

# Escomb Primary School

## Pupil Premium Strategy Statement 2019 - 2020

### 1. Rationale

At Escomb Primary School we believe that teaching and learning opportunities meet the needs of all of pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We recognise that not all FSM pupils are socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will therefore allocate Pupil Premium funding to support any pupil or groups of pupils the school has identified as socially disadvantaged. This will not however exclude any of those who qualify for the Pupil Premium. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non-Pupil Premium.

### 2. Reception – Year 6 Pupil Premium Funding

| Pupils Eligible for PP Funding  | Number of Eligible Boys | Number of Eligible Girls | Number of Looked After Children/ Post LAC | Number of Service Children |
|---------------------------------|-------------------------|--------------------------|---|----------------------------|
| 36 pupils                       | 14                      | 14                       | 3 pupils £2,300<br>2 pupils £1,900        | 3 pupils £300 =£900        |
| Total Premium Funding - £48,560 |                         |                          |   |                            |

\*Looked After Children receive £2,300 with £600 being retained centrally by Durham Local Authority.

### 3. Pupil Premium Summary Information

|                            |         |                           |     |
|----------------------------|---------|---------------------------|-----|
| Total Number of Pupils     | 207     | Number of Pupils Eligible | 36  |
| Total Pupil Premium Budget | £52,760 | % of Pupils Eligible      | 18% |

### 4. 2019 PP Outcomes

| EYFS:             |                   |               |             |                    |                 |               |             |                    |
|-------------------|-------------------|---------------|-------------|--------------------|-----------------|---------------|-------------|--------------------|
| GLD               | School FSM 2019   | NA Other 2019 | School Diff | National Diff 2019 |                 |               |             |                    |
| (1 child)         | 0%                | 75%           |             |                    |                 |               |             |                    |
| KS1:              |                   |               |             |                    |                 |               |             |                    |
| Phonics:          | School FSM 2019   | NA Other 2019 | School Diff | National Diff 2019 |                 |               |             |                    |
| (3 children)      | 100%              | 84%           | %           | %                  |                 |               |             |                    |
| EXPECTED STANDARD |                   |               |             |                    | GREATER DEPTH   |               |             |                    |
| Year 2: (1 child) | School FSM 2019   | NA Other 2019 | School Diff | National Diff 2019 | School FSM 2019 | NA Other 2019 | School Diff | National Diff 2019 |
| Reading           | 100%              | 78%           |             |                    | 0%              | 28%           |             |                    |
| Writing           | 100%              | 73%           |             |                    | 100%            | 17%           |             |                    |
| Maths             | 100%              | 79%           |             |                    | 100%            | 24%           |             |                    |
| KS2:              | EXPECTED STANDARD |               |             |                    | GREATER DEPTH   |               |             |                    |
| (8 children)      | School FSM 2019   | NA Other 2019 | School Diff | National Diff 2019 | School FSM 2019 | NA Other 2019 | School Diff | National Diff 2019 |

|              |     |     |  |  |    |     |  |  |
|--------------|-----|-----|--|--|----|-----|--|--|
| Reading      | 88% | 78% |  |  | 50 | 31% |  |  |
| Writing      | 75  | 83% |  |  | 13 | 24% |  |  |
| Maths        | 63  | 83% |  |  | 0  | 31% |  |  |
| GPS          | 75% | 83% |  |  | 25 | 40% |  |  |
| RWM combined | 63  | 71% |  |  | 0  | 13% |  |  |

| KS2 VA Progress (PP) |                 |               |             |                    |
|----------------------|-----------------|---------------|-------------|--------------------|
| Ave. VA              | School FSM 2019 | NA Other 2019 | School Diff | National Diff 2019 |
| Reading              | 3.9             | 0.3           |             |                    |
| Writing              | -0.8            | 0.3           |             |                    |
| Maths                | -2.6            | 0.3           |             |                    |

| 5. Internal Barriers to Future Attainment |  |   |
|---|--|---|
|   | In-school barriers   | Desired Outcomes  |
| <b>A</b>                                  | Pupils eligible for PP in EYFS make less progress in CCL & Reading and Writing than non-pupil premium.                       | Higher rates of progress across school for pupils eligible for PP.      |
| <b>B</b>                                  | Attainment in Reading & writing at key stage 1 is lower for PP than for non PP at greater depth.                             | Higher rates of progress across school for pupils eligible for PP.      |
| <b>C</b>                                  | Attainment & Progress rates for children eligible for PP in Year 6 are lower than that of their peers for writing and maths. | Increased rates of progress for PP pupils in Maths & writing across KS2 |

