



# Pupil Premium Statement 2017-2018

**The pupil premium is allocated to schools for;**

- **Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)**
- **Children who have been looked after continuously for more than six months**
- **Children whose parents are currently working in the armed forces**

**The level of pupil premium is £1320 per pupil.**

**The DFE offer the following guidance;**

*In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium , allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.*

**However they also state that;**

*Schools are free to spend Pupil Premium as they see fit. However they will be held accountable for how they have used additional funding to support pupils from low income families.*

**The purpose of this statement is to effectively plan the way the pupil premium money will be spent over the year and enable us to inform parents, carers and governors of the impact it has on outcomes for pupils.**



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Academic Year	2017 – 18	Total PP budget	£151,800
Total number of pupils	626	Number of pupils eligible for PP	110
Lead member of staff	Mrs Sarah Weston	Lead governor	Mrs Hazel Gilson

Outcomes for pupil premium pupils 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
<b>Year 6 - 73 % of pupils achieved the expected standard in reading, writing &amp; maths</b>	<b>23/87 (26%)</b>	<b>64/87 (74%)</b>
<b>Year 2 - 53 % of pupils achieved the expected standard in reading, writing &amp; maths</b>	<b>13/88 (15%)</b>	<b>75/88 (85%)</b>
<b>Year 1 - 69 % of pupils achieved the expected standard s in phonic check</b>	<b>10/91 (11%)</b>	<b>81/91 (89%)</b>
<b>EYFS - 56 % of pupils achieved a good level of development</b>	<b>19/90 (21%)</b>	<b>71/90 (79%)</b>
1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Lower reading ability and frequency of time spent reading at home.	
B.	Lower writing ability and the ability to write independently for a sustained period of time.	



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C.	<p>Lower levels on entry to school, particularly in the following areas:</p> <ul style="list-style-type: none"> <li>• Listening and attention - particularly for EYFS boys.</li> <li>• Less secure knowledge and understanding of the world.</li> <li>• Poor language skills</li> <li>• Making relationships.</li> </ul>
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Higher absence rates – including persistent absence and lateness
E.	Support for pupils with on-going medical conditions, serious illness, parent with chronic illness (young carer), and bereavement for example.
F.	Lower participation in extra curriculum enrichment activities.

1. Quality of teaching for all																											
What is the intended outcome?	What will we do?	How much will it cost?	How many pupil premium pupils will benefit?	Who will be responsible?	Who and how will this be checked?	What was the impact?	Will we continue this next year? Yes/No																				
To narrow the gap between PPP and others.	Increase staffing in EYFS by utilising a non-class-based Assistant Head/SLE.	<b>FS - L2 0.4FTE</b> £6000	5	AHT	Termly scrutiny and moderation	<p>The gaps between PPP and none PPP are narrowing.</p> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>- 71% (5 out of 7) of pupils in EYFS achieved GLD.</li> </ul> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="2">% of pupils ach.GLD</th> </tr> <tr> <th></th> <th>Cohort</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>90</td> <td>73</td> <td>71</td> </tr> <tr> <td>FSM</td> <td>7</td> <td>71</td> <td>73</td> </tr> <tr> <td>Non FSM</td> <td>83</td> <td>81</td> <td>73</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>- 1 pupil who didn't achieve GLD has accessed regular support from Senco and EWBW to support emotional well-being and behaviour.</li> <li>- 1 pupil is currently under investigation for a specific learning need</li> </ul> <p><b>KS1 Phonics</b></p> <p>62% (13 / 21) of pupil premium pupils passed the Year 1 phonics screening test.</p> <p>33% (7) of the pupils that didn't meet the standard are on the SEND register. 6 at SEND</p>			% of pupils ach.GLD			Cohort	Sch	Nat	All	90	73	71	FSM	7	71	73	Non FSM	83	81	73	Yes – the increase in staffing in EYFS by utilising non-class based Assistant Head will continue next year .
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Smaller teaching groups (KS1, UKS2)	<b>KS1 -</b> AHT 0.4 FTE - £22,000 L2 0.5 FTE - £7500	31	All staff	Standardised testing	<p>Smaller teaching groups in KS1 (transition group) and KS2 will continue to narrow the gaps further between PPP and others.</p> <p>All pupil premium pupils across the school access intervention on a weekly basis.</p> <p>Moving forward the following</p>																						
Bespoke intervention for PPP in order to narrow the gaps in reading, writing and maths	<b>LKS2 -</b> AHT 0.4 FTE £22,000 L2 1.0 FTE - £15000	32		Pupil Progress Meetings																							
Additional teachers in KS2 to increase capacity for providing highly targeted teaching for disadvantaged pupils, specifically small group tuition after school.	<b>UKS2 -</b> L2 1.5 FTE - £22,500 AHT 0.5 FTE - £27500  Cost total: £122,500	40		Pupil books																							



