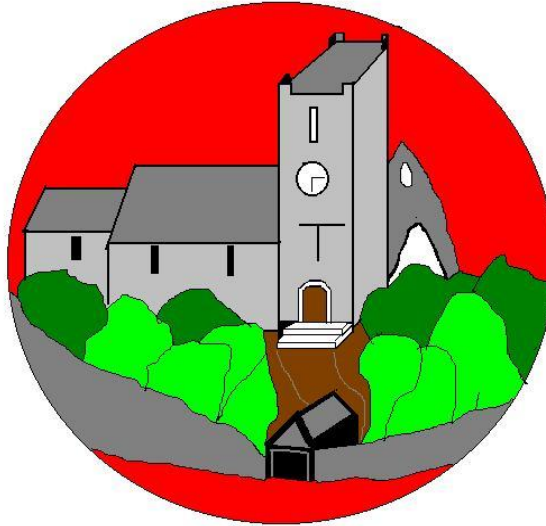


**Ebchester CE Primary School**  
**Pupil Premium Strategy Statement 2018 – 2019**



**Ebchester CE Primary School**  
**Pupil Premium Strategy**  
**2018 - 19**

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**Rationale**

At Ebchester CE Primary School we believe that teaching and learning opportunities meet the needs of all 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. 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.

<b>Reception – Year 6 Pupil Premium Funding</b>				
Pupils Eligible for PP Funding <b>19 = £24,060</b>	Number of Eligible Boys <b>8 x 1320 = 10,560</b>	Number of Eligible Girls <b>10 x 1320 = 13,200</b>	Number of Looked After Children <b>0</b>	Number of Service Children <b>1</b>
	Per Pupil £1,320	Per Pupil £1,320	Per Pupil £1,900*	Per Pupil £300

\*Looked After Children receive £1,900 with £600 being retained centrally by the Local Authority.

<b>Early Year Pupil Premium Funding</b>				
Total of Nursery Pupils <b>0</b>	Number of Eligible Pupils <b>0</b>	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53

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KS1	2018 - Outcomes														
	PP Pupils			Other			SCH GAP	KS2	PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
EYFS GLD	100%	72%	+28	80%	72%	+8	+20	Expected Standard Reading	75%	75%	0	90%	75%	+15	-15
Year 1 Phonics	100%	82%	+18	73%	82%	-9	+18	Expected Standard Writing	50%	78%	-28	90%	78%	+12	-40
Expected Standard Reading	100%	75%	+25	75%	75%	0	+25	Expected Standard Maths	75%	76%	-1	90%	76%	+14	-15
Expected Standard Writing	100%	70%	+30	63%	70%	-7	+36	Expected Standard GPS	75%	78%	+3	90%	78%	+12	-15
Expected Standard Maths	50%	76%	-16	88%	76%	+12	-38	Expected Standard R/W/M	50%	64%	-14	90%	64%	+26	-40

(The 2018 Outcomes displays data from particularly small groups of PP pupils)

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		Reception		
Pupils	Boys	Girls	Disadvantaged	Other
11	2	0	2	9
		Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Reading	All	73%	64%	73%
	Disadvantaged	0%	0%	0%
	Other	73%	78%	89%
	Difference	-73%	-78%	-89%
		Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Writing	All	64%	64%	73%
	Disadvantaged	0%	0%	0%
	Other	64%	78%	89%
	Difference	-64%	-78%	-89%
		Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Maths	All	73%	73%	73%
	Disadvantaged	0%	0%	0%
	Other	73%	89%	89%
	Difference	-73%	-89%	-89%

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		Year 1		
Pupils	Boys	Girls	Disadvantaged	Other
8	1	1	2	6
		Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Reading	All	75%	75%	75%
	Disadvantaged	100%	100%	100%
	Other	67%	67%	67%
	Difference	+33%	+33%	+33%
		Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Writing	All	75%	75%	75%
	Disadvantaged	100%	100%	100%
	Other	67%	67%	67%
	Difference	+33%	+33%	+33%
		Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Maths	All	75%	75%	75%
	Disadvantaged	100%	100%	100%
	Other	67%	67%	67%
	Difference	+33%	+33%	+33%
		Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
GPS	All	38%	50%	62.5%
	Disadvantaged	50%	50%	100%
	Other	33%	50%	50%
	Difference	+17%	0%	+50%

