



East Stanley School

Pupil Premium Strategy Impact 2018-2019

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/homework 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 2018-19

Overview	
Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	228
Total number of pupils eligible for PPG	75 pupil premium children (32.9%)
Total amount of PPG to be received	£99,000

Expenditure and Evaluation of Pupil Premium Grant 2018-2019 (based on provisional data)		
Support	Cost	Evaluation
<ul style="list-style-type: none"> • Year 6 Booster Teacher - Part-Time <p>49% of the cohort are disadvantaged - 17 pupils (8 boys and 9 girls)</p>	<p>£27,970</p>	<p>Small group support for underachieving pupils - English/Maths in KS2.</p> <p>2019 Results: Reading - 71% (PP - 59%) GD - 17% (PP - 18%) Writing - 74% (PP - 53%) GD - 17% (PP - 6%) Maths - 74% (PP - 59%) GD - 9% (PP - 0%) GPS - 86% (PP - 77%) GD - 29% (PP - 18%) RWM - 60% (PP - 35%) GD - 3% (PP - 0%)</p> <p>Outcomes from 2018: Reading - 61% (PP - 61%) GD - 15% (PP - 11%) Writing - 73% (PP - 61%) GD - 15% (PP - 11%) Maths - 64% (PP - 50%) GD - 3% (PP - 0%) GPS - 70% (PP - 61%) GD - 21% (PP - 17%) RWM - 46% (PP - 39%) GD - 3% (PP - 0%)</p>
<p>Impact:</p> <p>Attainment at KS2:</p> <ul style="list-style-type: none"> • Disadvantaged children in this cohort performed broadly in line with disadvantaged children nationally in reading both at the expected and the higher standard. • In GPS the attainment of PP children was broadly in line with the national 'other' group. • The % of PP children attaining Age Related Expectations has improved from 2018 in Reading, Maths and GPS. • The % of PP children reaching a Greater Depth Standard has improved from 2018 in Reading and GPS. <p>Progress at KS2:</p> <ul style="list-style-type: none"> • Disadvantaged pupils made better progress in reading than pupils in the national 'other' pupils group, as well as progress scores being well above national disadvantaged figures. Reading progress PP +1.06, national other +0.3, national disadvantaged -0.6. • In writing, disadvantaged pupils made better progress than this group nationally. Writing progress PP -0.3, national disadvantaged -0.5. <ul style="list-style-type: none"> • Maths at KS2 for PP children is a focus on the school improvement plan. • Raise attainment of PP children at ARE in Reading and Writing. • Disadvantaged pupils were below 'Other' pupils nationally. 		
<ul style="list-style-type: none"> • Year 2 Part-Time Teaching Assistant 	<p>£9,660</p>	<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>2019 Results: Reading - 85% (PP - 86%) GD - 23% (PP - 0%) Writing - 73% (PP - 71%) GD - 15% (PP - 0%) Maths - 77% (PP - 71%) GD - 27% (PP - 29%)</p> <p>Outcomes from 2018: Reading - 81% (PP - 78%) GD - 44% (PP - 27%) Writing - 74% (PP - 67%) GD - 25% (PP - 18%) Maths - 81% (PP - 67%) GD - 13% (PP - 0%)</p>
<p>Impact:</p> <p>Attainment at KS1</p> <ul style="list-style-type: none"> • Disadvantaged pupils in this cohort performed better than pupils in the national disadvantaged group in reading, writing and maths for age related expectations. • In reading, pupils performed better than the national 'other' group for age related standards. They were in line with the national 'other' group for writing. • PP outcomes have improved in reading, writing and maths at the expected standard from 2018. • PP outcomes at GD have improved in maths from 2018 scores. <ul style="list-style-type: none"> • GD scores in reading and writing dipped from 2018. 		

<ul style="list-style-type: none"> Key Stage 2 Support Group - the Owlets 1x Part-Time Teacher 1x Part-Time Teaching Assistant 	£29,260	Daily small group support for underachieving children - English and Maths. The aim was to accelerate progress for these lower attaining children - target of 3.5 points progress for each child (expected progress is 3 points) so that differences diminish.
Impact: Daily small group support for children with additional needs has allowed the group to make progress in reading, writing and maths. The targeted support for social and emotional issues has allowed the children to focus on learning and to make progress in each of the subjects. (Reading - 2.9, writing - 2.4 and maths - 2.8).		
<ul style="list-style-type: none"> Full-Time Teaching Assistant FS 	£25,585	Individual/small group support for underachieving pupils To run intervention programmes - e.g. Lexia/phonics for underachieving pupils.
Impact: Attainment at EYFS Disadvantaged pupils in this cohort performed below the national disadvantaged group in reading and writing, but performed above the national disadvantaged group in maths. Pupil Premium GLD scores dipped from 2018 (2018-75%, 2019-50%). Although scores have dropped from previous years, this does not appear to be a trend and pupil premium children have made good progress from their starting points at the beginning of the year. Monitor the progress of PP children now in Year 1.		
<ul style="list-style-type: none"> Purchase of Speech and Language Service Level Agreement 	£4,950	To improve the speech, language and communication skills of identified children. This targeted support contributed to diminished differences between pupil premium and non-pupil premium children in 2018 and was continued this academic year.
Impact: Speech and language early intervention for FS and KS1 children allows them to better access the curriculum. The proportion of PP children reaching the expected standard in the speaking element of the FSP has increased from 2017 (2017 - 57%, 2019 - 89%) Pupils eligible for PP funding in Year 2 performed in line with or above the national 'other' group at age related standards in reading and writing.		
<ul style="list-style-type: none"> Employment of Attendance Officer - to address the gap in attendance between pupil premium and non-pupil premium children 	£2,750	Monitor attendance Home visits Issue letters/warnings as appropriate Provide support/guidance to families To improve attendance of Ever 6 persistent absentee children To improve attendance of 7 children to 95%
Impact: Attendance overall is above national figures. PP absence is showing an improving trend - 2016-17 - 5.5%, 2017-18 - 5.3%, 2018-2019 - 4.9%. Early intervention strategies are in place to address attendance issues. Attendance of 6/7 targeted children improved by July 2019. Monitor and target persistent absenteeism - both PP and Non PP.		
<ul style="list-style-type: none"> Purchase of Crisis Response Behaviour Package 	£2253.75	Tailored support to meet individual pupil needs re behaviour, anger management, self-esteem etc.
Impact: One to one support for identified pupils supported them in reaching age related expectations in reading, writing and maths. Support provided for two identified pupils improved outcomes by the end of the year.		
<ul style="list-style-type: none"> Provide Pathways Counselling Service for vulnerable pupils X5 hours per week @ £40 per hour 	£200 x 35 weeks £7,000	One-to-one support for social/emotional issues to improve pupil well-being and to ensure pupils are better able to access learning.
Impact Feedback suggests that the children who have accessed these sessions are developing strategies to help them manage feelings and helping them to cope within the school setting by being more focused and ready to learn.		
<ul style="list-style-type: none"> Relax Kids Programme: 1 x KS1 Session per week 1 x KS2 session per week 	£2,926	Teach children skills of becoming resilient, capable, self-assured and confident of their abilities. To help children manage their feelings, develop positive relationships and social skills
Impact Feedback suggests that the children who have accessed these sessions are developing strategies to help them manage feelings and helping them to cope within the school setting by being more focused and ready to learn.		

Total expenditure:	£112,354.75	Additional funding provided from school's unallocated budget.

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