

Pupil Premium Strategy Statement: October 2019 - 2020.

1. Summary information					
School	Eton Park Junior: A de Ferrers Trust Academy				
Academic Year	2019/2020.	Total PP 2019/2020 budget (Proposed).	£94660	Date of most recent PP Review	Sept 2019
Total number of pupils	223	Number of pupils eligible for PP	70	Date for next internal review of this strategy	Summer 2020

2. Current attainment		
KS2 Achievement of PP children from the recent data.	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard in Reading	56% (National 62%)	27%
% achieving expected standard in Writing	48% (National 68%)	11%
% achieving expected standard in Maths	72% (National 67%)	42%
% achieving expected standard in RWM	48% (National 51%)	11%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	To continue to monitor the attainment of PP children to raise this to be in line with National
B.	Closely monitor the new intake of Year 3 PP children to ensure they are making expected progress by the end of Autumn Term.
C.	To raise the combined attainment of PP children in RWM to 52% (national RWM PP).
D.	To monitor PP children for a development in reading for pleasure.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	To monitor the well-being of PP children outside of school and in the home. Provide support for parents if needed.
F.	To ensure that all children who are eligible for PP funding are applying for this funding through liaison with parents. (Year 3 in particular).
G.	To create better links with parents of PP children.
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
	Success criteria

A.	To raise the attainment of PP children to be in line with National	As Stated
B.	Closely monitor the new intake of Year 3 PP children to ensure they are making expected progress by the end of Autumn Term.	As Stated Below.
C.	To raise the combined attainment of PP children in RWM to 52%.	As Stated Below.
D.	To monitor PP children for a development in reading for pleasure.	As Stated Below.
E.	To monitor the well-being of PP children outside of school and in the home. Provide support for parents if needed.	
F.	To ensure that all children who are eligible for PP funding are applying for this funding through liaison with parents. (Year 3 in particular).	As Stated Below.
G.	To create better links with parents of PP children.	As Stated Below.

5. 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 (Internal barriers).

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 ensure that the outcomes for the PP children are closer to National.	To continue to monitor the progress of PP children. To ensure quality first teaching in all lessons and interventions.	It is important to identify and monitor the progress of the PP children in-line with the non-PP children. As we have funding for the PP children, by monitoring their progress I can identify areas that need to be developed and provide support or intervention to help them develop further.	Half termly monitoring of the PP children through book scrutiny, lesson observations and learning walks. Pupil voice from PP children. To put in place regular interventions such as inference reading, echo reading, spag.com. Reading buddies to improve English skills and attainment.	EM- PP Lead. HP- Executive Principal LK – Vice Principal	This will be reviewed termly.

			TT rock stars, Maths mechanics, fluent in five to improve maths skills and attainment.		
Closely monitor the new intake of Year 3 PP children to ensure they are making expected progress by the end of Autumn Term.	<p>To ensure that the new children in Year 3 settle well in to their learning at Eton Park.</p> <p>Closely monitor the progress of year 3 over the first term to ensure that any intervention or any additional SEN support or investigation is needed.</p>	<p>It is important that the Year 3 pupils settle in to Eton Park well and any areas of concern are addressed straight away to ensure that the children have the best start to their learning at Eton Park.</p> <p>Ensure that any areas of concern are addressed straight away and the SEN team are made aware.</p>	<p>Discussions with year 3 staff and SMT to discuss any PP that are raising a concern.</p> <p>Analyse the data from the first term to ensure that the children are working at expected for that time in the term.</p> <p>NFER tests to help track improvement.</p> <p>Salford baseline Educator gaps in learning PAMs meetings specifically identifies attainment and progress of PP children.</p>	<p>Year 3 staff EM PP Lead HP Executive Principal LK Vice Principal SENCO SENCO assistant Primary Director NB for PAMs</p>	<p>Monitor termly when data is implemented.</p> <p>TLR2 x 1: £2795 per year.</p> <p>Analysis of data and regular discussions with SMT.</p>

