

# Pupil premium strategy statement – Evergreen Primary Academy 2018-19

1. Summary information					
School	Millpond Primary School				
Academic Year	2018-19	Total PP budget	£95,500	Date of most recent PP Review	N/A
Total number of pupils	183	Number of pupils eligible for PP	71	Date for next internal review of this strategy	January 2019

2. Current attainment end of KS2		
	<i>Disadvantaged (your school)</i>	<i>Non-disadvantaged pupils (national average)</i>
% making least the expected standard in reading	N/A – first year of academy	
% making at least the expected standard in writing	N/A – first year of academy	
% making at least the expected standard in maths	N/A – first year of academy	
% making at least the expected standard in grammar, punctuation & spelling	N/A – first year of academy	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Gaps in pupils' knowledge and understanding from prior teaching and learning experiences over time
B.	A high proportion of disadvantaged pupils have English as an additional language
C.	Pupils starting reception class below age related expectations
D.	Ineffective prior intervention to support learning behaviours, subject knowledge and resilience to failure
E.	Historical low expectations of pupils' ability to progress and achieve in English and Maths

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	Challenging home circumstances (including, English as an additional language, housing, migration status) that impact on children's physical and emotional wellbeing and preparedness for learning.	
<b>G.</b>	High persistent absence rates for some vulnerable and disadvantaged pupils	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success Criteria</b>
<b>A.</b>	Improved quality of teaching and learning which leads to a greater percentage of pupils working at ARE in Reading, Writing and Maths.	Increase in number of children reaching ARE in English and maths and increased rates of progress compared to 2017. Improved standards of reading developed through the implementation of new whole class reading strategy. Improved standards of maths developed through the implementation of new Maths lesson structure. New marking and feedback policy enables immediate feedback into future planning. The use of PiXL targeted interventions leads to a higher percentage of disadvantaged pupils working at ARE.
<b>B.</b>	The school will use a wider range of teaching methods and appropriate strategies/resources to improve the attainment and progress rates of disadvantaged pupils for whom English is an additional language.	The school has a clear policy for supporting 'new arrivals to the country. PSA and Administration Assistant will support the SENDCo in the development and provision of this. The school has a robust process for monitoring the progress of disadvantaged pupils during pupil progress meetings. The school carries out regular monitoring activities that confirm that disadvantaged pupils are making progress in line with non-disadvantaged pupils. An appropriate range of interventions are available to support the improvement in attainment and progress of disadvantaged pupils for whom English is an additional language. Principal and SENDCo to work directly with other schools to identify good practice and put strategies in place to improve provision for disadvantaged pupils with English as an additional language Purchase of Learning Village and Better bilingual to resource specific teaching sessions for disadvantaged EAL pupils. The school will hold regular pupil progress meetings in which the PP pupils' progress and attainment will be a key discussion point with appropriate actions and interventions being put in to place. Reading Assistant and LSAs to work with targeted pupils to support improvements in reading, writing and maths. Reading Assistant and LSAs released to develop subject knowledge and receive CPD for providing accurate interventions for maximum impact.
<b>C.</b>	Reception pupils will benefit from an oracy project which will support the literacy development of disadvantaged pupils and their mothers, to enable parents to support learning in the home.	The school will run a range of parent meetings and activities to develop the literacy and oracy skills of parents. The school will run workshops with parents to skill them in supporting learning at home with their children. Children and parents will have improved levels of literacy to support communication with learning at home. The school will release the Foundation Stage Leader for CPD sessions and network meetings to ensure effective strategies in place for the development of oracy skills in the Foundation Stage.

<b>D.</b>	The use of PiXL will support the accurate identification of pupils' gaps in knowledge and appropriate/timely support will be put in to place to improve rates of progress and attainment.	Teachers and Raising Attainment Lead will meet fortnightly to plan for appropriate and targeted additional provision for pupils. Teachers will use PiXL information to inform future planning to ensure whole class gaps in learning are addressed and pupil understanding of concepts is age related.
<b>E.</b>	A new structure for the teaching of reading and Maths skills will ensure appropriate challenge and expectation for all pupils.	Teachers will follow the 'I do, We do, You do' model of teaching Maths. Teachers will teach the required skills for reading using the DERIC format. Planning and marking will demonstrate appropriate differentiation to meet the needs of all learners.
<b>F.</b>	Parents will be supported by PSA in housing, migration, benefits etc. to reduce unsettled period for children.	Strong links with external agencies. Evidence of swift and effective intervention provided by the school. Parent classes available to all parents to enable improved English and Maths skills for parents.
<b>G.</b>	Rates of persistent absence for disadvantaged pupils will decrease.	New monitoring system will lead to early identification of 'cause for concern' pupils and families. Action plans will be in place to support improved attendance. PSA will work closely with families to support higher rates of attendance. Regular meetings between parents, PSA and Principal will lead to positive relationships to support improved attendance. Advice from EWO will be sought and acted upon by PSA.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018-19</b>				
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					
<b>i. Quality of teaching for all</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>

