

Ellwood Primary School

Pupil Premium

In April 2011 the Government introduced the Pupil Premium Grant. This additional grant 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.

External Barriers to learning

The Pupil Premium is easily identifiable in the school budget. Schools and staff are the best people to decide and know how to spend the money to ensure it reaches the children who need it most and how it can be spent to give these pupils experiences, opportunities and additional support to ensure they reach their full potential.

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.

Current PP Characteristics
Characteristics of our Pupil Premium Children
January 2018

Year Group	PP %	Boy/Girl		% PP who are SEN	% PP who are PP+
R	13%	9%	4%	33%	4%
1	10%	-	10%	-	0
2	17%	13%	4%	75%	0
3	20%	7%	13%	-	0
4	14%	14%	-	33%	0
5	33%	20%	13%	60%	0
6	5%	-	5%	-	0
All	15%	52%	38%	33%	5%

Potential in School Barriers to learning - which may impact on some of our pupil premium.

Pupils in receipt of funding pupils who attend Ellwood School come from a wide and varied backgrounds. Many live in and around the local area, while others travel a little further to attend the school. The range of needs the children have vary in needs of learning but also socially and emotionally.

- 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
- Emotional and attachment related difficulties
- Lack of independence
- Gross and fine motor control difficulties
- Concentration needs
- Social needs - getting on with other children/friendships
- Lack of opportunities to play games/outside learning
- Specific learning needs e.g. reading, writing, maths
- Social Deprivation (being unable to access activities and opportunities which inner city children may be able to participate in).
- Low income - financial restraints and restrictions due to low income leading to missed opportunities due to not being able to afford or access additional enriching opportunities offered by the school and other local agencies.
- Unable to access outside agencies and professionals due to rural location and transport
- Lateness and attendance - difficulty in being on time in the mornings and due to transport, location, lack of routines, childcare arrangements, separated families and poor attendance due to parental difficulties and circumstances and attitudes to school.

At Ellwood School, all pupils are supported regardless of race, gender, ability, personal or home circumstances. All our children are supported and nurtured as individuals. We believe, reinforced by research, Quality First Teaching (QFT) in every class is vital for good progress and attainment as does research. We pride ourselves on ensuring that all our teachers are trained well and teach appropriate lessons, matched to pupil needs. Teaching and learning across the school is monitored closely by the Headteacher, Deputy Headteacher, Senior Leaders, Co-ordinators and external professionals. Along with striving to provide the best education possible on a day to day basis we supplement this teaching, when needed, with timely interventions, planned to the needs of groups and individual children. These interventions are planned and delivered by teachers, HLTA and TAs. Senior leaders and Governors monitor the pupil premium expenditure, interventions and impact to ensure good value for money.

2. Aims of Pupil Premium Spending

Our main aim is to remove any barriers to children's development whether learning, academic or social.

We aim to do this through a wide range of intervention and support and providing:

- A rich broad balance curriculum
- Love of learning and enjoyment of school
- Encouraging and developing resilience
- Social opportunities for children and families
- Nurture and support pupils and their families if needed
- New experiences and opportunities for our children
- Outdoor learning
- Challenging all
- Good quality teachers and learning opportunities
- Love of reading, writing and maths

Objectives of our Pupil Premium Spending

High quality first teaching

We focus a high percentage of our spending on developing our staff at all levels to support and develop the teaching and personal development of our pupils. Research has shown that if day to day teaching is of a good standard all children will flourish. We send our staff on good quality CPD training, visits to other schools and to build close supportive ventures with other schools and professionally. TAs are deployed effectively across the school to support learning. Pupil Progress meetings are held every six weeks to ensure all children are making progress and attaining. Where pupils

Pupil Premium provision and impact

Pupil Premium Students

Date	% of pupils on roll
2013/14	13.8%
2014/15	15.7%
2015/16	16.4%
2016/17	19%
2017/18	19%

Funding received for Pupil Premium Pupils

Year	Funding
2013/14	£21,866
2014/15	£25,870
2015/16	£30,240
2016/17	£30,560
2017/18	£31,260

