

## Ellwood Primary School

### Pupil Premium

In April 2011 the Government introduced Pupil Premium. This funding is allocated to pupils who are "Looked after" by the Local Authority, those who have been eligible for Free School Meals, at any point in the last six years and for children whose parents are currently serving in the armed forces.

The amount of premium granted is £1320 per pupil.

From April 2014, children who are 'looked after' attract a higher rate of funding than children from low-income families - the 'Pupil Premium Plus', which is £1900 per pupil. This is to reflect the possible unique challenges faced by 'looked after' pupils. They could struggle to make progress and attain their full potential due to changes in their home life and emotional upset and could fall behind academically, at both primary and secondary level.

Pupils who have parents in the armed forces are supported through the Service Child Premium which is £300 per pupil.

The Pupil Premium Grant is seen by the government as the best way to address the current underlying inequalities between children from more deprived backgrounds and their wealthier peers, to ensure that they do not fall behind and keep up with peers academically.

The ultimate goal is to ensure that pupil premium children make as much progress as non-pupil premium and attain in line with non-pupil premium.

### Barriers to learning - which may impact on some of our pupil premium pupils.

- Identified SEND
- Low attendance/persistent absence
- SEMH needs (social, emotional, mental health needs)
- Insufficient sleep
- Low self-esteem/lack of resilience
- Parents needing support to help with routines at home and children's academic work

## Pupil Premium provision and impact

### Pupil Premium Students

<u>Date</u>	<u>% of pupils on roll</u>
2013/14	13.8%
2014/15	15.7%
2015/16	16.4%
2016/17	19%

### Funding received for Pupil Premium Pupils

<u>Year</u>	<u>Funding</u>
2013/14	£21,866
2014/15	£25,870
2015/16	£30,240
2016/17	£30,560

### Ways that funding was spent 2015-2016

<u>Intervention/Action</u>	<u>Cost (approx.)</u>	<u>Impact</u>
<ul style="list-style-type: none"> <li>Appoint a FSW 5 ½ hours a week to work with pupils and families</li> </ul>	£6,000	Children with Social, Emotional and Mental health needs received Family Support Worker support they needed in terms of intervention, Teens in crisis and additional lunchtime support. This in turn had a positive impact on the children, their families and the school. There were less behaviour slips being given in the summer term. The attendance of Improved of persistent absentees improved.
<ul style="list-style-type: none"> <li>Targeted TA support for groups and individuals - reading, writing, SPAG and Maths</li> </ul>	£4,100	Improved progress of the pupils. More pupils reaching expected standards within the year.
<ul style="list-style-type: none"> <li>TAC meetings - release time for staff to write reports and attend meetings</li> </ul>	£1,500	More meetings attended by SENco, FSW, class teachers, TA's and HT - leading to a joined up and whole school approach. Utilising other professionals to support the pupils with SEMH. This helped to ensure the children received specialist help from the correct professionals.
<ul style="list-style-type: none"> <li>Release time for new SENco and to attend relevant, new training, child protection and cluster groups, with particular focus on mental health and SEMH needs</li> </ul>	£1,950	New SEN processes and procedure introduced. Ensuring consistency throughout the school with regards to SEN procedures and expectations. There is a Co-ordinated approach to SEND. Staff feel more confident in writing My Plans and organising intervention for their pupils. Children with SEMH needs supported much more effectively. Which helped children deal with current issues and concerns in their lives.
<ul style="list-style-type: none"> <li>CPD courses - mental health/FSW meetings</li> </ul>	£650	Zippy's friends taught in Beech and Chestnut class. Positive feedback from parents. The lessons covered a range of emotions and feelings.
<ul style="list-style-type: none"> <li>Additional support for all pupils (including pupil premium pupils) in yr 2 and 5 for maths, reading and</li> </ul>	£2,500	Targeted support in place for pupils and additional maths teacher teaching maths. Making groups smaller and year group specific. This helped reduce class size

