greater confidence and involvement in school life ~ pupils were able to shine and enjoy varied learning experiences ~ measured by less behavioural/emotional episodes	The subsidisation needs to come with no quantitative end ie ongoing and where possible be free in order to ensure that enjoyment/engagement can be sustained	£500

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

In-school barriers	
A.	Inward mobility factors pertain to all FSM pupils ~ arriving with varied gaps in learning thus affecting attainment rates in general
B.	Minimal reading outside of school instruction and for pleasure and thus reduced interest in activity
C.	Minimal wider experiences/stimulus outside of normal home/school routines which hinders resilience, creativity and experiences to draw on
D.	Service pupils experience times with a parent away from home ~ opportunities for supported social times in school in line with supporting family dynamics
External barriers	
E.	Small numbers and mobility of pupils spread across the whole school do not form large 'groups' or 'types' of need
F.	A pattern amongst FSM pupils of arriving late which creates 'settling needs' and affects sense of belonging

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Inward mobility factors are overcome and attainment rates are as expected for the individual pupils rate of progress expectation	<ul style="list-style-type: none"> ○ Baseline identifies gaps. ○ Intervention programmes target specifically identified areas of need. ○ Progress rates are in line with/exceed peers
B.	Increase reading outside of school instruction and for pleasure to reflect in increased attainment	<ul style="list-style-type: none"> ○ Increased reading attainment and application of text understood (maths problems) ○ Increase accessibility to reading (book exchange, raffle, information, online) ○ Training to support develop strategies for curriculum over-learning
C.	Increased resilience, creativity and experiences to draw on	<ul style="list-style-type: none"> ○ Specifically allocated TA support to reinforce organisation/independence/resilience ○ Curriculum design supports hooks to engage creativity – involve parents in exhibits ○ Activities planned throughout the year to mix with new peers
D.	Service pupils experience opportunities for socialisation in school in line with supporting family dynamics	<ul style="list-style-type: none"> ○ Club opportunities ○ Technological links to be able to confidently communicate and resource the 'cloud' ○ Site availability for pupil/parent stay and play ○ Service Ambassador focussing on pupil 'talk time'
E.	Individual identification of pupils within the PP groups supported with the specific needs they present with	<ul style="list-style-type: none"> ○ Focus on pupils as individuals and identify specific needs ○ Create personalised, unique Case Study trackers
F.	FSM pupils fully integrated with an established sense of belonging	<ul style="list-style-type: none"> ○ Staff member allocated to support a stress-free introduction ○ Continue open communication with parents to offer support ○ Support pupils (Y6) with developing independence in line with secondary readiness

6. Planned expenditure						
Academic year	2018-2019					
The headings below demonstrate how pupil premium is used 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	Cost	Review
Inward mobility factors are overcome and attainment rates are as expected for the individual pupils rate of progress expectation	Training on questioning and high quality feedback reinforced through a T:TA weekly meeting to plan and prepare for intervention activities/developments to increase effectiveness	Improving the impact made by all adults to provide a long term change which will help all pupils (EEF maximising the effectiveness of staff). In addition, upskilling all staff with intervention programmes can then further support pupils with gaps caused by mobility due to a range of provision options	Monitoring of the T:TA strategy, alongside top-up training using the coaching model	HT	30min x4 TAx38wk	Half termly and linked to PPM outcomes
Increase reading outside of school instruction and for pleasure to reflect in increased attainment	Raising the profile of reading through activities, links, quality text, pedagogy, training	Reading unlocks every curriculum area, cements language skills and develops imagination, understanding and enjoyment and must be valued as such	Monitoring linked to PM objectives and subject specific SDP priorities Focus during PPM	HT	6 x 1hr x4 CTs (PPM)	July 2019
Increased resilience, creativity and experiences to draw on	Curriculum design, training and school ethos of the 'power of yet'	EEF evidence on meta-cognition and self-regulation shows that if pupils think about learning through planning, structure and evaluation they're better equipped to apply	Monitoring curriculum mapping and delivery to assess motivating factors. Bi-termly CPD to review, reflect and re-build learning aspects	Senior Teacher	1hrx38wk	Half termly linked to PM
Service pupils experience opportunities for socialisation in school in line with supporting family dynamics	Link with absent parents through the Dojo, TT Rockstars, Maths Prodigy, etc and provision of activities (clubs, visits)	Encourage a sense of belonging alongside a means of involvement in the day to day happenings in school in terms of social, emotional and achievement to link with an absent family member	Sign-up and feedback	HT/IT Lead	4x mini's 2x mobile devices	July 2019
Individual identification of pupils within the PP groups supported with the specific needs they present with	Use of pupil progress tracking system, referencing individually	Our motto 'small school, high flyers' and our familial ethos is celebrated in the individual knowledge we have of our pupils. An adjusted tracking PPM system will ensure reference to PP impact	Governor challenge and scrutiny will focus on the performance of groups of children and reference to our supporting documents will be a clear evidence of knowledge	SENCo/ Assessment Lead	6 x 1hr x4 CTs (PPM)	July 2019
FSM pupils fully integrated with an established sense of belonging	Support will focus on activities to support their skill sets & independence based on individual knowledge and include support for parents	Learning with purpose provides the hook to motivate participation. Balancing projects, experiences and competition to focus their self-esteem. Developing a supportive framework between home:school supports a sense of belonging and consistent approach	Curriculum plans will be shared with parents, with invitations to visit. Access to technology to allow pupils' access to resources personal to them for intuitive provision. Closure of outside support	HT Designated Teacher	6 x 1hr	July 2019
Total Budgeted Cost					£3,500	

