

Results to show the impact of pupil premium 2015-16 at St Ebbe's Primary School

Number of pupils achieving national expectations in Year 2 and 6 in reading, writing and maths.

Year 2 pupils achieving expected level in reading		Year 2 pupils achieving expected level in writing		Year 2 pupils achieving expected level in mathematics	
PP	'Other'	PP	'Other'	PP	'Other'
4 out of 8 pupils	38 out of 52 pupils	2 of 8 pupils	21 out of 52 pupils	2 of 8 pupils	29 out of 52 pupils

Year 6 pupils achieving expected level in reading		Year 6 pupils achieving expected level in writing		Year 6 pupils achieving expected level in mathematics	
PP	'Other'	PP	'Other'	PP	'Other'
5 out of 14 pupils	24 out of 26 pupils	2 out of 14 pupils	17 out of 26 pupils	8 out of 14 pupils	23 out of 26 pupils

2016 Outcomes (PP Review):

- In Phonics, KS1 Maths and Writing and KS2 Reading and Writing PP pupils attainment was below PP nationally
- In Writing, PP pupils did not make expected progress between KS1 and KS2
- The in-school gap between PP and Non PP has not narrowed.

Summary of In-school Tracking 2015/2016 (PP Review)

- In most years groups there was a significant gap in attainment between PP and Non PP in Reading, Writing and Maths
- In most year groups % of PP making expected progress was considerably lower than Non PP in Reading and Writing.
- In most year groups % of PP making accelerated progress was considerably lower than Non PP in Reading, Writing and Maths.

In most year groups, a high proportion of PP pupils were assessed as 'just below' expectation.

Pupil Premium 2016-2017

Current number of eligible pupils from Foundation Stage to Year 6: 65 pupils

Pupil Premium Grant: £91 800

Aims

At St Ebbe's, we have high aspirations and ambitions for our children. We strongly believe that it is not about where you come from, but your sense of curiosity and thirst for knowledge, and your willingness to work hard and persevere when faced with challenges, and having people who believe that we can achieve that make the difference between success and failure. We are determined to ensure that our children are given every chance to develop a love of learning and realise their full potential. Pupil Premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect to support children reach their potential.

Main barriers to educational achievement:

- self-belief e.g. lacking in confidence, 'can't do so what is the point?' , 'others are better at this', everyone will laugh if I get this wrong, low aspirations, 'it's not for me', passivity in the classroom, feeling like they don't belong/have the right to ask and contribute to discussions
- communication, language and literacy
- abstract nature of certain concepts/ learning
- unfamiliarity with cultural references
- personal, social and emotional development
- attendance & punctuality
- parental engagement

Desired outcomes:

- increased engagement of parents with their children's education and with the school
- improved attendance & punctuality
- raised attainment of PP pupils
- closing gap between PP pupils and others in the school
- accelerated progress of all PP pupils
- increased opportunities for PP pupils and broaden their experiences so that they become 'lifelong learners' with self-belief and high aspirations

Key Principles

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending.

Building Belief

We will provide a culture where:

- staff believe in **ALL** children
- staff encourage, support and expect **ALL** children to actively participate by adopting effective strategies e.g. partner talk
- staff support children to develop 'growth mind-set' towards learning, and provide opportunities to reflect on their 'learning journey'

Researching effective strategies

We will ensure that:

- we provide effective CPD to ensure our staff have strong pedagogy to maximise learning opportunities for all children
- we use research e.g. Sutton Trust Toolkit, teacher-action research, study groups (e.g. involving class teacher, subject co-ordinators, 1:1 tutors and PP champion) to support us in determining the strategies that will be most effective in raising pupil attainment & monitor children's progress
- all class teachers are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school and where strategies identified from research will be most effectively targeted e.g. through pupil progress meetings

Increasing learning time

We will maximise the time children have to achieve the desired outcomes through:

- improving attendance and punctuality
- providing earlier intervention (in KS1 and EYFS)
- supporting children's personal, social and emotional needs
- providing opportunities for parents/carers to learn alongside each other

Individualising support

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each child and identifying their specific barriers to learning; e.g. pupil progress meetings (pupil profiles if they have additional SEND needs)
- tailoring interventions to the needs of the child
- matching the skills of the support staff to the interventions they provide
- ensuring additional support staff/tutors and class teachers communicate regularly (study group)
- working with other agencies to bring in additional expertise/opportunities e.g. The Story Museum, Creation Theatre, the local universities

How the Pupil Premium Funding will be spent (2016 - 2017 academic year)

- Staff employed to offer additional support to address 'barriers' identified above:
 - Pupil Premium Champion employed to implement, monitor and evaluate the effectiveness of intervention work with pupils. This teacher will continue to provide additional teaching support in all year groups as well as training all staff that are implementing specific intervention
£4000 (to cover non-contact for an afternoon a week and any additional time that may be needed)
 - Family Support Worker employed to work with parents and pupils in order to continue to improve learning, welfare and attendance
£10,000
 - Literacy Teaching and Learning Assistants to provide strategic support with writing and phonics intervention so that pupils are able to apply their phonic knowledge when reading and writing for small groups of pupils (e.g. Oxford Reading Campaign)
£15,000
 - 1:1 Tutors to develop reading, writing and maths for those who are working below expected or in need of accelerating progress
£20 000
 - Teaching Assistant to support the early intervention where children and parents learn alongside each other e.g. communication, language and literacy through arts and craft
£1500
 - Teaching Assistants to run walking school bus and strategic breakfast club with activities to improve attendance/punctuality and support children so that they are 'ready to learn'
£14000
 - Child play therapist to run Phoenix programme to support children to monitor, and develop their personal, social and emotional skills
£9000
- Subscribing to ARCH reading volunteers to engage children in reading through 1:1 support. Children have the opportunity to read and discuss books with an adult-targeting those who need practice & reluctant readers
£750
- Staff training in CPA model for teaching Mastery Maths- emphasis on enabling children to visualise using models and images and supporting problem solving approach
£1000

- Curriculum enhancement and enrichment opportunities provided through a variety of visits and visitors to the school. These will reflect a range of curriculum areas and enhance learning opportunities for the pupils in all year groups.

£600

- Subsidised Residential opportunities in years 4-6 to support outdoor learning, build children's confidence and broaden experiences

£6000

- Provision of extracurricular opportunities to further engage pupils in activities that develop physical, musical personal social and emotional skills e.g. afterschool provision, sports clubs, music classes

£3000

- Maths resources to support Concrete, Pictorial and Abstract approach to develop Mastery maths e.g. 'Maths – No Problem' (Singapore Maths) text/work books as the result of analysis of its effectiveness

£2000

Total Estimated cost: £86 250

Discretionary fund: £5 650

How we will measure the impact of the Pupil Premium Grant:

- increase the number of children leaving primary school reaching expectations in reading, writing and maths
- we aim for the gap in attainment to reduce in each year group, as a result of accelerated progress through timely intervention
- pupils are engaged and demonstrate 'successful learning' behaviours in all aspects of the curriculum
- pupils demonstrate higher level thinking skills in independent learning
- children take pride in their work and presentation, show positive levels of a motivation and aspiration