2016-2017 Pupil Premium Expenditure and Impact

<u>Action</u>	<u>Cost</u> <u>(approx.)</u>	<u>Impact</u>
<ul style="list-style-type: none"> Family Support Worker - 5 ½ hours per week 	£2,300	<p>Pupils to have access to the support they need with regards to SEMH needs. Positive feedback from pupils and parents.</p> <p>Improved attendance overall - 2016 all - 95.5% 2017 96.7% 2016 SEND - 93.5% 2017 95.5% 2016 PP - 90.2% 2017 95.3% 2016 persistent - 75.9% 2017 85.9%</p> <p>Improved behaviour - less exclusions</p> <p>Improved learning, progress and attainment of targeted pupils - average pp progress</p> <p>whole school - tracking points : writing 3.6 /non pp 3.5, reading pp3.6/non pp 3.3 and maths 3.8 and non pp 3.5.</p> <p>Smooth transition for yr 6 SEMH pupils to secondary</p>
<ul style="list-style-type: none"> Targeted TA support for groups and individuals - reading, writing, SPAG and Maths 	£3,100	Improved progress - see data above
<ul style="list-style-type: none"> TAC/CP meetings - release time for staff to write reports and attend meetings 	£1,000	<p>Improved outcomes for the children linked to: SEMH needs, behaviour, attendance and academic progress.</p> <p>Support in place for families and professionals working together.</p>
<ul style="list-style-type: none"> Additional Maths and Science Teacher 	£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 in KS 1 and KS 2. Increased percentage of pupils reaching the expected standard in maths at KS 1 and KS 2.
<ul style="list-style-type: none"> Release time for new SENco to monitor SEND/PP pupils 	£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"> CPD for SENco/FSW - SEND/Mental Health 	£650	Children with Mental health needs and their families supported. Leading to increased attainment, progress and general well-being - see feedback from pupils.
<ul style="list-style-type: none"> Monitoring of attendance of Pupil Premium Pupils 	£150	To target pupils with poor attendance and attendance to improve.
<ul style="list-style-type: none"> Project code/rapid writing intervention - delivery, monitoring and assessing impact 	£1,100	Increased progress for target children. Pupils overall achieved well in reading at the end of Ks 1 and 2.
<ul style="list-style-type: none"> 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 	£1,100	Improved attendance, fitness, enjoyment and well-being. Leading to improved outcomes socially and physically. Opportunities for children to try something new. Children enjoy the clubs.
<ul style="list-style-type: none"> Teens in crisis - counselling for vulnerable pupil premium children 	£800	Improved wellbeing for certain individual pupils e.g emotionally, friendships and their behaviour in school has improved.
<ul style="list-style-type: none"> Additional EP visits/APS involvement 	£1,100	Support for vulnerable pupils. Helped to reduce the number of exclusions. Support for teachers to meet pupil's needs and to set targets and strategies for pupils leading to engagement, enjoyment and improved progress.
<ul style="list-style-type: none"> Training for TA's to deliver new interventions 	£300	TA's are more confident in delivering interventions. Observations demonstrated the intervention delivery was of a good quality and had an impact on the pupil's progress. Staff have said the training and shadowing was very useful and they found visiting another school very helpful.
<ul style="list-style-type: none"> PSHE Scheme to support all pupils, with a particular emphasis on Pupil Premium pupils with SEMH 	£1,000	The scheme is up and running and behaviour around the school is good. Pupil conferencing shows children know how to behave and know the rewards and sanctions. They have a good understanding of staying safe, including internet safety.
<ul style="list-style-type: none"> Support with visits, cool milk, uniform 	£1,000	Enabled children to feel a sense of belonging and feeling involved in school life and experiencing new opportunities.

Data 2017 - Pupil Premium Pupils

EYFS - 2 pupil premium

Both pupils did not reach a Good Level of Development, although they were summer born children and were still only 4 years when the data was submitted. However they made good progress.

Yr 1 Phonics Screening - 4 pupil premium pupils

2 of these pupils were also SEND. 2/4 (50%) passed the phonics screening test.

KS 1 - SATS - 3 pupil premium pupils

All pupils (100%) met the expected standard in Reading, Writing, Maths and Science.

KS 2 - SATS - published data 5 pupils - 4 pupils of whom were SEND (school data indicates 6 pupil premium) 6 pupils

% reaching the expected standard

	School Pupil Premium Pupils	National Pupil Premium	Non Pupil Premium
Reading	60% (67% school data)	77%	72%
Writing	0%	81%	55%
Maths	20% (33% school data)	80%	72%
SPAG	(33% school data)		72%
Combined - reading, writing and maths	0% (17% school data)	67%	61%

2017-2018 Predicted Pupil Premium Expenditure and intended impact

<u>Action</u>	<u>Cost (approx.)</u>	<u>Intended impact</u>
<ul style="list-style-type: none"> Family Support Worker - 5 ½ hours per week 	£2,500	Pupils to have access to the family support worker throughout the week. Families to be able to access support and advice. Referrals to outside agencies to support pupils and their families. Zippy's friends with the infant children to help support pupils well-being. Lego play sessions to support SEMH Improved attendance Improved transition for yr 6 pupils to secondary school Improved safeguarding for vulnerable pupils

