



## **Thomas Eaton Primary Academy**

### **Pupil Premium spending 2019/20 (1/9/19-31/8/20) *UPDATED JULY 2020***

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

Primary schools are given a pupil premium for:

- Children in Reception to Year 6 who are, or have ever been, entitled to free school meals based on their family income: £1,320 per pupil, per school year
- Children in care: £2,300 per pupil, per school year
- Children previously in care who have been adopted, or who have a special guardianship order, a child arrangements order or a residence order: £2,300 per pupil, per school year
- Children recorded as being from service families: £300 per pupil, per school year

### **Reporting and accountability**

Schools are held accountable for the effectiveness of their pupil premium use:

- by publishing a pupil premium statement online

- through inspections
- through published performance tables

### **Responsibility for reporting**

The responsibility for the report will be allocated to the Headteacher, Assistant Head Teacher and Office Manager. 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.
- Raising the progress and levels of attainment for our pupil premium children is a current focus on our School Development Plan.

### **Review of the Plan**

A review of the plan follows with the impact of the initiatives shared and a simple RAG rating.

**Green** indicates that there has been very good impact from the particular objective.

**Amber** indicates that the impact from initiative is not as strong.

**Red** indicates that the impact from the initiative is weak.

**2019/2020 (1/9/19-30/3/20) Total funding: £42,240**

The headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Desired outcome	Actions	Success Criteria	Evidence and Evaluation
<p>1 To improve the quality of education for our learners in receipt of PP funding</p>			
<p>Pupil Premium children make more rapid progress in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• Class Teacher and PP champion regularly monitor learners handwriting</li> <li>• Class Teacher and PP champion regularly monitor learners non-negotiables</li> <li>• Class Teacher and PP champion regularly monitor learners spellings</li> <li>• Subject leaders review PP learners books to ensure that standards and expectations are high</li> </ul>	<ul style="list-style-type: none"> <li>• PP learners handwriting is neat, legible and correctly formed and joined</li> <li>• PP learners work evidences non-negotiables</li> <li>• PP learners spelling of non-negotiable spellings is accurate and there is evidence of regular practice and checking</li> <li>• PP learners books evidence a high standard of work</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Work scrutiny</b> <i>Not enough time to evidence the impact due to Covid-19</i></li> <li>• <b>Work scrutiny</b> <i>Not enough time to evidence the impact due to Covid-19</i></li> <li>• <b>Work scrutiny</b></li> <li>• <b>Pupil voice</b> <i>Not enough time to evidence the impact due to Covid-19</i></li> <li>• <b>Work scrutiny – undertaken Sept 2019 to March 2020 evidenced that on the whole our PP learners were producing high standards of work in relation to their peers</b></li> <li>• <b>Pupil voice</b></li> <li>• <b>Subject leads evaluation</b></li> </ul>

Desired outcome	Actions	Success Criteria	Evidence and Evaluation
	<ul style="list-style-type: none"> <li>Establish half termly CPD for all staff to ensure consistency of approach with PP learners</li> </ul>	<ul style="list-style-type: none"> <li>Observations reveal consistency in teaching</li> </ul>	<ul style="list-style-type: none"> <li>Spotlights on learning evidence – CPD undertaken has ensured that our PP learners are receiving consistent guidance, support and monitoring</li> </ul>
<p>2 To develop the behaviour and attitudes of our learners in receipt of PP funding</p>			
<p>Learners in receipt of PP funding express their thoughts about school and learning</p> <p>Act upon the findings of the pupil voice survey</p> <p>Learners in receipt of PP are regularly rewarded in Celebration Assemblies</p> <p>Learners in receipt of PP funding will be able to accurately evaluate where they are in their learning and their</p>	<ul style="list-style-type: none"> <li>Pupil voice survey to take place</li> <li>Class teachers to identify bespoke actions to support their PP learners</li> <li>Class teachers and PP champions to monitor PP learners RESPECT attitudes and behaviours</li> <li>Class teachers and PP champions to develop the PP learners metacognition</li> </ul>	<ul style="list-style-type: none"> <li>All PP learners express their thoughts</li> <li>PP learners thoughts and needs have been acted upon</li> <li>PP learners will feel that they are achieving in school</li> <li>PP learners can articulate their learning, progress and next steps</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice survey – this highlighted the need for additional support for parents/carers of PP learners</li> <li>Pupil voice</li> <li>Work scrutiny</li> <li>Pupil attitude</li> <li><i>Not enough time to evidence the impact due to Covid-19</i></li> <li>Target stars</li> <li>Pupil voice</li> <li>Our 2 Year 6 pupils achieving the Rotary Shield this year are both PP learners</li> <li>Pupil voice</li> <li><i>Not enough time to embed/evidence the impact due to Covid-19</i></li> </ul>

