

ETON WICK CE FIRST SCHOOL

Pupil Premium Expenditure 2018-2019

Barriers to learning

We have 17 children eligible for Pupil Premium, our analysis shows:

- 18% adopted pupils
- 65% are pupils with attendance less than 96%
- 47% have experienced significant changes in their home lives over the last year
- 59% are children in need of additional pastoral support
- 53% are below Age Related Expectation in Reading, Writing and Maths
- 41% are on the School's Special Educational Needs register

Strengths of our children eligible for pupil premium

- Access to good Early Years education
- A high proportion of parental support for our adopted children
- The potential for approx. 50% of our children with PPG to reach Age Related Expectation
- Strong pastoral support (ELSA, Systemic Therapeutic Provision).

Our choice of interventions are selected because we have looked at Sutton Trust (EEF) and use our knowledge of children and experience, in conjunction with SEND IEP targets to provide the support as detailed below:

Intervention/support	Cost	Impact	How we will measure
Therapeutic support delivered by psychodynamic play therapist	£6000	Children are increasingly confident and are able to express themselves; the systemic approach ensures families and staff are also supported	Children are more frequently able to relate to each other in a positive manner, have a growth -mindset and are settled in their environments and in new relationships. There is a reduction in the number of adverse behaviour incidents.
Emotional literacy support	£2000	Children have the tools to be able to measure their feelings, change their behaviours and improve their self esteem	Reduced incidents of poor behaviour. Children are able to discuss their problems in a sensible and calm manner relative to a range of situations.
1:1 daily Reading and Writing interventions with children in Key Stage 2	£9000	Children write in a range of genres, confidently able to use higher level punctuation, wider vocabulary, for a sustained period.	Moderation across classes and across schools shows that writing standards are at ARE or above and that opportunities are wide. An increased number achieve ARE+
1:1 daily phonics intervention with children in Key Stage 1	£9000	Children in Year 1 reach the required phonics threshold and Children who miss the threshold are supported in Year 2	The Nationally measured phonics threshold - testing in June
Extra-curricular activities targeted to individual dependent on need	£1000	Pupils are increasingly resilient, show that they can commit to activities and develop interests outside of school.	The children who attend regularly and are able to discuss their participation (sport, craft, art, music, languages) which shows that they benefit socially, emotionally and increase their skill set.
Drop off club/care used to aid with integration from home to school	£200	Children accessing the drop off club enables children to make a smooth transition into school	Children will happily start school without upset.

Attendance and punctuality - follow up is rigorous with each child Individual actions are in place, for example: Early help and Education Welfare Officer. Holidays are not authorised. Specific motivational activities are in place to encourage high attendance.	£800	Termly analysis shows that our rigorous processes are working, as our overall attendance rate has improved to above the National average. Individual actions are in place to promote attendance positively	Termly and weekly analysis (whole school), with tracking of individuals and key families.
Hard to reach families are supported by the whole school, with a number of staff members who are committed to aiding families who find aspects of life difficult, eg. Online payments, access funding, reading workshops and other curriculum support to help with children's learning.	£500	A core number of parents attend; we target particular families - we can proudly say that we are in regular contact with all of our parents. Increasingly these parents are able to work with their children on homework.	Numbers of parents attending workshops will increase. PPG Lead will meet with parents to understand individual needs and barriers
Building aspiration and developing their learning around what they know they need to do to improve - through aspiration assemblies	£1260	Pupil voice interviews and parent structured conversations. Celebrating success out of school - eg scouting, swimming, gymnastics	Children can articulate their targets, know what they want to achieve, can select support materials and learning aids independently, in the most part. They have a bank of suggested career options, which motivates them to succeed.

Results - summer 2017 (2 children)

Key Stage 1	% of children at ARE		% of children at ARE +	
	Disadvantaged	Others	Disadvantaged	Others
Reading	50%	74%	0%	26%
Writing	50%	65%	0%	13%
Maths	0%	87%	0%	9%

Results - summer 2018

Key Stage 1	% of children at ARE		% of children at ARE +	
	Disadvantaged	Others	Disadvantaged	Others
Reading				
Writing				
Maths				