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						<p>Support, 1 is going through the EHCP process.</p> <p>5% (1) of pupils joined the school late in the summer term.</p> <p><u>Y2 phonics re-take</u> 50 % of pupils that were re-tested on their phonic screening test passed. These pupils are also on the SEND register.</p> <p><b>Progress in KS1</b></p> <table border="1"> <caption>Disadvantaged Pupils</caption> <thead> <tr> <th rowspan="2">Dis (15)</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th>Low (9)</th> <th>Mid (5)</th> <th>High (1)</th> <th>Low (9)</th> <th>Mid (5)</th> <th>High (1)</th> <th>Low (7)</th> <th>Mid (8)</th> <th>High (0)</th> </tr> </thead> <tbody> <tr> <td>EXS+</td> <td>33% (0)</td> <td>100% (0)</td> <td>100% (0)</td> <td>33% (0)</td> <td>100% (0)</td> <td>100% (0)</td> <td>29% (0)</td> <td>88% (0)</td> <td>-</td> </tr> <tr> <td>Nat</td> <td>34%</td> <td>87%</td> <td>99%</td> <td>28%</td> <td>84%</td> <td>99%</td> <td>34%</td> <td>87%</td> <td>99%</td> </tr> <tr> <td>GDS+</td> <td>0% (0)</td> <td>40% (1)</td> <td>100% (0)</td> <td>0% (0)</td> <td>0% (0)</td> <td>100% (0)</td> <td>0% (0)</td> <td>25% (0)</td> <td>-</td> </tr> <tr> <td>Nat</td> <td>1%</td> <td>20%</td> <td>70%</td> <td>1%</td> <td>14%</td> <td>61%</td> <td>1%</td> <td>20%</td> <td>67%</td> </tr> </tbody> </table> <p>The proportion of pupils achieving the expected standard is in line nationally, given their starting points.</p>	Dis (15)	Reading			Writing			Maths			Low (9)	Mid (5)	High (1)	Low (9)	Mid (5)	High (1)	Low (7)	Mid (8)	High (0)	EXS+	33% (0)	100% (0)	100% (0)	33% (0)	100% (0)	100% (0)	29% (0)	88% (0)	-	Nat	34%	87%	99%	28%	84%	99%	34%	87%	99%	GDS+	0% (0)	40% (1)	100% (0)	0% (0)	0% (0)	100% (0)	0% (0)	25% (0)	-	Nat	1%	20%	70%	1%	14%	61%	1%	20%	67%	<p>steps will be put in place</p> <p>*ASA support continuing with a PPP focus on GDS – particularly in Maths</p> <p>*Afternoon intervention with ASA support PPP being targeted</p> <p>*Whole school approach with EWBW involved in supporting children but again focusing on PPP</p>
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		Age-Related + %	
		National	Actual
Reading	All 90	76	77
	Dis 15		60
	Other 75		80
Writing	All 90	70	76
	Dis 15		60
	Other 75		79
Mathematics	All 90	76	78
	Dis 15		60
	Other 75		81
Combined (Reading, Writing and Mathematics)	All 90		70
	Dis 15		60
	Other 75		72
Science	All 90	83	86
	Dis 15	86	67
	Other 75	86	89

9 of the 15 pupil premium pupils (60%) are working at ARE.

The remaining 6 pupils (40%) are SEND.

### KS2

- Recent KS2 results show the following progress:

Comparing KS2 progress scores:

Pupils	Reading	Writing	Maths
All pupils	2.1	2.6	2.7
Disadvantaged	4.8	3.8	3.2

This shows that Pupil premium pupil's progress was much higher compared with other pupils

This shows that provision for pupil premium pupils including bespoke intervention and additional teaching staff is having a positive impact and leading to improved results for pupil premium pupils.



