

ENDON HALL PRIMARY & NURSERY SCHOOL



Pupil Premium Report – 2017/2018

Principles

At Endon Hall Primary & Nursery School:

- we ensure that teaching and learning opportunities meet the needs of all of the pupils
- we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- in making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged
- we also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Provision

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- Structured interventions where appropriate
- Additional teaching and learning opportunities provided through trained Teaching Assistants or external agencies
- 1:1 support
- All our work through the pupil premium will be aimed at accelerating progress in order to move children to at least age related expectations
- Enrichment activities and/or residential

What is Pupil Premium?

Pupil Premium is additional funding given to schools in England to raise the attainment of disadvantaged pupils and close the attainment gap between them and their peers.

Pupil Premium funding is available to both mainstream and non-mainstream schools. It is paid to schools according to the number of pupils who have been:

- registered as eligible for free school meals at any point in the last 6 years (known as Ever 6 FSM measure)
- been in care for 6 months or longer
- children of parents who are in the Forces

The Pupil Premium has a number of wider aims:

- To increase social mobility
- To enable more pupils from disadvantaged backgrounds to get into the top Universities
- To reduce the attainment gap between the highest and lowest achieving pupils

The Governing Board is responsible for accounting for the impact of the Pupil Premium Funding. It is a requirement to report publicly on the deployment and impact of this funding.

For the financial year 2017 - 2018 we received: **£7,180.00**

Breakdown of allocated funding 2017-18:

Number of children on roll	217
Number of children eligible for pupil premium	6 (2.76%)
Looked After Children	1 (0.46%)
Special guardianship and Adopted children	1 (0.46%)
Pupils of Service Personnel	0
Total income	£5,680 – Pupil Premium £1,500 – Looked After Child
TOTAL FUNDING RECEIVED	£7, 180

How we used the money in 2017 - 2018:

Below is a breakdown of the Pupil Premium funding spend:

Provision	Total Spent	Personnel/Resources
Support staff Intervention	£1730	<p>Pupil 1: 8.5 hrs per week Daily structured intervention (Precision Teaching) 1.5 hrs for 10 weeks Better Reading intervention Cross Peer Tutoring Additional weekly reading with a TA using Rapid Readers In class support</p> <p>Pupil 2: 1 hr per week Emotional Intelligence intervention</p> <p>Pupil C: 3 hrs per week Daily structured intervention (Precision Teaching) Cross Peer Tutoring Additional weekly reading with a TA using Rapid Readers In class support</p> <p>Pupil D: 1 hr per week In class support</p> <p>Pupil E: 6 hours per week Daily structured intervention (Precision Teaching) Cross Peer Tutoring Additional weekly reading with a TA using Rapid Readers In class support</p> <p>Pupil F: 1.5 hrs for 10 weeks Better Reading intervention</p>

Middle leader as SENCo role and continuation of Assistant SENCo role – to include coordinating intervention timetables, tracking of SEN, monitoring impact for Pupil Premium, upskilling support staff	£1922	Middle Leader role: 6.5 hours per week (£1126) HLTA 10 hours per week (£796)
Residential	£606	Stratford – Pupil 1 (£150 per child; 1 child) Tattenhall – Pupil C (£58 per child; 2 children) Stanley Head – Pupil 2 and Pupil F (£170 per child; 2 children)
Educational Visits	£360 (approx)	Termly trips/Visitors in school in each year group (£20 approx per child x6 children)
Music Tuition	£765	Provided by Staffordshire Performing Arts (£255 per child per instrument; Pupil 2 – piano and violin and Pupil C - piano)
After school activities	£79.25 £2090 £2090 £824.25 Total: £5083.50	Pupil 2: IT and Colouring Club (Term 1 only £15 x 2 clubs) French Club and Colouring Club (Term 2 only 16.50 x 2 clubs) and Be Mindful (Term 3 only £16.25) Pupil 1: Phoenix Club Pupil D: Phoenix Club Pupil C: Phoenix Club (£574) and Term 1 only: Taekwondo (£30) and Multi-Sports (£35). Term 2 only: Dance Club (£16.50) Taekwondo (£30 Term 2) and Multi-Sports (£30). Term 3 only: The Cube (£30), Gymnastics (£32.50), Taekwondo (£30) and Board Games (£16.25)
Teacher/TA staff meetings re Developing Dyslexia Friendly Status from Level 1 to Full Status <i>Child 1, 2, C, D, E and F plus other children not eligible for PP</i>	£99	Whole school staff training (Entrust)
GRAND TOTAL:	£10, 565.50	