		Improved progress, attainment and behaviour for pupils Vulnerable pupils identified earlier and support in place
<ul style="list-style-type: none"> Targeted TA support for pupils - reading, phonics, maths and SEMH 	£5,000	Increase concentration, participation, progress and attainment through addressing individual needs and reducing the difference between non pupil premium and pupil premium For pupil premium pupils to make accelerated pupils Self-esteem improved
<ul style="list-style-type: none"> Additional release time for SENco 	£2,000	To support new teachers in SEND Set provision and monitor impact Increase progress of SEND pupils Make referrals so pupils can access support Liaise with outside agencies to support the pupils Pupils indentified early - early help
<ul style="list-style-type: none"> Continue CPD courses linked to pupil premium/SEMH 	£1,000	Training for new teachers to ensure they are meeting the needs of their pupils and providing support for them Increased progress and attainment
<ul style="list-style-type: none"> Fund trips/experiences/residential /swimming 	£750	Inclusion New experiences Enjoyment Well being
<ul style="list-style-type: none"> Additional maths teacher and science teacher 	£15,000	Smaller groups for teaching Targeted support Focus on year groups objectives
<ul style="list-style-type: none"> After school clubs 	£1,000	Funded after school clubs TA support for pupils with SEMH at after school clubs to ensure they are included Well-being improved Enjoyment Social skills Concentration Movements skills - co-ordination and balance
<ul style="list-style-type: none"> Additional EP/ATS services purchased 	£1,000	Support for pupils who have SEMH/Learning needs Advice to support targeted intervention leading to increased attendance, improved behaviour and wellbeing, academic progress and attainment
<ul style="list-style-type: none"> Release time for English and Maths lead 	£600	Co-ordinators to highlight target children in Reading, Writing and Maths and discuss these pupils with teachers leading to support and CPD Attainment and progress of pupils to increase
<ul style="list-style-type: none"> CPD for Mid-day supervisors 	£300	To enhance playtimes and positive behaviour

• Fizzy program	£1000	Fizzy to be carried out with groups of children each week to develop co-ordination, concentration and social skills
• Attendance prizes	£50	Reward for good attendance

Ways that funding was spent 2015-2016

<u>Intervention/Action</u>	<u>Cost (approx.)</u>	<u>Impact</u>
• Appoint a FSW 5 ½ hours a week to work with pupils and families	£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.
• Targeted TA support for groups and individuals - reading, writing, SPAG and Maths	£4,100	Improved progress of the pupils. More pupils reaching expected standards within the year.
• TAC meetings - release time for staff to write reports and attend meetings	£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.
• 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	£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.
• CPD courses - mental health/FSW meetings	£650	Zippy's friends taught in Beech and Chestnut class. Positive feedback from parents. The lessons covered a range of emotions and feelings.
• Additional support for all pupils (including pupil premium pupils) in yr 2 and 5 for maths, reading and writing and Science for years 3 and 5.	£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 and focussed teaching depending on the needs of the pupils. Pupil premium children overall made good progress.
• Out of school targeted activities for pupil premium e.g Horse riding lessons, change for life, gym sessions	£550	Supported children with SEMH needs, boosted their confidence and helped improve their wellbeing.
• After school clubs (open to all but with particular focus on encouraging Pupil premium children to attend) e.g science, gym, football, brass tuition	£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 nd 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"> Purchase Laptops for use to support ICT and other curriculum areas and for pupils who do not have access to computers at home 	£1,200	Laptops used to enable children to access My Maths homework.
<ul style="list-style-type: none"> Teens in crisis - counselling for vulnerable pupil premium children 	£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"> Additional EP visits/APS involvement 	£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"> Staff training linked to Behaviour/attachment 	£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"> HT to train TA's to plan, assess and monitor impact of interventions 	£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

Phonics Screening Test	2013	2014	2015	2016 2 pupils
FSM/PP	100 % (69 %)	0 (63 %)	100 % (66 %)	50% (69%)
Non FSM	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

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

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

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

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

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

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

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

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

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

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

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

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

ENGLISH GRAMMAR, PUNCTUATION AND SPELLING TEST L4+	2013	2014	2015
FSM/PP	25 % (63 %)	100 (90%)	100 (71%)
NON FSM	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				