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Improve quality first teaching, so teaching and learning continues to be outstanding	Provide coaching (from SLT and SLE's) for teachers new to year groups and new members of staff to the school	<b>As above</b>	All	SLT	Observations / Learning walks  Pupil progress meetings	Learning walks, with a focus on reading, writing and maths took place throughout the year. All teachers were observed with either good or outstanding outcomes. English and maths books were also scrutinised with a focus on progress particularly for those pupils working at greater depth. AHT led pupil progress meetings with each teacher in their phase with a particular focus on PPP.	Yes
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## 2. Targeted support

### Core emotional well-being provision

Emotional well-being team and additional provision to enhance the curriculum

With the combined intention of raising aspirations and confidence in our young people and families, to ensure a commitment to education and a higher chance of success, our emotional wellbeing team provide targeted intervention, to support the emotional wellbeing of vulnerable children and families, to secure their inclusion and participation in school. This support includes;

- Daily 1:1 early intervention, both emotional support and nurturing
- Out of school and lunch time clubs led by professional coaches and school staff
- Seasonal activities
- Home visits and support
- Monitoring attendance and lateness
- Supporting staff and parents with Restorative Practice
- Supporting pupils, staff and parents with behavioural issues



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<p>Emotional well-being workers</p>	<p>Provide support for children with social and emotional issues which are impacting on their progress. Also to develop confidence and self-esteem in the children who need to develop in these areas.</p> <p>To monitor and maintain the improvements in attendance and punctuality for pupils, improve the partnership with parents and provide additional pastoral support for pupils in receipt of PP</p>	<p>WBW 0.8 FTE - £20,400</p>		<p>RS/SC</p>	<p>Monitoring well-being of pupils through EWO logs. Attendance checks.</p>	<p>EWBW's monitor attendance daily telephone calls/home visits/letters EWBW's spent one-one time with pupils in Year 6 who were struggling emotionally because of issues at home, supported them in being ready to learn and prepare for SATs. All pupils supported, achieved the expected standard in the KS2 SATS.</p> <p><b>Case Study</b> One pupil premium pupil had particularly poor attendance and was refusing to come into school. The EWBW's supported the pupil and their family, initially in their home, to secure a positive relationship. They carried out work with the child and the family over a number of weeks. This was a huge success and the pupil is happier, more engaged in lessons and attendance has dramatically improved.</p>	<p>The EWBW's have provided support to many PPP over the last year. They support children in order for them to manage their feelings appropriately so they are able to access learning in the classroom.</p>
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Decrease the percentage of PP children who are persistently absent	Free breakfast club for all PP children	£16,000	110 (potentially)	SLT / BM	RS/SC to provide a termly report of the number of children attending	<p><b>2017 / 18</b>            9 out of 26 (35%) of PA's were PPP. Records show 37 disadvantaged accessed breakfast club during 2017-18</p> <p>The Emotional Well-Being workers continue to work closely with key stakeholders on attendance – with a particular focus on PA's            School PA Dis: 8.4% (NA15.7%)            Cost: £5400</p>	
<b>3. Other approaches</b>							
What is the intended outcome?	What will we do?	How much will it cost?	How many pupil premium pupils will benefit?	Who will be responsible?	Who and how will this be checked?	What was the impact?	Will we continue this next year? Yes/No
Uniform	Provide all PPP with a free uniform at the beginning of their education at Eastfield	£400	New starters eligible for PP funding	BM	Admin to report how many free uniforms have been provided	All pupils in EYFS or pupils new to the school who are eligible for FSM were provided with a free jumper, PE Bag and Book bag. Cost: £105	Yes
KS2 Revision books	To enable pupils in receipt of PP to have additional educational materials to support their learning at home	£300	25	LF/SW	AHT (LF) to report how many KS2 revision books have been provided	All PPP in Y6 were given KS2 revision guides. Cost: £188.50	Yes



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Music lessons	For PPP to access music lessons.	£600		Admin	Music Co-ordinator /admin to report how many pupils are accessing subsidised music lessons.	2 x Pupils (KS2) were in receipt of free music lessons Cost £300	Yes
Subsidised visits	For all PPP to have reduce cost visits	£4500	110 (potentially)		AHT /Admin to report how many pupils are accessing subsidised visits.	The annual year 6 residential visit to Robinwood is subsidised for all PPP. 22 PPP benefitted from this and attended Robinwood this year. Cost: £1150 Other costs of visits: £1650	