## 6. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)

| Barriers |  | Desired Outcomes   |
|----------|--|--|
| <b>D</b> | Low attendance rates for some children in receipt of PP impacts on their learning.   | Increased attendance rates.  |
| <b>E</b> | Increase in number of working parents/split families has resulted in: <ul style="list-style-type: none"><li>• Less engagement/support with homework</li><li>• Lack of support with early reading for younger children at home.</li></ul> | Increased engagement with parents to support homework and reading.<br>Provide increased opportunities in school to support and enthuse a love of reading                   |
| <b>F</b> | Vocabulary poor households mean children do not have the vocabulary to express themselves and to be effective readers and learners.  | Improved vocabulary for  |
| <b>G</b> | The range of enrichment opportunities for pupils eligible for PP is lower in comparison with their peers due to money constraints at home.   | Pupils eligible for PP are able to access the same or similar enrichment experiences as their peers; which will raise their self esteem, confidence and academic progress. |
| <b>H</b> | Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.   | Improve emotional resilience for pupils eligible for PP through support and intervention programmes targeting learning behaviours and resilience.                          |

## 7. Pupil Premium Planned Expenditure

|          | <b>TARGET/OUTCOME<br/>(What?)</b>   | <b>Actions<br/>(How?)</b>  | <b>Rationale<br/>(Why?)</b>  | <b>Cost</b>   | <b>Impact<br/>(Autumn, Spring, Summer)</b>   |
|----------|---|--|--|---|--|
| <b>A</b> | Improve outcomes for PP children in EYFS – reading and writing Consistent approach to RWInc across EYFS and KS1 | <ul style="list-style-type: none"> <li>• Read Write Inc Training for all new staff</li> <li>• 2 x In –House Development Days from Read Write Inc Consultant to continuously develop &amp; improve teaching of phonics</li> <li>• Reading Leader to attend training.</li> <li>• Fortnightly sessions with all staff delivering RWInc to continually upskill.</li> </ul> | <ul style="list-style-type: none"> <li>• Improved teacher knowledge and skills impacts positively on QFT.</li> </ul> | Cost:<br><b>Training:£1,500</b><br><b>On line subscription £525</b> | All interventions in place from September 2019 to March 2020.<br>Due to COVID Pandemic 2020, school was closed from 20 <sup>th</sup> March 2020 therefore, impossible to measure impact. |

|   |   |  |  |   |  |
|---|---|--|--|---|--|
| B | Improve attainment in reading and writing across key stage 1. | <ul style="list-style-type: none"> <li>• Additional TA to support RWInc programme</li> <li>• Daily phonics sessions across year 1&amp; 2</li> <li>• Regular assessments to monitor progress.</li> <li>• 1-1 phonics tutoring</li> </ul>  |  | Costs:<br>TA costs£12,000<br>Resources costs:<br>£2,300   |  |
| C | Improve outcomes for children eligible for PP in KS2.         | Additional support to provide tailored interventions provided by TA on a daily basis and additional teacher 3 mornings per week. Interventions are related to:<br>- Reciprocal Reading<br>-improving written responses to comprehension and range of vocabulary understood and used.<br>- maths mastery approach | EEF evidence suggests that TAs can have a positive impact on academic achievement where Tas support individuals or small groups.<br>In our school we use TAs for specific support and this impacts positively on outcomes. | Cost:<br><b>TA £ 23,00</b><br><b>Teacher:</b> £300 per week x 26 = <b>£7800</b><br><br>Reciprocal reading training:£250<br><br>RWinc Spelling: <b>£2192</b><br><br>Power Maths resources:<br>Timestables<br>Rockstars <b>£158</b> | All interventions in place from September 2019 to March 2020.<br>Due to COVID Pandemic 2020, school was closed from 20 <sup>th</sup> March 2020 therefore, impossible to measure impact. |

