

## Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Eyam Primary School				
<b>Academic Year</b>	Autumn 2019/2020	<b>£2300 plus £2640 = £4940 based on 3 pupils in KS2 for 2018-19</b>		<b>Date of most recent PP Review</b>	Sept 19
<b>Total number of pupils</b>	75	<b>Number of pupils eligible for PP</b> <small>This rose to 10 in Sept 2020</small>	10 14%	<b>Date for next internal review of this strategy</b>	Summer 2020

Progress	
40 % of pp children working at the expected standard	60% of pp children working below the expected standard

2. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Half of PP pupils are also SEN pupils	
<b>B.</b>	Historically and currently some children have attachment and social emotional issues	
<b>C.</b>	Lack of engagement in reading which slows the development of reading skills and is reflected in reading progress.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Social and emotional wellbeing is the main barrier	
<b>E.</b>	Poor home learning environment	
3. Desired outcomes <i>(and how they will be measured)</i>		Success criteria
<b>A.</b>	SEN pupils have specific tiered support (universal, targeted and specialist) to address needs and show improvement – enhancing learning to reduce the difference in progress	Progress as a result of interventions and increased self confidence
<b>B.</b>	Children are more self-confident, resilient, have a more positive attitude to life and learning	Children willing to take part in a range of activities/present ideas and contribute to class development. They learn from verbal feedback (VF) from teacher and make an effort to improve

<b>C.</b>	Pupils and families engage in reading both at home and school. Aural language skills improve which lead to improved reading	Pupils are enabled to reach age related expectations showing accelerated progress from starting points.
<b>D.</b>	Children are able to recognise, reflect on and talk about emotions – develop emotional literacy	Pupils can talk about how they feel and know where to go for help and support.

**4. Planned expenditure**  
**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
SEN pupils have specific tiered support (universal, targeted and specialist) to address needs and show improvement – enhancing learning to reduce the difference in progress	small group targeted support where possible during lessons. Celebration of work ethic visit other classes	FFT benefit of targeted support for specific needs Promote inclusive approach to SEN needs Project Read initiatives and strategies	IEPs reviewed twice a year with parent and pupil Termly data review meetings with HT / teacher Support through SSSSEN and SENCO	Class T and TA with SENCO	Termly (TA support in all 3 classes)
	Pupil progress meetings with the HT to review individual support and identify future needs	Pupils feel that they are valued and their progress matters – through staff verbal feedback	Termly review meetings Parents eve	Class T and TA with SENCO	Termly Weekly marking and feedback (release time)
	Sound discovery sessions for small gp at KS1	Building up confidence at an early age in order to develop early reading skills	Progress in reading	Class T and TA with SENCO	Half termly progress
	Booster support at UKS2	Confidence to use reading skills effectively Develop and promote a resilient attitude	Pupils can tackle maths and reading questions and are less anxious about the tests	Class T and TA with SENCO	Teacher / TA time within the school day After school booster sessions Jan / Feb 2020 (TA time)

	Replenish phonics books / high interest books on the reading scheme	Phonics is a core skill in reading	Books taken home and used – reading skills develop for all pupils. Monitoring shows that vulnerable pupils are reading as much as other children.	Lit lead	£200 books KS1 early phonics KS2 interest books
	Phonics support – all children learn appropriate sounds in Reception		Pupils an use phonics skills in writing tasks		(TA time 30 mins a day x 4 1268)
	Continue to provide Nurture club	Research around play, belonging and the development of social skills and its effect on future learning capacity	Boxall profile monitoring Pupil feedback		(weekly 2 full terms Nov – June 2.5 hrs)
			<b>3 hrs a week in each class = half a day</b>		<b>£5706</b>
B Children are more self-confident, resilient, have a more positive attitude to life and learning	Mindfulness activities. Mental health anti stigmas training and follow up Nurture group 'time to shine' in a small group. Class responsibilities – praise for doing well. Specific praise for taking part in sport / art work / extra events / model behaviour Feedback to parents Participate in extra-curricular music / choir Staff promote a growth mindset approach Aim for staff to receive MH training New PSHE Curriculum promotes positive wellbeing	Verbal feedback is highly effective way of improving self worth. Research on nurture shows it enables access into learning  Shared Leadership – children see results of their requests and actions – school council Sports leadership / School Council Rep/Change for Life for eg/House Captain	School council feedback Awards monitor Star of the week monitor Nurture feedback Take up of extra activities such as sports clubs Staff planning Pupils more skilled at typing Reduction in emotional outbursts	Nurture and each T Mrs H  Class T Head liaise with parents  All staff receive some training HT on MH First Aid training  Seek training for TAs	In addition touch typing for 75% of pp pupils (1 hr a week £634.5) HT time to review range of provision Feedback to Govs  MH First Aid Post training inset Post TA training feedback to staff  Summer term review new PSHE Curriculum Parent forum to review

