

Edward the Elder Primary School

Pupil Premium Grant 2018/2019

The information below outlines how we use the Pupil Premium Money to support the learning of children in our school.

What is the Pupil Premium?

The Pupil Premium was introduced by the Government in April 2011. It was designed to give additional money to support schools in raising the attainment of children who receive free school meals, children whose parents serve in the Armed Forces and those children in local authority care.

These groups of children have been identified nationally as achieving at a lower level than children from less disadvantaged backgrounds. For example, national figures show that 11 year olds who are eligible for Free School Meals are likely not to achieve an expected standard in maths and English as other 11 year olds.

Where does the money come from?

Pupil Premium is allocated to schools based on the number of children who are currently known to be eligible for Free School Meals, whose parents serve in the Armed Forces and children who have been looked after in local authority care continuously for more than six months.

The purpose of the Pupil Premium is to help schools to provide targeted support for vulnerable children- not necessarily just children who qualify for FSM.

"It is for schools to decide how the Pupil Premium, allocated to schools... is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." (Source - DfE website)

The funding is therefore given to schools to spend as they think best, although there is a requirement to publish online how this money is spent.

For more details on the Pupil Premium please visit:

<http://www.education.gov.uk/schools/pupilsupport/premium>

Pupil Premium at Edward the Elder Primary School

At Edward the Elder Primary School, we are committed to ensuring all our children make the best possible progress. We track the achievement of every child on a termly basis and do all we can to make sure each child achieves their potential.

We also have a duty to ensure that no group of children are disadvantaged due to their gender, ethnic origin or family income or background.

We are well staffed at Edward the Elder and children in all year groups learn in classes where the staff team includes a teacher and member of the support staff.

Children are familiar with working in groups of different sizes, at different times of the day, with different adults. Children of all abilities have the opportunity to work on a 1:1 basis or in a small group with an adult. Within this type of organisation, we do give children extra support when they need it. The detail behind who we support and their expected targets are to be found in the school's Raising Achievement Plans that are produced termly by each Year Group.

The Pupil Premium funding has allowed us to continue and extend what we already do - to monitor children's progress and to give additional support when required. Children are certainly not singled out or stigmatised for getting some extra attention for learning and we would never label a child in front of other children for receiving free school meals or being in care.

Allocation for 2018/2019

Number of pupils and Pupil premium Grant (calculated Sept 2018- July 2019)

Total number of pupils on role	211
Total number of pupils eligible for PPG	95
Amount of PPG received per pupil	£1 320
Total amount of PPG received	£125,400

Nature of support 2018/2019	
<ul style="list-style-type: none"> • Employment of one additional HLTA to provide extra support for targeted pupils within Early years 	£12 500
<ul style="list-style-type: none"> • Employment of one additional Teaching Assistant in order to provide additional support for targeted pupils (behaviour) within classes and provide 1:1 support where appropriate 	£8 500
<ul style="list-style-type: none"> • Contributions to behaviour and support leader shared across the Trust in order to establish effective social and emotional support for PP pupils 	£16 000
<ul style="list-style-type: none"> • Employment of 2 TAs to work 1:1 with pupils needing additional support to ensure progress and attainment 	£6 000 each
<ul style="list-style-type: none"> • Spending - (in addition to the Sports Grant) in order to employ outside agency Sports Coaches. In addition to improving our response to quality P.E. provide further time for teaching staff to work with RAP identified groups. (Soccer 2000) 	£25 000
<ul style="list-style-type: none"> • Spending - (in additional to Sports Grant) in order to employ outside sports agencies In addition to improving the quality of PE and provide additional time for staff to carryout RAP groups 	£2 617 (Dance leader)
<ul style="list-style-type: none"> • Contributions to Trust EWO to carry out Early Help plans for PP with low attendance to raise their progress and attainment 	£10 000

<ul style="list-style-type: none"> • Creating non-contact time for senior leaders using 2 x HLTAs to cover lessons to ensure the most disadvantaged pupils receive the best teaching through RAP groups 	£17 000
<ul style="list-style-type: none"> • Additional resources; particularly homework guidance books to support pupils learning at home. 	£2 783
<ul style="list-style-type: none"> • Additional reading resources and books to support with pupil reading intervention groups 	£2 500
<ul style="list-style-type: none"> • Provision for before and after school club to ensure attendance of identified pupils improves and therefore progress improves 	£1 500
<ul style="list-style-type: none"> • The school will continue to subsidise off site visits and visitors in order to improve the experiences for our children - these to include residential experiences 	£15 000

