



## East Stanley School

### Pupil Premium Strategy 2016-2017 Impact

#### **Aims:**

At East Stanley School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. This strategy outlines how we will ensure pupil premium funding, along with allocations made from the school's own budget, is spent to maximum effect.

#### **Background**

The Pupil Premium is an allocation of additional funding provided to schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. The government has included pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation and have provided a fixed amount of money per pupil based on the number of pupils registered for FSM over a six year rolling period. This fixed amount of money is expected to increase every year for the course of this current parliament. At East Stanley School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap', or 'diminish differences' regarding attainment.

#### **Context**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" approach.

#### **Key Principles**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

#### **Building Belief**

We will provide a culture where:

- staff believe in ALL children
- there are "no excuses" made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop "growth" mindsets towards learning

## **Analysing Data**

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (such as the Education Endowment Foundation) to support us in determining the strategies that will be most effective

## **Identification of Pupils**

We will ensure that:

- ALL teaching staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing even better

## **Day to Day Teaching**

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables e.g. marking and feedback
- Sharing good practice within the school and drawing upon external expertise
- Providing high quality CPD
- Assessing accurately and making good use of joint levelling and moderation

## **Increasing learning time**

We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours - maths clubs

## **Individualising support**

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents to develop their own skills and support their child's learning within the curriculum
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

## **Going the extra mile**

In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing individualised interventions for set periods of time to support children.

## **Monitoring and evaluation**

We will ensure that:

- A wide range of data is used – achievement and progress data, pupils' work, observations, learning walks, and staff, pupil and parent voice
- Assessment data is collected regularly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A governor is given the responsibility for pupil premium

## **Reporting**

When reporting about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year; reasons for decision making, analysis of data, use of research
- Nature of support and allocation; learning in the curriculum, social, emotional and behavioural issues, enrichment beyond the curriculum, families and community
- An overview of spending; total grant received, total spent and total remaining
- A summary of the impact of pupil premium funding; performance of disadvantaged pupils and implications for pupil premium spending the following year

The governing body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how pupil premium funding has been used to address the issue of closing the gap/diminishing differences for pupils eligible for pupil premium. This task will be carried out in line with the requirements published by the Department for Education.

## Details of Funding 2016-2017

<b>Overview</b>	
<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	229
Total number of pupils eligible for PPG	63 pupil premium children
<b>Total amount of PPG to be received</b>	<b>£83,160</b>

<b>Expenditure and Impact of Pupil Premium Grant 2016-2017</b>		
<b>Support</b>	<b>Cost</b>	<b>Focus</b>
<b>Year 6 Booster Teacher - Part-Time</b>	£17,785	<p>Small group support for underachieving pupils - English/Maths in KS2.</p> <p>This targeted support will improve outcomes from 2016:</p> <p>Reading - 41 % (PP - 14%)            Writing - 70% (PP - 43%)            GPS - 56% (PP - 43%)            Maths - 48% (PP - 29%)</p> <p>2017 Outcomes:</p> <p>Reading - 60% (PP - 56%)            Writing - 69% (PP - 67%)            GPS - 71% (PP - 67%)            Maths - 66% (PP - 67%)</p>
<p><b>Impact:</b></p> <p><b>Attainment:</b>            Disadvantaged children in this cohort performed broadly in line with disadvantaged children nationally, but above national figures in GPS and maths. Overall they performed equally as well as non-disadvantaged pupils in the cohort. Gaps from 2016 have been narrowed in all subjects.</p> <p><b>Progress:</b>            Disadvantaged pupils made better progress in reading and writing than non-disadvantaged pupils in this cohort and were broadly in line with non-disadvantaged pupils in maths. Their progress measures in writing and maths were well above national for this group and in line for reading.</p>		
<b>Year 2 Booster Teacher - Part-Time</b>	£17,785	<p>Small group support for underachieving pupils - English/Maths in KS1 so that differences continue to diminish between pupil premium and non-pupil premium children.</p> <p>2017 Outcomes:</p> <p>Reading - 65% (PP - 67%)            Writing - 65% (PP - 67%)            Maths - 68% (PP - 67%)</p>
<p><b>Impact:</b></p> <p><b>Attainment:</b>            9 pupils eligible for pupil premium funding performed higher than this group nationally at age related standards and were at least in line for the higher standard. They performed at least in line with non-disadvantaged pupils in this cohort.</p>		
<b>2 x Key Stage 2 Intervention Groups</b>	£36,215	<p>Daily small group support for underachieving children - English and Maths. The aim is to accelerate progress for these children - target of 4 points progress for each child (expected progress is 3 points) so that differences diminish.</p>
<p><b>Impact:</b></p> <p>Progress of disadvantaged children across KS2 is good. (Sufficient progress = 3 points)            Progress of disadvantaged children in reading - average of 3.3 points            Progress of disadvantaged children in writing - average of 3.1 points            Progress of disadvantaged children in maths - average of 3.3 points</p>		

<b>Full-Time Teaching Assistant FS</b>	£20,456	Individual/small group support for underachieving pupils - English/Maths (with a particular focus on reading) To run intervention programmes - e.g. Lexia for underachieving pupils.
<b>Impact:</b> The attainment of disadvantaged pupils in Early Years has risen over time and is now above national figures for this group. Disadvantaged GLD - 57% (national 54%)		
<b>Purchase of Speech and Language Service Level Agreement</b>	£4,950	To improve the speech, language and communication skills of identified children. This targeted support diminished differences between pupil premium and non-pupil premium children in 2016 and will be continued this academic year.
<b>Impact</b> Speech and language early intervention for FS and KS1 children allows them to better access the curriculum. The proportion of pupil premium children reaching a good level of development (GLD) has increased from 50% in 2016 to 57% in 2017. 67% of disadvantaged children in Year 2 reached expected standard in reading and writing, compared to 64% non-disadvantaged children in the same cohort.		
<b>Employment of Attendance Officer - to address the gap in attendance between pupil premium and non-pupil premium children</b>	£2,750	Monitor attendance Home visits Issue letters/warnings as appropriate Provide support/guidance to families To improve attendance of 6 children to 95%
<b>Impact:</b> Attendance overall is above national figures. Early intervention strategies are in place to address attendance issues.		
<b>Purchase of Crisis Response Early Intervention Package</b>	£1,250	Tailored support to meet individual pupil needs re behaviour, anger management, self-esteem etc.
<b>Impact:</b> One to one support for identified pupils supported them in reaching age related expectations in reading, writing and maths.		
<b>Provide Pathways Counselling Service for vulnerable pupils: X2 counsellors providing x6 sessions per week</b>	£6,240	One-to-one support for social/emotional issues to improve pupil access to learning
<b>Impact</b> Progress for disadvantaged children accessing this service is good (6 pupils): Reading - 3.8 average points Writing - 4.5 average points Maths - 3.5 average points (expected yearly progress is 3.0 points)		
<b>Total expenditure:</b>	<b>£107,431</b>	<b>Additional funding provided from school's unallocated budget.</b>

For more details on the Pupil Premium please visit: <http://www.education.gov.uk/schools/pupilsupport/premium>  
Research findings can be viewed on the Education Endowment Foundation website:  
[www.educationendowmentfoundation.org.uk](http://www.educationendowmentfoundation.org.uk)