



Thomas Eaton Primary Academy

Pupil Premium spending 2018/19 (1/9/18-31/8/19)

The pupil premium is a grant given by the government to schools in England to decrease the attainment gap for the most disadvantaged children, whether by income or by family upheaval. For each pupil who is eligible for free school meals, their school receives £1,320 (if a primary school) or £935 (if a secondary school). Schools receive an extra premium of £1,900 for pupils: in local authority care, adopted from care (and the parent self-declares), were in care in the last year, which ceased by virtue of a special guardianship order (and the guardian self-declares), residence order or Child Arrangement Order. Service children also receive an allocation of £300, if a parent is serving in the armed forces or is in receipt of a service pension.

The pupil premium was introduced in 2011 by the Conservative—Liberal Democrat coalition government at £488 per pupil. It increased to £600 per pupil in 2012–13 and eligibility was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the 'Ever 6' Free School Meals measure).

Reporting Pupil Premium

Thomas Eaton will publish details in a report online annually. 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. Thomas Eaton also has a specific section in its School Development 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, Deputy 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.

2018/2019 Total funding: £53,935

The three 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	Evaluation/Evidence
<p>1 To improve and better systems for the use of PP funding</p>		
<p>Pupil Premium children make more rapid progress in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Collation of data. • Pupil Progress Meetings. • Mentoring meetings with parents/carers and pupil • Entry/Exit activities to begin and close Topics to allow ALL pupils shared enrichment opportunities • DIRT (Dedicated Improvement and Reflection Time) during which Teachers/TAs support PP pupils to improve, develop their understanding • TAs to record their support of learners to support DIRT time • Introduce Power of Reading model into all classrooms 	<ul style="list-style-type: none"> • LGB to monitor & analyse • Class Action Plans with outcomes achieved and further targeted support needed • Mentor meeting discussion notes and targets for term • Evidence in Topic books; Pupils' evaluations, Work scrutinies evidence improved standards • Evidence within books – 'pink areas' are supported and pupils in receipt of PP receive regular 'learning conversations' with teacher/TA. Progress data • Evidence within books – 'pink areas' are supported and pupils in receipt of PP receive regular 'learning conversations' with teacher/TA. Progress data • Data, Work scrutiny, Enthusiasm & engagement of learners' Learning Environment reflects the Power of Reading

2 Outcomes for Pupils and Quality of teaching for all		
100% of teaching is good or outstanding	<ul style="list-style-type: none"> • PDMs – Quality First Teaching • Regular lesson drop ins/observations • Engage fully in the TLIF programmes (Nov-Jul 19) 	<ul style="list-style-type: none"> • Lesson observations • Areas for development are evidenced in subsequent observations • Triangulation of evidence – data, observations and work scrutiny
3 Personal development, behaviour and welfare		
To improve the attendance of all pupils especially vulnerable pupils	<ul style="list-style-type: none"> • Attendance of vulnerable pupils is rigorously monitored. • 3 letter attendance letter system is rigorously followed • Key worker assigned to vulnerable pupils • TAF/TAC meetings implemented 	<ul style="list-style-type: none"> • Attendance data reviewed by LGB on a half termly basis • DLPT EWO to evaluate data
4 Outcomes for Pupils		
Pupil Premium children make more rapid progress in reading, writing and maths	<ul style="list-style-type: none"> • Collation of data • Introduce Power of Reading model into classrooms • Pupil Progress Meetings (PPMs) • Mentoring meetings with parents/carers and pupil • Entry/Exit activities to begin and close Topics to allow ALL pupils shared enrichment opportunities • DIRT (Dedicated Improvement and Reflection 	<ul style="list-style-type: none"> • LGB to monitor and analyse • Data, Work Scrutiny, Enthusiasm and Engagement of learners, Learning Environment reflects the Power of Reading • Class Action Plans with outcomes achieved and further targeted support needed • Mentor meeting discussion notes and targets for term • Evidence in Topic books; Pupils' evaluations, Work scrutinies evidence improved standards • Evidence within books - 'pink areas' are supported

	Time) during which Teachers/TAs support PP pupils to improve, develop their understanding	and pupils in receipt of PP receive regular 'learning conversations' with teacher/TA. Progress data
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Impact (populated with July 2019 data):

Year 6 NOR: 21

	Below ARE		At ARE		Greater Depth	
Reading	3	14.3%	10	47.6%	8	38.1%
Writing	5	23.8%	8	38.1%	8	38.1%
Maths	5	23.8%	11	52.4%	5	23.8%
RWM	6	28.5%	14	66.7%	1	4.8%

Y6 PP 4/21	Below ARE		At ARE		Greater Depth	
Reading	2	50%	1	25%	1	25%
Writing	2	50%	2	50%	0	0%
Maths	3	75%	1	25%	0	0%
RWM	3	75%	1	25%	0	0%