



EARLSMEAD PRIMARY SCHOOL

PUPIL PREMIUM GRANT EXPENDITURE – Reviewed October 2019

SCHOOL CONTEXT

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (Oct 18)	326
Total number of pupils eligible for PPG	88 (27%)
Total amount of PPG received	£105,600

PUPIL PREMIUM PROPORTION BY YEAR GROUP

Total Number of PP Children	Number of eligible Girls	Number of eligible Boys	Number of LAC children	Number of post-LAC children	Number of service children
88	46	42	1	8	0

Year Group	R	Y1	Y2	Y3	Y4	Y5	Y6
Percentage of Year Group	24%	23%	21%	25%	22%	31%	33%
Number of Pupils	8	10	9	12	11	18	20

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Current Attainment		
	Pupils Eligible for PP (National figures in brackets)	All Pupils (National figures in brackets)
EYFS: % of pupils attaining GLD all pupils (33), PP pupils (9)	56% (n/a)	64% (n/a)
Year 1 Phonics Screening Attainment 42 pupils in cohort, 6 PP pupils	100% (71%)	93% (82%)
Y2 Phonics Screening Attainment 11 pupils in cohort, 3PP pupils	100% (n/a)	73% (91%)
KS1 (40 pupils in cohort, 6 PP pupils) NB: 50% of PP pupils are also SEN.		
Reading, % at ARE and above	50 % (62%)	75% (74.9%)
Writing, % at ARE and above	33.3% (54.8%)	70% (69.2%)
Maths, % at ARE and above	66.7% (62.4%)	75% (75.6%)
KS2 (60 pupils in cohort, 20 PP pupils)		
Reading, % at ARE, average scaled scores, progress measures	75% (62%)	76.7% (73.2%)
Writing, % at ARE, average scaled scores, progress measures	70% (67.8%)	78.3% (78.5%)
Maths, % at ARE , average scaled scores, progress measures	80% (67.4%)	76.7% (78.7%)

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Progress Data (for children for whom matched data is available)	Reading - % pupil premium children making at least expected progress – figure for all children in brackets	Writing - % pupil premium children making at least expected progress – figure for all children in brackets	Maths - % pupil premium children making at least expected progress – figure for all children in brackets
Key Stage 1	50% (88%)	50% (91%)	83% (94%)
Key Stage 2	53% (53%)	63% (57%)	47% (57%)

BARRIERS

BARRIERS	
In-school barriers to future attainment	
	Speech, language and communication needs (SLCN) identified on entry to the school in EYFS indicate the need for intervention/support, especially with PP pupils.
	Baseline levels for all areas of development in EYFS are significantly below age-related expectations.
	Pupils eligible for pupil premium may also have other factors such as SEND, EAL or term of birth to consider when planning successful interventions.
External barriers to future attainment	
	A significant proportion of our pupils do not access any wider cultural opportunities - addressed in part through subsidised visits and trips.
	Attendance and punctuality percentages are lower than expected for PP pupils. This reduces their in-school hours and can lead to limited progress over the school year.
	Pupil learning can be affected by emotional, behavioural and parenting issues.

OUTCOMES

OUTCOMES	
Desired outcomes and how they will be measured	Success criteria
Children develop and use strategies to improve their speech, language and communication skills.	Pupils eligible for PP in Early Years Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year. This progress continues into Year 1.
Increase the percentage of pupils reaching expected or exceeded GLD at end of Reception and Phonics in Year 1.	More PP pupils are achieving GLD at the end of Reception and are passing the Y1 phonics test.
Increased percentage of pupils attaining greater depth in	Pupils eligible for PP make at least as much progress as other