writing and Science for years 3 and 5.		and focussed teaching depending on the needs of the pupils. Pupil premium children overall made good progress.
<ul style="list-style-type: none"> <li>Out of school targeted activities for pupil premium e.g Horse riding lessons, change for life, gym sessions</li> </ul>	£550	Supported children with SEMH needs, boosted their confidence and helped improve their wellbeing.
<ul style="list-style-type: none"> <li>After school clubs (open to all but with particular focus on encouraging Pupil premium children to attend) e.g science, gym, football, brass tuition</li> </ul>	£2,200	Change for life well attended. Helped to increase pupil's enjoyment of school and physical exercise. Self-esteem was enhanced by competing and being placed in competitions. Gym helped with co-ordination, listening and balancing skills. 2 <sup>nd</sup> in the gym competition. It also enabled children to participate in gym, who would otherwise not have been able to.
<ul style="list-style-type: none"> <li>Purchase Laptops for use to support ICT and other curriculum areas and for pupils who do not have access to computers at home</li> </ul>	£1,200	Laptops used to enable children to access My Maths homework.
<ul style="list-style-type: none"> <li>Teens in crisis - counselling for vulnerable pupil premium children</li> </ul>	£600	Helped children develop. Confidence and self-esteem. Early help was provided for one family through families first. This helped and provided support for the parent and improved the behaviour and attendance of the pupil.
<ul style="list-style-type: none"> <li>Additional EP visits/APS involvement</li> </ul>	£3,900	Staff training helped staff to feel more confident with dealing with pupils with SEMH needs and offering them support. Outreach advice helped teachers develop strategies to improve behaviour. Partnership with APS helped children to modify their behaviours and reduce the number of exclusions. EP visits supported teachers and helped to develop strategies to deal with challenging behaviour and set targets for the pupils.
<ul style="list-style-type: none"> <li>Staff training linked to Behaviour/attachment</li> </ul>	£1,250	Helped staff to understand the issues surrounding attachment and to have a deeper understanding of the reasons children show certain behaviours. It also highlighted the difficulties pupils have if they do not feel secure, in control and feel safe. It also enabled teachers to use strategies in class to allow pupils to access the curriculum and therefore less disruption in class.
<ul style="list-style-type: none"> <li>HT to train TA's to plan, assess and monitor impact of interventions</li> </ul>	£300	TA's have started to develop their understanding of how to monitor interventions and change their plans to meet the needs of pupils. Interventions were adapted as a result.

## Pupil Premium Results

### 2016 - EYFS

2016 - There was one Pupil Premium Child. This pupil did not achieve a good level of development. However they did reach the expected standard in some areas of learning.

### 2016 KS1 - Year 1 pupils who passed the screening

( ) national average

<b>Phonics Screening Test</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016 2 pupils</b>
<b>FSM/PP</b>	100 % (69 %)	0 (63 %)	100 % (66 %)	50% (69%)
<b>Non FSM</b>	65 % (57 %)	81 % (78 %)	83 % (80 %)	66.7% (83%)

### Historical Data KS 1

#### **End of KS 1 data**

Number of pupils at end of KS1 2013 - 16 non FSM; 4 FSM

Number of pupils at end of KS1 2014 - 16 non FSM; 4 FSM

Number of pupils at end of KS1 2015 - 12 non FSM; 6 FSM

Number of pupils at the end of KS 1 2016 non FSM: 2 FSM

( ) = National Average

<b>Reading Average Points Score</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>FSM/PP</b>	16 (14.4)	13.5 ( 14.8)	16.2 (15.2)
<b>Non FSM</b>	16.6 (16.6)	16.8 (16.8)	18 (17.1)

<b>Writing APS</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>FSM/PP</b>	11.5 (13.2)	15.0 (13.7)	15.3 (14)
<b>Non FSM</b>	15.9 (15.5)	14.6 (15.6)	16.2 (15.8)

<b>Maths APS</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>FSM/PP</b>	13.0 (14.8)	15.0 (15.0)	16 (15.2)
<b>Non FSM</b>	15.9 (16.5)	16.3 (16.7)	17.2 (17.8)

### KS 1 - 2016 Pupil Premium % children reaching the expected standard

<b>KS 1 2016 (2 pupils)</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Science</b>
<b>School FSM/PP</b>	100%	50%	50%	100%
<b>National FSM/PP</b>	60%	50%	58%	69%
<b>School Non FSM</b>	75%	70%	70%	80%
<b>National Non FSM/PP</b>	77%	68%	75%	85%

## KS2 Historical Data

National results in brackets ( )

Number of pupils at end of KS2 2013 - 13 non FSM; 4 FSM

Number of pupils at end of KS2 2014 - 15 non FSM; 1 FSM\*

Number of pupils at end of KS2 2015 - 20 non FSM; 1 FSM\* \* 1 pupil % will be either 100% or 0%

<b>% Maths, Reading and Writing combined level 4 +</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>FSM/PP</b>	25 % (63 %)	100 % (90%)	100% (70 %)
<b>NON FSM</b>	77 % (81 %)	87 % ( 83 % )	85 % (84 %)

<b>% Reading L4+</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>FSM/PP</b>	50% (78%)	100% (82%)	100% (83%)
<b>NON FSM</b>	92% (89%)	93% (92%)	90% (92%)

<b>READING Average Point Score</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>FSM/PP</b>	24 (26.9)	33 (27.5)	33 (27.6 )
<b>NON FSM</b>	28.8 (29.2)	29.4 (29.7)	30.2 (29.6)

<b>% Reading 2 LEVELS PROGRESS</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>FSM/PP</b>	75 %	100 % (91 %)	100%
<b>NON FSM</b>	92 % (89%)	100 % (92%)	95 (92%)

<b>% Writing L4+</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>FSM/PP</b>	50% (74%)	100% ( 76%)	100% (79%)
<b>NON FSM</b>	92% (87%)	87% (89%)	90% (90%)

