



## **Thomas Eaton**

### **Pupil Premium Review of the Impact of spending 2015/16**

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' Standards committee on a termly basis. Thomas Eaton CP school also has a specific section in its Raising Achievement 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 Raising Achievement Plan. The gap is closing and we are confident that our results in 2016 will provide further evidence of this.

## **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.

## **Financial year 2015/2016 Total funding: £54,920**

Total children eligible for PP grant in 2015/16 *financial* year = 31

**Provision :-**

<b>Objective</b>	<b>Personnel/Item/ Project for Investment</b>	<b>Cost to the school</b>	<b>RAG rating</b>	<b>Impact</b>
<i>Provide targeted 1:1 support focusing on literacy and numeracy (Summer term 2015)</i>	1:1 tutor – class teacher or HLTA	£3,000		14 children have tuition. All have shown progress in terms of self-confidence. Overall Year 6 outcomes were strong for Reading but weaker in Maths and Writing. However, Year 6 children in receipt of the PP grant performed better than non PP children in Reading and Writing.
<i>Additional small group phonics groups for children needing extra support. (Summer term 2015)</i>	TA time	£1,000		Outcomes for the Year 1 Phonics Screening test 61.5% pass, compared with the national at 76.8%. 33.3% of the 6 PP children passed the screening test compared with 70% of the non PP children.
<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	£15,970		Daily reading with an adult where required has ensured children have access to a range of reading materials and have improved their reading skills. Children are more confident and the learning gaps have started to close. Targeted children have made increased progress.
<i>To enable PP children to attend school trips and to be provided with school uniform if requested</i>	Funding to support families with the cost of trips and the purchase of school uniform	£1,475		Support has meant a reduction in cost to Pupil Premium families.
<i>Provision of milk to FSM pupils aged over 5yrs</i>	For children aged five and over, milk must be made available free of charge if they are entitled to FSM.	£950		From 1 January 2015, schools across England are legally required to ensure milk is made available during the school day to all FSM pupils who want it. This is because milk is an important part of children's diets.
<i>Numeracy resources purchased to enhance the delivery of 1:1 and small group teaching programmes</i>	Purchase resources	£500		Maths resources linked with recent training on Estimation Stations and calculations have been purchased. PP children responded well to the practical approach developed for the teaching of Maths across the school. Children understand better the concept of number.
<i>SEBD TA support</i>	To provide TA support for all lessons, breakfast club and sensory circuit support	£10,000		Children have responded better to the curriculum and engaged better with learning. There has been an improvement in behaviour. Specific support has ensured progress in all curriculum areas. <b>Next Steps:</b> Further training for the TAs in Sensory Circuits

<b>Objective</b>	<b>Personnel/Item/Project for Investment</b>	<b>Cost to the school</b>	<b>RAG rating</b>	<b>Impact</b>
<i>Provide targeted support in Year 6 - support teacher</i>	Supply teacher support for specific PP children for Reading and Maths (13 afternoons) Pupil Premium children have focussed tuition within small groups.	£1,456		Initiative began February 2016 and was completed in May 2016. All Pupil Premium children met the expected standard in Maths (100%). In Reading 75% met the expected standard. This is well above the national standard. 70% was the national standard for Maths and 66% was the national standard for Reading.
<i>Provide targeted support in Year 5/6 – TA time (3 afternoons)</i>	TA time to lead specific interventions (Attack Spelling) TA time (3 afternoons each week in Summer term)	£1,656		50% of Pupil Premium children gained the expected standard in Grammar, Punctuation and Spelling. This was below the national expected standard of 72%. However this was a small group of children.
<i>Year 6 – provide booster support for Grammar, Punctuation and Spelling</i>	Class teacher to provide small group tuition – 5 sessions after school	£240		Initiative began in March 2016 and was completed in May 2016. 50% of Pupil Premium children gained the expected standard in Grammar, Punctuation and Spelling.
<i>HLTA time for Year 5/6 class Friday ams</i>	1-1/ small group support – 23 weeks	£828		Gaps in knowledge have been closed – some progress.
<i>Year 4 – TA time</i>	Small group support – 3 afternoons a week for 10 weeks (February 2016 until July 2016).	£800		Whilst the Pupil Premium children made progress they still remained below national expectations from their low starting points.
<i>Year 3 – HLTA time</i>	HLTA to boost progress for PP children across the class – Book talk, Handwriting, Grammar and multiplication tables interventions – 4 afternoons a week	£2,304		50% of Pupil Premium children achieved age related expectations in Reading, Writing and Maths.
<i>Year 2 - HLTA time</i>	3 days support from HLTA in Year 2 to boost a group of PP children for	£11,868		Proportion of Pupil Premium children working well below ARE in Maths has decreased – 6 PP children were working well below ARE in Dec 2015 and by Feb 2016 this was 0. These children now need to be monitored so they move to

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	Phonics, Maths, Reading and Writing			ARE.
<i>Year 1 – TA time</i>	4 afternoons a week to boost Phonics and Reading during the Spring term	£958		77% of all Year 1 children passed the Phonics screening test in June. In comparison, 33% of Pupil Premium children were successful
<i>To provide counselling sessions for vulnerable children</i>	0.5 day a week to support a range of children needing counselling from across the school	£828		Excellent links are being made with families. Children enjoy counselling sessions and are able to demonstrate greater confidence with their learning. Increased self esteem and a readiness to learn and co-operate with others.
<i>To train the staff in strategies in order to support children with Social, emotional and Behavioural difficulties.</i>	De escalation behaviour training on 11.04.16 Professional Day.	£350		Training took place in April 2016. Staff have been able to diffuse incidents of challenging behaviour. Incidents of poor behaviour have decreased. Exclusions have dramatically decreased through 2015-16.
<i>To train staff and children in the Circle of Friends technique</i>	Educational Psychologist Support and training	£360		Programme began in March 2016. Noticeable improvements in the behaviour of the children following the programme.
<i>To support children with reading by using new technologies</i>	Play Pals Pen recommended by advisory teacher.	£150		Pen Purchased in February 2016 – Childrens’ language and confidence has improved
<i>To increase participation in sport for children with SEN additional needs</i>	TA to support children with additional needs at Premier Sports sessions	£96		Children have grown in self esteem.
<i>Message discs x 8</i>	Message discs bought for PP children across the school	£156		Children have gained confidence in language. They have used the discs to record their sentences and have been motivated to write.
<i>Lego Therapy</i>	2 pms TA support each week	£900		Confidence and self esteem have improved.

**Total Cost of support: £55,845**

**Impact:**

**Key Stage 2 Results summer 2016 (Year 6 2015-16)**

Y6 results 2016	Total no. pupils in Y6.	% making expected progress in Reading	% making expected progress in Writing	% making expected standard progress in Maths	% achieving ARE in Reading	% achieving ARE in Writing	% achieving ARE in Maths	Achieving combined Reading, Writing and Maths ARE
All pupils	15	-5% (FFT)	-23% (FFT)	+3% (FFT)	73%	60%	87%	60%
Pupil premium	3	33%	66%	100%	66%	0%	100%	25%
Non Pupil Premium	12	73%	64%	73%	73%	73%	82%	73%

The table shows that there has been strong impact in the use of the Pupil Premium grant in Maths in Y6 2015-16. Both attainment and progress are very positive.