The use of PiXL will support the accurate identification of pupils' gaps in knowledge and appropriate/timely support will be put in to place to improve rates of progress and attainment for all pupils.	Purchase of PiXL license. The school will release the Raising Attainment Lead and SENDCo to attend CPD events linked to PiXL development in the academy. PiXL code interventions	PiXL has a proven track record for improving outcomes for pupils.	Vice Principal is PiXL Lead for the CLF. Implementation will be carried out by VP.	CB	T3
A new structure for the teaching of reading and Maths skills will ensure appropriate challenge and expectation for all pupils.	CPD for staff from South Glos. Purchase of new resources. Staff collaboration events. Visits to other CLF schools. Support with planning from VP. Planning scrutiny Teaching, Learning and Professional Development Week activities and actions. Small group intervention from VP.	Following the mastery approach for the teaching of Mathematics.	Termly observations of lessons. Termly monitoring of data to measure impact.	CB	T3
Improved quality of teaching and learning which leads to a greater percentage of pupils working at ARE in Reading, Writing and Maths.	Teachers will receive additional Maths and English CPD from South Glos. Teachers will receive additional CPD from CLF schools to support the development of teaching strategies. Use of SALT to support teacher planning. Use of Bridge Foundation to support staff supervision sessions. Use of EP services to support teacher understanding of needs of PP pupils with SEND.	EEF research papers and toolkit.	Termly observations of lessons. Termly monitoring of data to measure impact.	SLT	T3
<b>Total budgeted cost</b>					£49,500
<b>ii. Targeted support</b>					

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?
Reception pupils will benefit from an oracy project which will support the literacy development of disadvantaged pupils and their mothers, to enable parents to support learning in the home.	Working with PR on the Oracy Project during T2. Meetings with parents and pupils. Video conferencing with parents. Modelling and practical activities with parents and pupils. (See separate action plan)	Educational research demonstrates that the for early years pupils, interactions with their mother are crucial to development of literacy and oracy skills. Pupils enter the foundation stage below ARE in this area.	Fortnightly reviews of progress between FS Lead and Principal. Action plan created and reviewed regularly.	SM	T3
The school will use a wider range of teaching methods and appropriate strategies/resources to improve the attainment and progress rates of disadvantaged pupils for whom English is an additional language.	Collaborating with schools who use effective methods for teaching children with English as an additional language. CPD for staff. Additional resources to support teaching of vocabulary and sentence structures. Use of Learning Village educational programme. Use of Better Bilingual educational programme. New Arrivals procedure to support pupils who are new to the country. One to one reading interventions	Voice 21 Oracy project Educational research demonstrates a range of approaches are needed to ensure progress of pupils with EAL.	Monthly reviews of progress between EAL Lead and Principal. Action plan created and reviewed regularly.	DB/VC	T3
<b>Total budgeted cost</b>					£15,940
<b>iii. Other approaches</b>					
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?

Parents will be supported by PSA in housing, migration, benefits etc.to reduce unsettled period for children.	Disadvantaged families are targeted for support to improve housing, benefits and migration status.  PSA to organise and lead on parent classes available to all parents to enable improved English and Maths skills for parents.	High number of disadvantaged families living in area of economic deprivation.	Notes from meetings, multi-agency work, signs of safety documentation.	JV	January 2019
To reduce lateness and increase attendance of targeted disadvantaged and vulnerable pupils/families.	Continue breakfast club provision and target families with low attendance.  New attendance monitoring system will lead to early identification of 'cause for concern' pupils and families. Action plans will be in place to support improved attendance  Regular meetings between parents, PSA and Principal will lead to positive relationships to support improved attendance.  Class teachers to run extra-curricular clubs to ensure all pupils have the opportunity to be engaged in coming to school and developing skills outside of 'academic' subjects.	Key parents have indicated that the routine of breakfast club supports them to get their children in to school on time, every day.	Breakfast club supervisor to continue monitoring activities related to breakfast club attendance and report to SLT. Appropriate actions to be taken when required.	JV	January 2019
All PP children will be supported to take part in extracurricular activities and class trips.	PP children will be offered 25% discount on clubs and trips.	PP children need to have a rich and varied curriculum and extra-curricular activities; cost should not be a barrier	Log of trips and clubs attended.	SLT	January 2018
<b>Total budgeted cost</b>					£34,420