<b>WRITING Average Point Score</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>FSM/PP</b>	24(25.9)	33 (27.5)	27 (26.6)
<b>NON FSM</b>	27.9 (29.2)	29.4 (29.7)	26.7 (28.8)

<b>% Writing 2 LEVELS PROGRESS</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>FSM/PP</b>	50 %	100% (90%)	100%
<b>NON FSM</b>	92 % (93%)	93% (94%)	100% (94%)

<b>ENGLISH GRAMMAR, PUNCTUATION AND SPELLING TEST L4+</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>FSM/PP</b>	25 % (63 %)	100 (90%)	100 (71%)
<b>NON FSM</b>	77 % (81 %)	87 (83 %)	90 (84%)

MATHS L4+	2013	2014	2015
FSM/PP	75% (77%)	100% (78%)	100% (80%)
NON FSM	85% (88%)	100%(90%)	90% (90%)

Maths Average Point Score	2013	2014	2015
FSM/PP	25.5 (27)	27 (27.2)	27.0 % (27.3)
NON FSM	29.8 (29.5)	30.2 (29.8)	28.5 % (29.8)

MATHS 2 LEVELS PROGRESS	2013	2014	2015
FSM/PP	75 %	0 (86%)	100%
NON FSM	92 % (89%)	100% (91%)	95% (91%)

#### 2016 KS 2 Data - Pupils reaching the expected standard

( ) national

KS 2 2016 5 pupils	Reading	Writing	Maths	SPAG
School FSM/PP	40%	0	20%	0
National FSM/PP				
School Non FSM	64.7%	35.3%	64.4%	0
National Non FSM/PP				

#### Plan for 2016-2017 Pupil Premium Expenditure

Action	Cost (approx.)	Intended impact
<ul style="list-style-type: none"> <li>Family Support Worker - 5 <math>\frac{1}{2}</math> hours per week</li> </ul>	£2,300	Pupils to have access to the support they need with regards to SEMH needs. Improved attendance of persistent absence. Improved behaviour Improved learning, progress and attainment of targeted pupils.
<ul style="list-style-type: none"> <li>Targeted TA support for groups and individuals - reading, writing, SPAG and Maths</li> </ul>	£3,100	Improved progress
<ul style="list-style-type: none"> <li>TAC/CP meetings - release time for staff to write reports and attend meetings</li> </ul>	£1,000	Improved outcomes for the children linked to: SEMH needs, behaviour, attendance and academic progress.
<ul style="list-style-type: none"> <li>Additional Maths and Science Teacher</li> </ul>	£15,000	Improved attainment and progress in maths across the school. Year groups making 3+ tracking points and an increase in pupils reaching Expected standard at the end of the year.

<ul style="list-style-type: none"> <li>Release time for new SENco to monitor SEND/PP pupils</li> </ul>	£2,000	Target children identified from tracking system and intervention planned as appropriate. Children receiving correct support and impact measured.
<ul style="list-style-type: none"> <li>CPD for SENco/FSW - SEND/Mental Health</li> </ul>	£650	Children with Mental health needs and their families supported. Leading to increased attainment and progress.
<ul style="list-style-type: none"> <li>Monitoring of attendance of Pupil Premium Pupils</li> </ul>	£150	To target pupils with poor attendance and attendance to improve.
<ul style="list-style-type: none"> <li>Project code/rapid writing intervention - delivery, monitoring and assessing impact</li> </ul>	£1,100	Increased progress for target children.
<ul style="list-style-type: none"> <li>After school clubs (open to all but with particular focus on encouraging Pupil premium children to attend) e.g Football, Drama, Dance, Chess, change for life</li> </ul>	£1,100	Improved attendance, fitness, enjoyment and well-being. Leading to improved outcomes. Opportunities for children to try something new.
<ul style="list-style-type: none"> <li>Teens in crisis - counselling for vulnerable pupil premium children</li> </ul>	£800	Improved wellbeing for pupils.
<ul style="list-style-type: none"> <li>Additional EP visits/APS involvement</li> </ul>	£1,100	Support for vulnerable pupils. To reduce the number of exclusions. Advise to help teachers set targets and strategies for pupils leading to engagement, enjoyment and improved progress.
<ul style="list-style-type: none"> <li>Training for TA's to deliver new interventions</li> </ul>	£300	TA's to deliver intervention and these to have a positive impact on pupil's outcomes.
<ul style="list-style-type: none"> <li>PSHE Scheme to support all pupils, with a particular emphasis on Pupil Premium pupils with SEMH</li> </ul>	£1,000	Scheme to be up and running and behaviour around the school is good, with outstanding elements.
<ul style="list-style-type: none"> <li>Support with visits, cool milk, uniform</li> </ul>	£1,000	Enables children to feel a sense of belonging and feeling involved in school life and experiencing new opportunities.