|   |  |   |  |  |   |
|---|--|---|--|--|---|
| D | Improve attendance for PP children                                 | Robust system for monitoring attendance, incentives and support for families.   |  | Annual safeguarding training<br><b>£290</b>  | PP attendance 3/9/19 - 13/3/20<br><b>97.08%</b><br>Impact of the norovirus during the Autumn term.<br>Due to COVID Pandemic 2020, school was closed from 20 <sup>th</sup> March 2020 therefore, impossible to measure impact. |
| E | Increased engagement with parents to support homework and reading. | <ul style="list-style-type: none"> <li>• New reading materials for all classes.</li> <li>• Book club (start with year 6 as trial)</li> <li>• Enrichment activities/opportunities planned for in school e.g. author visits<br/>Theatre visits</li> <li>• Reading workshops in school for parents</li> <li>• Reading 'Café' – inviting parents into school to read with children.</li> <li>• DLRS boxes – fiction &amp; non-fiction and related to LC.</li> </ul> |  | <p>Cost:<br/>Reading books for all classes:<br/><b>£1,216</b></p> <p><b>DLRS SLA:<br/>£3,040</b></p> <p><b>Purple Mash subscription: £1200</b></p> | <p>.</p> <p>Due to COVID Pandemic 2020, school was closed from 20<sup>th</sup> March 2020 therefore, impossible to measure impact.</p>  |

|   |  |  |  |   |   |
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|   |  |  |  |   |   |
| F | <p>Ensure funding is used to promote the equality of opportunity and provide a range of enrichment activities to all PP children.</p> <p>Ensure PP children are offered financial support for trips and visits, as well as after school clubs and opportunities such as competitions</p> | <p>All classes offered curriculum enrichment activities,: theatre companies, class workshops relating to LC curriculum.</p> <p>Subsidise peripatetic music tuition</p> <p>Support for after school clubs</p> <p>Support for year 6 residential visit:</p> <p>B/Club subsidy:</p> |  | <p>Termly allocation for clubs:<br/><b>£ 250</b></p> <p>Termly allocation for b.club subsidy:<br/><b>£250</b></p> <p>Termly allocation for trips<br/><b>£250</b></p> <p>Year 6 residential:<br/><b>£250</b></p> | <p>Autumn:<br/>Due to COVID Pandemic 2020, school was closed from 20<sup>th</sup> March 2020 therefore, impossible to measure impact.</p> |



|   |  |  |  |   |  |
|---|--|--|--|---|--|
| G | Improve emotional resilience for PP children | Drawing & Talking<br>Lego Therapy<br>Student Support |  | Cost:<br><b>£ 500</b><br><br><b>£1700</b> | Evidence stored in individual logs to show the positive impact on emotional resilience for individuals.<br>Due to COVID Pandemic 2020, school was closed from 20 <sup>th</sup> March 2020 therefore, impossible to measure impact. |
|---|--|--|--|---|--|

| <b>8. Budget Summary</b> |  |             |
|--------------------------|--|-------------|
|                          | <b>Desired Outcome</b>   | <b>Cost</b> |
| <b>A</b>                 | Improve outcomes for PP children in EYFS – reading and writing | £2,025      |
| <b>B</b>                 | Improve attainment in reading and writing across key stage 1.  | £14,300     |
| <b>C</b>                 | Improve outcomes for children eligible for PP in Year 6        | £33,400     |

|                           |  |                |
|---------------------------|--|----------------|
| <b>D</b>                  | Improve attendance for PP children   | £290           |
| <b>E</b>                  | Increased engagement with parents to support homework and reading  | £5456          |
| <b>F</b>                  | Promote and Improve the equality of opportunity and provide a range of enrichment activities to all PP children. | £500           |
| <b>G</b>                  | Improve emotional resilience for PP children   | £2,200         |
| <b>Total Budget Spent</b> |  | <b>£58,171</b> |

|   |
|---|
| <b>Governance</b>   |
| Monitoring the Effectiveness & Impact of Pupil Premium Performance  |
| Pupil Premium Governor: <b>Jennifer Tremewan</b>  |
| <p>Summary:</p> <p>Pupil premium strategy was shared with the link governor and finance committee in the Autumn term. The desired outcomes were discussed in line with the needs of the children in school.</p> |