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		Year 2			
Pupils	Boys	Girls	Disadvantaged	Other	
17	0	3	3	14	
	Proportion at ARE End of Y1	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer	
Reading	All	57%	65%	69%	75%
	Disadvantaged	67%	67%	67%	100%
	Other	55%	64%	69%	69%
	Difference	+12%	+3%	-2%	+31%
	Proportion at ARE End of Y1	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer	
Writing	All	71%	71%	69%	69%
	Disadvantaged	67%	67%	67%	67%
	Other	73%	71%	69%	69%
	Difference	-6%	-4%	-2%	-2%
	Proportion at ARE End of Y1	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer	
Maths	All	71%	71%	69%	75%
	Disadvantaged	67%	67%	100%	100%
	Other	73%	71%	62%	69%
	Difference	-6%	-4%	+38%	+31%
	Proportion at ARE End of Y1	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer	
GPS	All	71%	71%	75%	63%
	Disadvantaged	67%	67%	100%	100%
	Other	73%	71%	69%	44%
	Difference	-6%	-4%	+31%	+56%

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		Year 3			
Pupils	Boys	Girls	Disadvantaged	Other	
10	0	1	1	9	
	Proportion at ARE End of Y2	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer	
Reading	All	78%	70%	Pupil left school	
	Disadvantaged	100%	100%		
	Other	75%	67%		
	Difference	+25%	+33%		
	Proportion at ARE End of Y2	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer	
Writing	All	67%	60%	Pupil left school	
	Disadvantaged	100%	100%		
	Other	63%	56%		
	Difference	+37%	+44%		
	Proportion at ARE End of Y2	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer	
Maths	All	78%	60%	Pupil left school	
	Disadvantaged	0%	0%		
	Other	88%	67%		
	Difference	-88%	-67%		
	Proportion at ARE End of Y2	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer	
GPS	All	56%	60%	Pupil left school	
	Disadvantaged	0%	100%		
	Other	63%	56%		
	Difference	-63%	+44%		

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		Year 4			
Pupils	Boys	Girls	Disadvantaged	Other	
16	3	2	5	11	
	Proportion at ARE End of Y3	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer	
Reading	All	60%	69%	63%	69%
	Disadvantaged	60%	80%	60%	60%
	Other	60%	64%	64%	73%
	Difference	0%	+16%	-4%	-13%
	Proportion at ARE End of Y3	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer	
Writing	All	53%	63%	69%	63%
	Disadvantaged	40%	60%	60%	40%
	Other	60%	64%	73%	73%
	Difference	-20%	-4%	-13%	-33%
	Proportion at ARE End of Y3	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer	
Maths	All	67%	75%	75%	75%
	Disadvantaged	80%	80%	80%	80%
	Other	60%	73%	73%	73%
	Difference	+20%	+7%	+7%	+7%
	Proportion at ARE End of Y3	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer	
GPS	All	60%	25%	13%	50%
	Disadvantaged	40%	20%	20%	40%
	Other	70%	27%	9%	38%
	Difference	-30%	-7%	+11%	+2%



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		Year 5			
Pupils	Boys	Girls	Disadvantaged	Other	
13	1	2	3	10	
		Proportion at ARE End of Y4	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Reading	All	75%	69%	83%	92%
	Disadvantaged	67%	67%	100%	100%
	Other	78%	70%	80%	90%
	Difference	-11%	-3%	+20%	+10%
		Proportion at ARE End of Y4	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Writing	All	58%	54%	50%	50%
	Disadvantaged	33%	33%	0%	0%
	Other	67%	60%	60%	60%
	Difference	-34%	-27%	-60%	-60%
		Proportion at ARE End of Y4	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Maths	All	75%	62%	58%	42%
	Disadvantaged	100%	67%	50%	50%
	Other	78%	60%	60%	40%
	Difference	+22%	+7%	-10%	+10%
		Proportion at ARE End of Y4	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
GPS	All	75%	69%	67%	67%
	Disadvantaged	67%	67%	50%	50%
	Other	78%	70%	70%	70%
	Difference	-11%	-3%	-20%	-20%