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	Cost	Review
Inward mobility factors are overcome and attainment rates are as expected for the individual pupils rate of progress expectation	Audit of Intervention will provide consolidation of programmes. TA CPD will follow based on experience (inc: Phonics; Attachment; SALT; Sensory)	Best Practice Network research states that by investing in CPD and valuing the role of TAs will ensure effective support and thus add impact to specific elements of pupil progress. FFT Aspire highlights mobility as a factor in lowering attainment	Monitoring through PM objectives and SEN Intervention evidence	HT	2x Inset (in total per TA)	July 2019
Increase reading outside of school instruction and for pleasure to reflect in increased attainment	Children are supported individually to enable them to experience and discuss quality text	Providing resources that have solid links to wider learning and can be unpicked in terms of comprehension supported by high quality questioning is identified by the EEF as having a positive effect of learning	Monitoring linked to PM objectives and subject specific SDP priorities Focus during PPM	HT	6 x 1hr x4 CTs (PPM)	July 2019
Increased resilience, creativity and experiences to draw on	1:1 support to help the individuals manage the other needs they face	Vulnerability is considered across all 'groups' and beyond PP as such the big picture is addressed to provide cohesive support	Monitoring of applicable documents (TAC, SEND)	SENCo/DT	Case Specific	Termly PPM
Service pupils experience opportunities for socialisation in school in line with supporting family dynamics	Provide opportunities for PP to attend ASC/extra curricula (FSM) free of charge/half price	Provision of time for family members, both children and adults during the school week, with some opportunities to extend skills into competitions. Positive events for families to share	Uptake and involvement across the different opportunities	HT	MSP Club £400 (Ex/Curr)	July 2019
Individual identification of pupils within the PP groups supported with the specific needs they present with	Develop case studies and developmental record systems to evidence individual circumstances	True understanding of a child in terms of strengths, barriers, context and wider background will enable all staff to be able to appropriately support children based on fact	Governor challenge and scrutiny will focus on the performance of groups of children and reference to our supporting documents will be a clear evidence of knowledge	SENCo/ Assessment Lead	6 x ½day	July 2019
FSM pupils fully integrated with an established sense of belonging	Termly attendance tracking and dialogue with families where necessary. Open door policy to support families when changes or circumstances change	We have a rural school, with minimal services easily accessible. We see ourselves as a community organisation and therefore a provision of support and signposting in a secure and trustworthy setting	Head Teacher will monitor and review the attendance trackers to measure impact of support on attendance, access to effective ongoing medical resolution and independent skills in prepared arrival	SBM	3 x ½day	July 2019
Budgeted Cost					£1,300	

Additional Detail: Due to the small numbers involved and therefore ease of identification, no further detail is recorded in this open forum.