



Thomas Eaton Primary Academy

Pupil Premium spending 2017/18 (1/9/17-31/8/18)

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 Primary Academy 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 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 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, 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 July 2018 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.

2017/2018 Total funding: £50,160

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	How we will ensure it is implemented well	Desired Impact
<p>1 Quality of teaching for all (expected cost = £18,000)</p>		
<p>Improved Reading, Comprehension, and Writing skills throughout the school. Improved ARE and progress for PP pupils.</p>	<p>Using staff meetings to deliver training and to develop agreed strategies. A programme of monitoring to ensure impact for pupils together with: Observation of interventions Termly tracking of progress against Age Related Expectations using Classroom Monitor. Pupil Progress Meetings. On going assessment.</p>	<p>Improved outcomes for: EYFS/GLD Phonics KS1 KS2</p>
<p>Improved Maths skills throughout the school. Improved progress for PP pupils.</p>	<p>Monitoring of place value/ calculation teaching and pupil work. Termly tracking of progress against Age Related Expectations using Classroom Monitor. Pupil Progress Meetings. On going assessment.</p>	<p>Interventions in place. Booster sessions held. Specific support.</p>
<p>To ensure SEND PP children make better progress to other SEND children, considering their individual needs.</p>	<p>Use regular staff meeting time to train staff on differing SEN needs and how these children can be supported appropriately. Support from Inclusion Manager at the Round House School. SENDCo to check training is being implemented effectively.</p>	<p>Full time Inclusion TA in school. Ongoing training is undertaken.</p>

2 Targeted support (expected cost = £28,000)		
To ensure SEND PP children make comparable progress to other SEND children, considering their individual needs.	Analysed data from Classroom Monitor indicates that gaps are closing and that SEND children are making progress. Staff to prepare and deliver targeted support sessions. Lesson/peer observations.	Classroom Monitor training undertaken by CTs and clear target setting is in place. Observations undertaken. Targeted support sessions delivered.
Resilience and Independence of children to be developed.	TAs to receive training from Trust TAs. Shadow Trust TAs. Support developed with Lead Inclusion Manager at the Round House School. Staff to prepare and deliver targeted support sessions. Lesson/peer observations.	Training received. Targeted support sessions delivered.
3 Other approaches (expected cost = £4,160)		
Improve children's attendance and enjoyment in school	Brief teachers/ office staff on children with attendance problems. Ensure weekly monitoring is in place and this information is communicated to parents. Collaborate on ways forward to improve attendance where parents Thorough briefing of Inclusion TA about existing absence Issues by HT and Office Manager. Involvement of Inclusion TA in meetings with Trust Attendance Officer. Staff to collaborate to ensure new provision and standard school processes work smoothly together.	Continued liaison with Trust EWO. Reduced exclusions. Absences scrutinised half termly with all necessary letters sent using the 3 letter system.

Impact (populated with July 2018 data):

Year 6 NOR: 29

	Below ARE		At ARE		Greater Depth		ARE +	
Reading	14	47.6%	15	51.7%	0	0%	15	51.7%
Writing	14	47.6%	11	37.9%	4	13.7%	15	51.7%
Maths	14	47.6%	15	51.7%	0	0%	15	51.7%
RWM	14	47.6%	15	51.7%	0	0%	15	51.7%

Y6 PP 3/29	Below ARE		At ARE		Greater Depth	
Reading	3	100%	0	0%	0	0%
Writing	3	100%	0	0%	0	0%
Maths	3	100%	0	0%	0	0%
RWM	3	100%	0	0%	0	0%