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		Year 6			
Pupils	Boys	Girls	Disadvantaged	Other	
11	3	2	5	6	
		Proportion at ARE End of Y5	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Reading	All	82%	82%	73%	100%
	Disadvantaged	60%	60%	40%	100%
	Other	100%	100%	100%	100%
	Difference	-40%	-40%	-60%	0%
		Proportion at ARE End of Y5	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Writing	All	55%	55%	82%	91%
	Disadvantaged	60%	60%	80%	80%
	Other	50%	50%	83%	100%
	Difference	+10%	+5%	-3%	-20%
		Proportion at ARE End of Y5	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
Maths	All	55%	73%	73%	100%
	Disadvantaged	60%	60%	60%	100%
	Other	50%	83%	83%	100%
	Difference	+10%	-23%	-23%	0%
		Proportion at ARE End of Y5	Proportion at ARE Autumn	Proportion at ARE Spring	Proportion at ARE Summer
GPS	All	55%	55%	73%	91%
	Disadvantaged	60%	40%	60%	80%
	Other	50%	67%	83%	100%
	Difference	+10%	-27%	-23%	-20%

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	Barriers to Future Attainment	Desired Outcomes
A	Attendance and punctuality	Increase the percentage totals for those in receipt of PP funding and decrease the number of pupils who are considered persistent absentees.
B	Accessing quality first teaching to diminish the difference between pupil premium and non-pupil premium pupils	Ensure each pupil accessing quality first teaching so that a greater number of pupils make more than expected progress
C	Accessing targeted intervention sessions	Increase in the number of pupils who reach age related expectations in Maths and English
D	To further develop wider life experiences	To provide a range of enrichment experiences across the curriculum

Pupil Premium Planned Expenditure							
	Desired Outcomes	Action	Evidence Source	Expenditure	Autumn Evaluation	Spring Evaluation	Summer Evaluation
A	<b>Attendance</b> An improvement in attendance and punctuality for PP children	Target attendance when no phone call received. Half-termly letters to parents of those pupils falling below 90% attendance.	Attendance figures from SIMS	Certificates for those children achieving 98%+ <b>£100</b>  Prizes for those children whose attendances has improved/ 98%+	Certificates/prizes handed out to those pupils with good attendance. Letters home half termly to those parents of pupils with less than 90%	Certificates/prizes handed out to those pupils with over 98% attendance. Letters home half termly to those parents of pupils	Continuation of initiatives Overall attendance for PP – 95.34% and not PP – 96.49%

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		Meetings arranged with target families to address/ support issues regarding attendance Certificates and prizes to those pupils with 98%+ attendance and those who significantly improve.		<p><b>£100</b> Attendance admin session (1 hour x 38 weeks) <b>£500</b></p> <p>SLT conducting attendance meetings with parents <b>£1500</b></p>	<p>- (reduced from 7 to 6 in autumn term) Meeting with parents arranged for spring term Phone calls to those pupils with lower attendance – record to be kept from spring term.</p>	<p>with less than 92% - an increase from previous term (90%) in bid to address issue before persistent absence is reached. Continuation of non-attendance records kept.</p>	<p>7 Letters home to parents for less than 92% attendance of which 3 were for PP children (87.6%/ 90.8%/ 91.9%)</p> <p>Continued focus in Sept. 19</p>
B	<p><b>Quality First Teaching</b> Delivery of high quality first teaching in order to improve outcomes and progress for all PP children</p>	<p>Bespoke and whole school training on high quality delivery to challenge and support pupils.</p> <p>Small phonics (KS1) and maths (KS2) groups.</p>	<p>Lesson observations</p> <p>Book scrutiny</p> <p>Pupil progress meetings</p> <p>Pupil discussions</p>	<p>CPD for staff across the curriculum to ensure consistent good or better teaching and learning (+supply cover) <b>£5000</b> The Key – staff access to research and information leading to informed decisions about support/ interventions <b>£500</b> 1 x teacher (maths lesson per day) to ensure smaller group sizes in KS2 (5 hours x 38 weeks) <b>£5000</b></p>	<p>Whole staff training on changing the teaching of spelling carried out. Teachers booked onto training and network meetings throughout the term. Information cascaded to staff in SM time. Smaller group size in maths (largest group of 23 with 2 adults)</p>	<p>Discussions with staff show that there has been a dip in spelling results in spelling weekly tests – it is presumed that is due to the change of teaching strategies. Review in summer term.</p>	<p>Lesson observations display the high standard of teaching across the school.</p> <p>Smaller teaching groups in KS2 resulting in 100% of Y6 pupils achieving ARE</p> <p>75% Y1 pupils passing phonics test</p>

