



Thomas Eaton

Pupil Premium Funding Report 2014/15 (updated July 2015).

The pupil premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The amount received is dependent on the number of children who are eligible and have claimed for free school meals at any time in the last six years. Money is also allocated for pupils who are looked after or in care and for pupils from service families.

From September 2012 school leaders and governing bodies need to ensure that their school is publishing information to parents about how all Pupil Premium funding has been used and what the impact has been on learning, attainment and pupil wellbeing and/or pastoral care.

Thomas Eaton CP School is committed to 'Closing the Gap' between vulnerable pupils and those who are less vulnerable and the pupil premium forms a vital part of that process. School Governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has identified as being socially or economically disadvantaged.

Reporting Pupil Premium

Thomas Eaton CP School will publish details in a report online annually, and an update on this report termly. This report aims to detail information on how Pupil Premium has been used within school and what the impact has been. Reports will also detail the progress made towards closing the gap and this will be supported by reported data and academic progress. Regular reports will be presented on the progress of pupils supported by Pupil Premium to the Governors' Resources committee on a termly basis. Thomas Eaton CP school also has a specific section in its 2013-15 Improvement Plan, focussing on improving outcomes for Pupil Premium children.

Reporting to Parents

Parents will be able to obtain information on the pupil premium via the schools website. This will be updated annually.

Responsibility for reporting

The responsibility for the report will be allocated to the Headteacher, Office Manager and Pupil Premium Governor. Senior Leaders will also be asked to evaluate key sections which come under their responsibility and input to this document.

Principles

- We organise teaching and learning at Thomas Eaton in order to meet the needs of all children in the best way.
- We make sure that individual needs are met and that appropriate provision is put in place for all abilities of pupils. This includes those children who are in receipt of pupil premium.
- We assess pupils regularly and measure the impact of extra intervention programmes that are provided. We act on the outcomes of extra support to ensure that best practice continues. We are always looking to make sure that we are providing the best provision possible for all pupils, including those in receipt of pupil premium.
- The school has a Pupil Premium Governor, who supports the Headteacher in monitoring the impact of the spending of pupil premium money across the school.
- Raising the progress and levels of attainment for our pupil premium children is a current focus on our School Improvement Plan. The gap is closing and we are confident that our results in 2015 will provide further evidence of this. In the Spring Term 2015, a third of pupil premium children had an improved rate of progress compared to the Autumn Term 2014.

Financial year 2014/2015 Total grant paid: £45,290

Total children eligible for PP grant = 33

Provision :-

Objective	Personnel/Item/Project for Investment	Cost	Outcome	RAG rating	Next steps
<i>Purchase of Primary Assertive Mentoring (PAM) system</i>	Purchase scheme	£5,100	AM scheme bought in. Whole school launch with teachers and support staff trained. Children taking greater responsibility for their own learning, progress and attitudes towards work; Higher results and a greater rate of progress; Older children set an example for younger children to aspire to.		AM a key aspect of whole school drive to improve standards and progress. To be shared with Governors during the Spring term, and effectiveness evaluated by SMT and staff. To build on successful AM information sharing meeting for parents by holding Open Days for parents to see AM in action in classrooms.
<i>Purchase of AM behavioural materials</i>	Purchase materials	£100			As above
<i>Attendance of Headteacher on AM course and various staff on</i>	Course bookings	£210			For HT to share AM practices and for staff to share practical ideas from Occupational

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<i>Occupational Therapy CPD course</i>					Therapy course with colleagues.
<i>Provide targeted 1:1 support focusing on literacy and numeracy</i>	1:1 tutor – class teacher or HLTA	£3,202	14 children have tuition. All have shown progress in terms of self-confidence. Tuition to continue, with further evaluation at end of programme.		Tutors to do a breakdown of gaps in knowledge based on AM materials and assessments. AM materials to show gaps for pupils.
<i>Additional small group phonics groups for children needing extra support. Phonics resources purchased including software for interactive whiteboards</i>	TA time Purchase of Phonics resources	£1,000 £1,800	A clear teaching trajectory for Phonics is available for each class.		Headteacher to monitor intervention programmes are embedded and effective. Evidence to be collected to demonstrate impact. This evidence to be brought to pupil progress meetings. Governor Monitoring visit to look at phonics developments - observe small group sessions and meet with Literacy Subject Leader.
<i>Focussed Intervention groups and booster sessions several times per week to support children with specific needs in reading, writing and maths.</i>	Teacher/TA/HLTA time; Teaching assistants used to provide focused support in lessons on a daily basis for small groups of target pupils	£22,177	Daily reading with an adult where required to ensure children have access to a range of reading materials and can improve their reading skills. Children are more confident and the learning gaps start to close. Target children make increased progress		Pupil Progress Meetings. TAs to be provided with a standard monitoring and evaluation pro-forma for measuring impact of interventions. Evidence needs to be collected to show that the gap in progress and achievement between these pupils and other pupils is closing. For Y6 children - target 3B and 4C children who are not on track in any or some of these 3. Governors to read weekly with target children in Year 1.
<i>To enable PP children to attend school trips and to be provided with school uniform</i>	Funding to support families with the cost of trips and the purchase of school uniform	£1,100	Support has meant a reduction in cost to PP families.		Funding to continue next year.

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<i>Purchase of Sensory resources</i>	Purchase of resources	£900	To energise or settle pupils into the school day		Ensure all staff are familiar with and access these materials as needed.
<i>Numeracy resources purchased to enhance the delivery of 1:1 and small group teaching programmes</i>	Purchase Numicon resources	£305	To accelerate progress in maths. To help children understand the concept of number.		Purchase further maths resources linked with recent training on Estimation Stations.
<i>1:1 full-time TA support for Reception child</i>	TA time	£10,395	Specific support has ensured progress in all curriculum areas.		To evaluate progress, monitor support and consider long term needs for this pupil.

Impact (populated from data July 2015):

	Total no. of PP pupils (whole school)	% progress in Reading (% inc/dec from 2013/14)	% progress in Writing (% inc/dec from 2013/14)	% progress in Maths. (% inc/dec from 2013/14)	Age expected progress Reading (% inc/dec from 2013/14)	Age expected progress Writing (% inc/dec from 2013/14)	Age expected progress Maths (% inc/dec from 2013/14)
Pupil premium	33	58% (-14%)	52% (same)	65% (+13%)	58% (+21%)	42% (+15%)	52% (+25% = almost double)

Y6 results 2015	Total no. pupils in Y6.	% making expected progress in Reading	% making expected progress in Writing	% making expected progress in Maths.	Reading level 4+	Writing Level 4+	Maths Level 4+	Achieving combined Reading, Writing and Maths Level 4+
All Y6 pupils	26	92%	81%	77%	92%	69%	81%	62%
Pupil premium	6	100%	83%	67%	83%	83%	67% *	50%
Non Pupil Premium	20	90%	80%	80%	95%	65%	80%	65%

*- 1 pupil was absent for the Maths SATs tests so figures have been distorted because of this.