Desired outcome	Actions	Success Criteria	Evidence and Evaluation
possible next steps			
<b>3 To 'personally develop' all our learners in receipt of PP funding</b>			
<p>To improve the attendance of all pupils especially vulnerable pupils</p> <p>Develop the oracy skills of the learners in receipt of PP funding</p>	<ul style="list-style-type: none"> <li>• Attendance of vulnerable pupils is rigorously monitored.</li> <li>• 3 letter attendance letter system is rigorously followed</li> <li>• Key worker assigned to vulnerable pupils</li> <li>• TAF/TAC meetings implemented</li> <li>• Entry/Exit activities to begin and close Topics to allow ALL pupils shared enrichment opportunities</li> <li>• Participation in presentation Assemblies</li> <li>• Participation in oracy activities in class</li> </ul>	<ul style="list-style-type: none"> <li>• PP Learners attendance improves</li> <li>• Pupil voice reveals PP learners engagement in these</li> <li>• PP learners will speak clearly and articulately with confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance data reviewed by LGB on a half termly basis – attendance as a whole has improved with PP improving from 93.4% (2018/19 to March 2019) to 94% (2019/20 to March 2020)</li> <li>• DLPT EWO to evaluate data – attendance has improved (see above)</li> <li>• Work scrutiny</li> <li>• Pupil voice These activities have enabled learners to be equally enthused.</li> <li>• Participation in class and assemblies <i>Not enough time to</i></li> </ul>

Desired outcome	Actions	Success Criteria	Evidence and Evaluation
			<i>embed/evidence the impact due to Covid-19</i>
<b>4 To effectively lead and manage the funding of our learners in receipt of PP funding to achieve maximum impact</b>			
Pupil Premium children make more rapid progress in reading, writing and maths	<ul style="list-style-type: none"> <li>• Collation of data</li> <li>• Use of PPMs and ATMs to identify bespoke actions</li> <li>• Mentoring meetings with parents/carers and pupil</li> <li>• DIRT (Dedicated Improvement and Reflection Time) during which Teachers/TAs support PP pupils to improve, develop their understanding</li> <li>• Introduction of a PP lead and support staff to become 'Champions' of PP learners</li> <li>• Ensure that interventions and bespoke</li> </ul>	<ul style="list-style-type: none"> <li>• PP learners are identified and bespoke actions are regularly monitored</li> <li>• Ensure parents/carers are informed of the ARE and progress towards them and any support that can be given at home</li> <li>• PP learners misconceptions and barriers are quickly addressed</li> <li>• PP learners recognise that they are supported and have a 'go to' adult in school</li> <li>• PP learners make progress</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Work scrutiny</b></li> <li>• <b>Data of PP learners</b> PPMs and ATMs have raised the profile of our PP learners with ALL STAFF</li> <li>• <b>Extra mile paperwork</b> Additional paperwork proved onerous but meetings in which children 'lead' the conversation proved very valuable. Further time is needed to embed.</li> <li>• <b>Work scrutiny</b> Not consistently embedded across the school</li> <li>• <b>Pupil voice</b> <i>Not enough time to embed/evidence the impact due to Covid-19</i></li> <li>• <b>Data from bespoke programs</b> – in some classes the</li> </ul>

Desired outcome	Actions	Success Criteria	Evidence and Evaluation
	support given to our PP learners is regularly monitored for impact		evidence is strong but this is not consistent across the school

**Impact (populated with July 2020 data – no data - SATs not undertaken due to Covid-19):**

**Year 6 NOR: 18**

	Below ARE		At ARE		Greater Depth	
<b>Reading</b>						
<b>Writing</b>						
<b>Maths</b>						
<b>RWM</b>						

<b>Y6 PP 8/18</b>	Below ARE		At ARE		Greater Depth	
<b>Reading</b>						
<b>Writing</b>						
<b>Maths</b>						
<b>RWM</b>						