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<p>C</p>	<p><b>Targeted Support</b> Improved progress in maths and English leading to a higher percentage of children reaching ARE or better</p>	<p>To support children eligible for pupil premium in KS1/ KS2 with maths and English interventions raising attainment and achievement</p>	<p>Track data SATs data Intervention data/ records</p>	<p>Mathletics <b>£500</b> Times Tables Rockstars <b>£100</b> Intervention sessions: 2 x TA (2.5 x 38 weeks) <b>£2600</b> ICT Equipment – to ensure we have adequate and effective ICT equipment to support high quality interventions <b>£3000</b> Additional teaching resources <b>£1000</b></p>	<p>Mathletics is used but needs a formal timetable to ensure coverage for both Key stages. TT Rockstars introduced – evaluate improvement at end of spring term. Review of ICT provision with ITSS technician – review use of laptops and possible replacement with chrome workbooks/ additional workstations.</p>	<p>Y1- Y6 pupils are the expected level for Spring 2 – Reading 70%/ Writing 67%/ Maths 67%</p> <p>PP results for the same time period are in line with 65% in reading, 65% in writing and 77% in maths.</p> <p>There has been continued use of TT Rockstars – review use after trial run of times tables test for Y4</p>	<p>Mathletics plays part in successful maths results this year but use will be revised for September 2019 Use of TT Rockstars to be reviewed KS2 results – maths -100% ARE/ 20% HS (non PP – 100%/ 33%) Reading – 100% ARE/ 40 HS (non PP – 100%/ 67%) Grammar – 100% ARE/ 40% HS (non PP 100%/ 67%)</p> <p>KS1 – Reading and writing 100% ARE/ 33% GD Maths 100% ARE/ 0% GD</p>
<p>D</p>	<p><b>Life Experiences</b> To supplement educational visits so that pupils have a</p>	<p>To enhance personal experiences and access learning opportunities not normally available to them</p>	<p>Pupil discussions Book Scrutiny Lesson observations</p>	<p>Cost of trips and visitors including residential trip to Kingswood for UKS2 <b>£4000</b></p>	<p>Kingswood trip subsidised by £80 with additional discount for family groups. Subsidised topic related trip for Infant pupils</p>	<p>Topic related trips planned for all year groups incl: dance festival, locomotion museum, Italian meal day, centre for life</p>	<p>7 PP children accessed Kingswood trip with participation in adventurous activities Subsidised trips for all PP children –</p>

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	wider range of experiences				(theatre performance) leading to writing stimulus – (examples emailed to governors). Trips for KS2 planned for spring term.	Improved access to learning activities for all pupils on return	impact on curriculum tasks eg: writing workshop for Class One pupils/ Writing based on seaside and castle trip for KS1 (book scrutiny)
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<b>Budget Summary</b>		
<b>Desired Outcome</b>		<b>Cost</b>
A	An improvement in attendance and punctuality for PP children	£2200
B	Delivery of high quality first teaching in order to improve outcomes and progress for all PP children	£10500
C	Improved progress in maths and English leading to a higher percentage of children reaching ARE or better	£7200
D	To supplement educational visits so that pupils have a wider range of experiences	£4000

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<b>Total Budget Spent</b>	£23,900
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<b>Governance</b>	
Monitoring the Effectiveness & Impact of Pupil Premium Performance	
Pupil Premium Governor: Mr Craig Johnson	
Autumn Summary Pupil Premium Strategy shared with Mr Johnson. Mrs Stavers discussed the use of individual PP sheets which record the interventions/ additional activities offered to each PP pupil. Mrs Johnson challenged how Governors could evaluate progress throughout the year if only a start and end of year attainment was included. Mrs Stavers agreed to adapt sheets to include termly progress measures taken directly from iTrack. After discussing difficulties in understanding the data and the difference having a small cohort of PP pupils makes, Mr Johnson asked for a visual representation (graph) of individual progress to be added to the PP File. Agreement made that example graphs to be emailed to Mr Johnson before the next GB meeting.	
Spring Summary	
Summer Summary	

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<b>Review Date</b>	
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