Impact

As a school we track pupil progress widely and carry out on-going evaluations of the impact of teaching, intervention and any additional provision put in place.

The impact of provision for extra-curricular activities and/or elements put in place as a result of CPD and training is difficult to summarise and evidence. However, there is no doubt, knowing these pupils (and all other pupils who will also have benefitted indirectly) as well as we do, that these activities and this input impacted positively upon pupils well-being, confidence, relationships, first hand experiences, sense of belonging and security.

The elements that are measurable can be summarised as follows:

Our 2017-2018 internal data for Pupil Premium pupils, as summarised in the table below, illustrates that:

- 67% in Reading, 33% in Writing and 33% in Maths are attaining at or above the expected standard.
This compares to the following figures for All Pupils overall - 84% in Reading, 76% in Writing and 83% in Maths
- 100% in Reading, 67% in Writing and 67% in Maths are making expected or better progress
This compares to the following figures for All Pupils overall - 90% in Reading, 85% in Writing and 89% in Maths

Attainment & Progress data summary 2017-2018:

(SEN Pupils are highlighted in yellow)

	Reading		Writing		Maths	
	Attainment	Progress	Attainment	Progress	Attainment	Progress
Pupil 1	Below expected standard	Expected progress	Below expected standard	Expected progress	Below expected standard	Expected progress
Pupil 2	Above expected standard	Expected progress	At expected standard	Expected progress	Above expected standard	Expected progress
Pupil C	At expected standard	Expected progress	Below expected standard	Below expected progress	At expected standard	Expected progress
Pupil D	At expected standard	Above expected progress	Below expected standard	Expected progress	Below expected standard	Expected progress
Pupil E	Below expected standard	Expected progress	Below expected standard	Below expected progress	Below expected standard	Below expected progress
Pupil F	At expected standard	Expected progress	At expected standard	Expected progress	Below expected standard	Below expected progress
	67% At or Above expected	100% At or Above expected	33% At or Above expected	67% At or Above expected	33% At or Above expected	67% At or Above expected

Impact of structured interventions

PP (also SEN Pupils)

	Intervention programme			Impact		
	Precision Teaching (sight words)	Precision Teaching (spelling)	Better Reading	Salford Standardised score -- impact over 12 months	Vernon Standardised score - impact over 12 months	GL standardised Reading test – scaled score
Pupil 1	✓	✓	✓	Reading age: Increase of 13 months Comprehension age: Increased of 7 months	Spelling age: Initially unable to access the test but after intervention achieved a standardised score of 70, giving a spelling age of 'below 5 years'.	Scaled score increased from 86 (June 2017) to 93 (June 2018).
Pupil E	✓	✓		Reading age: Increase of 23 months Comprehension age: Increased of 14 months	Spelling age: Initially unable to access the test (Feb 2017), then after initial intervention achieved a score of 76 (June 2017) and then, following further consistent intervention, achieved a score of 81 (June 2018) showing progress but still within the 'below 5 years' spelling age bracket.	Scaled score decreased from 96 (June 2017) to 89 (June 2018).

PP (Non-SEN) Pupils

	Precision Teaching (spelling) - Impact	Better Reading - Impact	Emotional Intelligence - Impact
Pupil 2			This child is now able to communicate positively with others when things are not going as they would like the vast majority of the time.
Pupil C	✓ 137/318 words learnt and retained (43%) of possible words on key word lists		
Pupil F		✓ Pupil F achieved the nationally expected standard in Reading and made expected progress	