<p>To have high expectations for the PP children and aim to raise the combined RWM from 48%</p>	<p>To identify those areas of the curriculum that some PP children may struggle with and provide support.</p>	<p>In order to ensure that we have high expectations for the PP children to reach their full potential in RWM, it is important to identify any areas of development that certain PP children may need support this and use the PP funding in order to provide opportunities and support.</p>	<p>Regular monitoring of the progress if the PP children throughout all subjects, lesson observations, book scrutiny</p> <p>Analysis of data every 8 weeks.</p> <p>Pupil voice to identify any areas the children feel they need additional support.</p> <p>Provide teaching staff with up to date analysis of the progress of the PP children within their class.</p>	<p>EM PP lead. HP- Executive Principal. LK -Vice Principal</p>	<p>Monitor termly when data is implemented.</p> <p>TLR2 x 1: £2795 per year.</p>
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<p>To monitor the development and progress of reading for pleasure.</p>	<p>To ensure that the PP children have access to high quality, challenging texts that provide interest in reading.</p> <p>To ensure that the PP have the opportunity to read for pleasure on a regular basis within school.</p> <p>To monitor the opinion of the PP children in</p>	<p>In order to create a reading for pleasure ethos within the school, I believe it is important to provide PP children (who are the most disadvantaged children) with high quality, challenging that cover a variety of different topics and subjects. It is important to provide the children with reading materials as they are likely not to have these at home.</p>	<p>Pupil Voice.</p> <p>Monitoring of the children's home school diary and reading at home.</p> <p>Monitoring of the read superheroes display.</p>	<p>EM – PP Lead.</p>	<p>The cost of the books provided within the school.</p>
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ii. Targeted support (External Barriers).

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 monitor the well-being of PP children outside of school and in the home. Provide support for parents if needed.	<p>To support those children and parents that are PP.</p> <p>To provide sessions with PP parents to identify any difficulties or support they may need particularly with mental health and well-being</p>	It is important to provide PP parents with advice and support particularly in order to support any mental health support that is needed.	Provide questionnaires for parents to identify any areas of support they would like to see within school.	<p>EM- Lead.</p> <p>HP- Executive Principal.</p> <p>LK- Vice Principal.</p> <p>PSM role</p> <p>CP -SEN support</p>	Reviewed on a half termly basis.
To ensure that all children who are eligible for PP funding are applying for this funding through liaison with parents. (Year 3 in particular).	<p>PP lead to ensure support is needed to complete the forms.</p> <p>To send out forms on regular basis for parents are children eligible to fill in.</p> <p>To regularly devise strategies that increase uptake (raffles/WIIFM)</p>	Due to the free school meal for all children in the infant school, often parents don't apply for FSM when they are eligible for it. Parents of children that are eligible don't realise this and may need a reminder or support when filling in the forms.	<p>Ensure that parents are aware of their entitlement.</p> <p>Staff to provide/offer support for the parents when filling in the forms to apply for FSM.</p> <p>Provide an incentive for filling in the form.</p>	<p>LK- Vice Principal</p> <p>HP- Executive Principal</p> <p>EM PP lead.</p> <p>PSM role</p> <p>SENCo role</p>	December 2019.

<p>To create better links with parents of PP children.</p>	<p>To ensure that parents feel confident to come in to school and ask for any additional support they may need for their child or for themselves.</p>	<p>As well as supporting PP children in school, it is important to support the parents as well. It is important to gain the support from the parents to ensure that children are given the best chance and opportunity within school and at home.</p>	<p>Provide opportunities for PP parents to come in to school to take part in activities with their children and opportunities for the parents of PP children to support each other. Work towards Carnegie Medal for Mental Health award. Parental engagement is a focus on the SDP.</p>	<p>LK- Vice Principal HP – Vice Principal EM PP lead. PSM role</p>	<p>Termly.</p>
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