Barriers faced by Pupil Premium pupils at Edward the Elder:

- 44% of pupils in school are pupil premium
- 63% of pupil premium pupils are boys
- 23% of pupil premium pupils are on the SEN register
- 3% of pupil premium pupils are also EAL
- 16% of pupil premium are boys and SEN
- 0% of pupil premium are boys, SEN and EAL

Staff and Senior Leaders rigorously track data to identify pupils who need intervention strategies whether 1:1 (Individual targets) or in small groups (Raising Achievement Plans) These interventions are used to identify any 'gaps' identified in pupils learning or recap 'misconceptions' to ensure barriers are diminished and pupils make accelerated progress across the year groups.

How we measure impact of PP funding

Data-

The school will evaluate the impact on each pupil from **termly** Teacher Assessment. This will be recorded and discussed as part of Termly Pupil Progress meetings, the results of which are fed into the following terms Raising Achievement Plan (RAP). Phase Leaders will record the additional support required and analyse this alongside progress made by children each term.

RAP groups are monitored by Leadership **half termly** to identify the progress of individuals and groups, through planning, books and discussion with teachers.

We will measure progress and attainment in Reading, Writing and Maths as a result of intervention and additional support as recorded in RAP.

Behaviour, social and emotional needs-

Behaviour plans/records will be analysed **half termly** by the Trust leader for behaviour, social and emotional needs and behaviour plans established or 1:1 intervention provided if necessary

Attendance data is analysed **weekly** and meeting arranged with EWO and Leadership Team

Participation in extra-curricular activities monitored termly

Impact of Pupil Premium spending 2017/18

End of EYFS Summer 2018

*National comparison not available

	% Edward the Elder Hall PP 2+	% National All 2+ 2017
Reading	82%	77%
Writing	73%	74%
Number	82%	80%
GLD	73%	71.5%

Phonics Year 1 summer 2018

% Edward the Elder PP Pass	% Edward the Elder FSM Pass	% National FSM Pass
80%	80%	70%

End of KS1 Summer 2018

	% Edward the Elder PP EXP+	% Edward the Elder FSM EXP+	% National FSM EXP+
Reading	63%	63%	60%
Writing	56%	56%	53%
Maths	63%	62%	61%

End of KS2 Summer 2018

Average progress for disadvantaged pupils in reading, writing and maths ?

► [Help with progress scores](#)

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils Confidence interval ?	3.68 1.1 to 6.3	4.80 2.3 to 7.3	3.49 1.1 to 5.9
Number of disadvantaged pupils	20	20	20
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils ?	0.31	0.24	0.31

Attendance

PP Attendance data 2017-18

At the end of the summer term 2018, attendance for PP pupils (**96.74%**) was above the National Average for 'All pupils' of 96%.

2017-18 Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All
Autumn	94.68%	96.36%	94.26%	95.05%	96.50%	94.72%	94.68%
Spring	94.50%	95.95%	93.51%	95.30%	96.90%	94.91%	94.67%
Summer	94.45%	95.46%	93.92%	95.54%	96.20%	95.01%	96.74%

ASP attendance data 2017-18

- Overall attendance for disadvantaged pupils at Edward the Elder was 95.5%, which was above National attendance for disadvantaged pupils.

Disadvantaged overall attendance (Edward the Elder)	95.5%
Disadvantaged overall attendance (National)	94.4%
Disadvantaged persistent absentees (Edward the Elder)	1.96%
Disadvantaged Persistent absentees (National)	15.7%
All Persistent Absentees (National)	8.3%

Behaviour

Effective use of Behaviour and Support Leader during 2017-2108, evidence shown through individual case study 2017-2018.

RAP - PP intervention opportunities

Sports Coaches (Soccer 2000) provided quality PE sessions, allowing teaching staff time to work with RAP identified groups.

Resources

Additional homework support books and learning resources were purchased to support end of Key Stage 1 and end of Key Stage 2 pupils.