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	literacy at KS1 and KS2 (most able disadvantaged). Increase the percentage of pupils reaching the year group expectations for attainment in maths and literacy.	pupils with similar starting points, identified by the end of the Key Stage reading and writing as measured by the National end of key stage tests and teacher assessments. PP pupils make at least expected progress from starting points each year in maths and literacy.
	Pupils and families with emotional, behavioural or mental health issues are offered appropriate support and advice through a variety of channels.	Children are able to access appropriate sources of emotional or behavioural support to ensure that mental health is not a barrier to learning.
	Increased attendance and punctuality rates for pupils eligible for PP.	Attendance of PP pupils is closely monitored and rapid action taken to address persistent difficulties so that the attendance of PP pupils is in line with peers.
	Pupils who are eligible for PP are able to attend all school learning experiences (school-based workshops/ daily trips) to gain the full curriculum experience that the school offers.	All PP pupils access and benefit from the full range of learning opportunities offered through the school to support their learning and their cultural development.

Key: **Focus on learning in the curriculum**

Focus on enrichment beyond the curriculum

Focus on behaviour for learning.

Focus on support for families and communities.

EXPENDITURE		PLAN			
Focus Year Group/Group	Action and objective	Projected Cost	Intended outcome	Monitored by	Impact & review
Whole School	Additional TA hours to provide interventions to help narrow the gap.	£20, 000	The attainment gap between PP pupils and peers narrows, particularly in reading.	TN/KS/SLT	Reading Outcomes: Y2: 45% expected

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	Interventions to focus on reading in line with school development plan.				<p>18% GD Y6: 68% expected 20% GD.</p> <p>This demonstrates the success of the level of intervention in Y6 where outcomes exceeded national figures.</p> <p>Pupils in Y2 who did less well than expected will receive additional support in Y3 and support for Y2 will be reviewed.</p>
Whole School	SLT- Pupil Premium Champion. To ensure whole school focus on narrowing the gap for PP pupils. PP to be key focus of pupil progress meetings.	School Budget	PP champion monitors progress of PP pupils closely and provides challenge when needed to ensure outcomes for these pupils are improving.	SLT	Pupil Progress Meetings used to challenge outcomes where needed. This has raised awareness of the needs of PP children and resulted in greater focus on their needs and outcomes.

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					Pupil Premium Champion appointed to monitor PP children. Staff appraisal for the coming year will include a focus on PP children.
Whole School	Enrichment trips linked to curriculum in all year groups.	£2,000	All pupils are able to access enrichment trips alongside their peers to deepen their learning and extend their cultural knowledge.	Class Teachers	PP money has been used to subsidise a range of trips activities for target children to ensure they access the wider curriculum. Experiences were carefully planned to develop life experience, support learning and expand knowledge and vocabulary.
Whole School	Family and Community Support, including learning mentor support where needed particularly to support parents of children with needs.	£5,000 towards staff costs (Learning Mentors)	All children come to school ready to learn. Families are supported where needed to help ensure children are resilient and have the capacity to learn, free from other concerns.	TN	Learning mentors have supported targeted parents via workshops. Attendance awards have been given to parents. This has resulted

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					in positive feedback from parents and improved attendance.
Whole School	Clubs - to provide access to clubs for children who would otherwise not be able to participate.	£500 to enable children to access school clubs where there is a need	All PP children are able to access extra-curricular activities alongside their peers to extend their skills and support their physical and mental health.	Class Teachers/SLT	Funding has been provided to support PP children to attend extra-curricular activities. PP children in Y4 were prioritized for participation in the St Paul's Girls' School Summer enrichment project.
Whole School	Art therapy provision to ensure children's mental health is supporting resilience and their ability to access learning opportunities.	£10,000	Children with particular emotional needs receive support to help develop their resilience and to ensure that their emotional difficulties do not prevent them from accessing the curriculum.	TN	We now have a play therapist visiting school one day per week. This has only just started in September 2019 due to difficulties recruiting.