C. Pupils and families engage in reading both at home and school. Aural language skills improve which lead to improved reading	modelling good vocab use especially in answering questions Use other children to role model and PP children to repeat for example questions	Children can communicate better if they have the vocab to use – and therefore be more confident with new ideas. Vocab focus through Project Read – integral part of Comprehension / book study lessons. Children also need time to grasp the idea of using new words ready for learning to spell them higher up the school Use more ambitious vocab through rewards – all classes	Baseline tracking Observations by staff progress check Dec/ June display Govs monitoring of vocab	Class room staff both T and TA Praise through celebration worship	training on Talk Boost and ECAT 18-19 project read (1 hrs a week to implement in Owls £634.5)
D. Children are able to recognise, reflect on and talk about emotions – develop emotional literacy	Training for staff to develop skills in enabling EM Lit to be developed	MH First Aid statistics and the increasing level of need within the school and community	Pupil contributions to PSHE lessons Anti-Stigma training and subsequent actions by the pupils	SEN / TAs	After the training (ELSA £550 plus cover for 5 days for 5 days TA cover £600 and to develop and run inset sessions with staff Follow on support 1:1 or groups 2 hrs a week £1300)
<b>Total budgeted cost</b>					£3718
<b>i. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A Aural language	SP and Lang 1:1 and additional reading / 1:1 attention	Pupils lack correct use of language – modelled through discussion / comprehension text	Weekly sessions with a range of volunteers and staff	HT /SEN Gov/ Volunteer parents	Termly pupil progress meeting

B Children are more self-confident	Contribute to residential A lot of praise and individual support Music lessons contribution Breakfast club and afterschool club support	Pupils have a more equal chance in taking part	IEP reviews Pupil reviews Weekly staff coms	HT	Pupil feedback Parents Qn Registers of events BC – price Trips prices residential £216
	Extra-curricular activities such as choir, contribution to trips	FFT Arts and Sport and outdoor adventure	Admin staff check up lists of those going – all classes attend and on sports competitions	HT PP Govs Admin staff	Trip half – price 3 trips per year per child @ £5 each £15 x 9 = £135
Equitable provision	Uniform subsidy / revision book purchase		Office staff track	Office	Uniform price £50 each x 9 = £450 Books - £200 Y6/Y2
C SEN pupils have specific support to this includes mastery maths for most able address needs and show improvement –	Nessy reading and spelling programme  TA paired reading with pupils, writing support, phonics group support, encouraging effort, number support in class	Wave 3 Lit intervention recommended by EP	TA responsible and extra time club at lunch time		£400 (2 hrs TA in each KS2 class £2536)
	Y6 Booster for pp 1 hr a week with an experienced teacher	Maths and reading booster for 10 sessions			£300
	KS2 computer software to promote a love and confidence of using words/ reading / spelling	Pupils increase confidence in spelling			£60

	School to work with home to develop an understanding of the importance of school – shown in increased attendance	Pets at school Parent's reading and phonics sessions, parents Forum, small group meetings with parents relating to reading	Parents attend future events Children are reading at home and returning slips	HT SENDCO	
D Social emotional issues and behavioural issues	Nurture for KS2 weekly A lot of adult support to help move away from using inappropriate language, giving positive self worth messages and alternative options when frustrated at playtimes	Attachment training Guidelines Poss CBT in 2020	Half termly feedback from group through pupil review. Boxall profile review twice yearly.		Each half Term – make links into class room tasks? Cost over year for one afternoon a week of 2.5 hrs TA / SENDCO/teacher time Extra lunch staff for playing games, boosting self esteem Male role model at lunch time £634
<b>Total budgeted cost</b>					£4931
<b>ii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children can focus on learning and are growing	Milk	Children who may not have had a big enough breakfast.	Admin staff administer the list to milk monitors – letters to parents termly		
	Pupil breakfast	Children can't learn when they are hungry	Behaviour improves and pupils learn		Ongoing - annual
C behaviour / emotional issues addressed	Emotional needs met through employment of TAs in each class and lunch staff who give time to listen	behaviour interventions if needed extra adult awareness	give increased support during the week – ongoing short periods of time	HT Class T Parents	
<b>Total budgeted cost</b>					<b>£14 355</b>