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KS2	Individual catch-up sessions for children at risk of falling behind – daily readers and daily maths input and comprehension support.	£7,000	All children will make at least expected progress with any gaps in knowledge addressed immediately to ensure children do not fall behind.	Class Teachers/Middle Leaders	Interventions have supported the learning of our most vulnerable children in Y6 and contributed to the high numbers of PP children in Y6 achieving GD in reading and maths.
KS2	Free School Meals - to offer free school meals to all children eligible for pupil premium to ensure they are well nourished and ready to learn.	£7,000 to provide nutritious Free School Meals for children that need them.	All eligible children have the opportunity to avail of healthy school lunches, ensuring that they start the afternoon school session ready to learn.	SLT	Funding for PP children to access healthy lunches has helped to ensure readiness to learn throughout the school day.
KS2	Self esteem interventions based on health and physical wellbeing, including social skills where appropriate.	Contribution to staff costs £5,000 (Learning Mentors)	Children develop age appropriate social skills and build self-esteem to ensure they have the skills to be successful learners and members of the school community.	TN	Learning mentors have supported our most vulnerable children to be emotionally ready to learn to help them to be successful learners even when facing challenging

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					situations in their lives.
KS2	To further develop the music tuition possibilities to broaden opportunities to access instrumental tuition.	£5,000	All eligible children have access to opportunities to participate in instrument tuition so that they can develop the skills of coordination, memory, perseverance, maths, reading and others that learning an instrument supports.	SLT	Funding was used to recruit a specialist music teacher to extend the range of experiences to children such as playing different musical instruments and a visit to the Royal Albert Hall, helping to provide rich and varied life experiences for PP children.
Year 6	Third teacher to enable the children to be taught in smaller groups to narrow gaps and accelerate progress. Closely monitored to ensure children are making accelerated	£38,000	Children have access to closely targeted, high quality teaching in small groups to help ensure all individual needs are met. Children in these groups will make accelerated progress.	Middle Leaders	An additional teacher is employed to support upper key stage 2 teachers in delivering Maths and English in

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	progress.				smaller groups. This helps to ensure good outcomes for PP children and was demonstrated in the high numbers of PP children achieving GD at KS2.
Year 6	SATs Breakfast each morning of SATs week to ensure children are in school, have a good breakfast and are relaxed and able to perform well in SATs.	£100	Children have a calm introduction to the school day and they are relaxed and ready to cope with the demands of the SATS tests, enabling them to perform at their best.	Y6 Staff	This helped to ensure the emotional needs of the children were met and that they were ready for their tests.
Year 6	Provision - to ensure well- focused interventions across the year group. To include access to training for staff where needed and staff time for monitoring and liaison to ensure consistency across the year group.	£3,000 towards cost of PiXL	Close and accurate monitoring of children in Y6 to ensure all children make maximum possible progress and PP children are narrowing the gap.	SLT	PiXL used to closely monitor and target children to ensure good outcomes for all. PixL data was used to inform intervention groups to ensure the needs of the pupils were met, supporting good outcomes of PP children in KS2.

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Family and Community	Phonics and reading workshops for parents to support children to ensure that pupils are well supported and make good progress.	£1,000	Parents of PP children have better knowledge of how to support their children with schoolwork and can make a positive contribution to their progress.	KS/KW/SLT	Phonics workshops were used to support parents so that they would know how to help their children with phonics. This resulted in excellent phonics outcomes in Y1 with 93% of children in Y1 meeting the required standard for phonics.
Family and Community	Parenting Workshops to support parents to help their children by setting clear boundaries.	£1,000	Support for parents is in place to help with boundary setting that supports learning such as completing homework and limiting screen time.	TN/SLT	Learning mentors held parenting workshops to assist parents in knowing how to support their children so that they come to school ready to learn each day. Parents who participated were very positive about the experience.

Family and Community	Resources for family learning and support, including setting up the Parent Ambassadors Scheme	£1,000	Parents are supported in communicating with school and participating in school events so that they can support their child's engagement with all aspects of school life.	MT/SLT	Due to delays in charity funding we diverted funds to training and supporting Learning Mentors to offer increased support for parents resulting in increased engagement in school life. Parent questionnaires commented positively on these initiatives.
Total	£105,600				