



2018-2019

PUPIL PREMIUM

Proposed Spend of Pupil Premium 2018/2019

Reviewed – 17.1.19

At Ellenborough and Ewanrigg Infant School, the Pupil Premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1,320 per child)
- with disadvantaged backgrounds in the Early Years Foundation Stage (£302.10 per child)
- for children whose parents are currently serving in the armed forces (£300 per child)

We aim:

- To provide high quality teaching and support in all aspects of learning and to make learning fun, giving our children the confidence to succeed
- To have high expectations for achievement of our children enabling them to have positive attitudes towards their work, developing enquiring minds and becoming life-long learners
- To provide equality of opportunity for all

Every one of our children is unique with their own individual histories and therefore requires a personalised learning journey to ensure they make the necessary outstanding progress. This is a breakdown of how the school uses its Pupil Premium funding from its school budget. This is funding allocated to the school and is based on the number of pupils who have been eligible for Free School Meals in the last six years, service children or those who are or have ever been looked after by the Local Authority. Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

Ellenborough and Ewanrigg Infant School is committed to providing effective resources and ensuring vital support is in place for our students to improve their academic outcomes. This document details the proposed spend of the Pupil Premium for 2018/2019 and is in line with the recommendations in the Pupil Premium Strategy. All costings are approximations.

Pupil Premium will be judged against the success criteria that are identified for each PP Objective.

The overriding objectives which shape the spend are:

1: Attainment

To raise attainment for, and diminish the difference between, disadvantaged pupils and non-disadvantaged children.

2: Engagement and Aspiration

To improve curriculum engagement and aspiration for disadvantaged pupils.

| Summary Information | | | | | |
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| Academic Year | 2018/2019 | Total PP Budget | £25,040 | Date of Most Recent PP Review | Ofsted Oct 2014 CASL Review Jan 2019 |
| Total Number of Pupils | 59 | Number of pupils eligible for PP | 19 | Date for next internal review of this strategy | 7.3.19 |

| Breakdown of Grant Received | | |
|------------------------------------|---------------------------|-----------------------|
| | Number of Children | Grant Received |
| Deprivation Allocation | 17 | £22,440 |
| Service Children Allocation | 1 | £300 |
| Post-LAC | 1 | £2,300 |

| Barriers to Future Learning | |
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| In School Barriers | |
| A | Children have poor language skills which hinders their progress across the curriculum, but particularly in communication, language and literacy. |
| B | Some children with additional social and emotional needs struggle with their learning and on occasion their behaviours can affect the learning of those around them. |
| C | Children lack first hand experiences, resulting in a lack of vocabulary across the curriculum |
| External Barriers | |
| D | Attendance rates for pupils eligible for PP are lower than non PP children. This reduces their school hours and can cause them to fall behind. |
| E | Parental engagement with school and in their child's learning. |
| F | Family circumstances, including level of support and resources at home, often impact negatively on children's learning |

| Proposed Outcomes | | |
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| | | Success Criteria |
| A | Improve the oral language and reading skills of children | Pupils eligible for PP make accelerated progress and meet age related expectations by the end of the year. |
| B | Children are supported to deal with issues which may affect their ability to work to their fullest potential. | Children are better able to behave appropriately at all times ensuring learning is not disrupted. |
| C | Children are exposed to real life experiences and supported in their vocabulary building around these experiences | Outcomes in Reading and Writing continue to be above national average. |
| D | Increased attendance of PP children | The attendance of PP children across the school is at least 96% |
| E | Parents are more engaged with their children's learning, increasing aspirations. | Attendance at workshops or events in school is the same for PP as non-PP children. Communication between home and school is improved |
| F | Families feel more supported to fully meet their child's physical, social, emotional and developmental needs | Number of children disadvantaged by social circumstance perform at least in line with their peers |

| OBJECTIVE 1 | | | To raise attainment for, and diminish the difference between, disadvantaged pupils and non-disadvantaged children. | | | | |
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| Barrier to Learning | B | Action | To ensure that a Senior member of staff monitors the performance of PP pupils and supports the development of high-quality teaching and learning. | | | | |
| Success Criteria | <ul style="list-style-type: none"> Barriers to learning are identified and strategies are in place to successfully reduce them PP pupils attain as high or in excess of non-PP pupils. PP pupil progress is at least in line with non-PP | | Rationale | <i>There is a much greater need to support children in receipt of the Pupil Premium and to monitor their progress regularly to not only support their progress and attainment but to ensure that any barriers for learning are identified and overcome.</i> | | | |
| Date | September 2018 | Persons Responsible | Senior Leadership Team | Monitoring & Evaluation | Tracking and monitoring data of Ever6 cohort via data collection, student feedback, monitoring and work scrutinies. | Cost | £0 |
| Barrier to Learning | A / C | Action | To improve Reading outcomes for disadvantaged pupils by improving phonic skills and reading strategies | | | | |
| Success Criteria | <ul style="list-style-type: none"> Most disadvantaged pupils will pass the Year 1 phonics screening check Performance of PP in phonics screening matches that of peers. A diminution in the attainment gap between disadvantaged pupils and their peers. | | Rationale | <i>EEF research states that "Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress".</i> | | | |
| Date | March 2019 | Persons Responsible | PP Leader & Intervention Leader | Monitoring & Evaluation | Half termly analysis of phonics progress. Pupils moved in groups accordingly. | Cost | £1,343.34 |

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| Barrier to Learning | B / F | Action | To establish and maintain a Nurture Group | | | | |
| Success Criteria | <ul style="list-style-type: none"> Behavioural barriers are identified for each child Attitudes to Learning are improved Outcomes for pupils disadvantaged by social situations are in line with peers | | Rationale | <i>EEF research states that "Social & Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."</i> | | | |
| Date | February 2019 | Persons Responsible | PP Leader, DSL | Monitoring & Evaluation | Termly analysis of social progress. | Cost | £428.40 |
| Barrier to Learning | B | Action | Feedback policy and assessment procedures reviewed and monitored | | | | |
| Success Criteria | <ul style="list-style-type: none"> High quality feedback has measurable impact for PP pupils. Progress for PP children is accelerated | | Rationale | <i>Sutton Trust research cites that effective feedback has a very high impact and pupils make gains of 9 months on their peers.</i> | | | |
| Date | Autumn 2018 | Persons Responsible | Assessment Leader | Monitoring & Evaluation | Quality feedback policy embedded and monitored. Governors involved in monitoring | Cost | £0 |
| Barrier to Learning | B | Action | To improve outcomes in mathematics for disadvantaged pupils in Key Stage 1 through use of the Numicon Intervention Programme | | | | |
| Success Criteria | <ul style="list-style-type: none"> Most disadvantaged pupils will attain expected standard at the end of their respective year A diminution in the attainment gap between disadvantaged pupils and their peers. | | Rationale | <i>Sutton Trust research states that small class size and small group teaching gives 3 months and 4 months gain respectively</i> | | | |
| Date | September 2018 | Persons Responsible | PP Leader & Intervention Leader | Monitoring & Evaluation | Termly analysis of Mathematics data Monitoring of Intervention Group | Cost | £765.77 |

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| Barrier to Learning | A | Action | To provide mastery-style learning for all pupils | | | | |
| Success Criteria | <ul style="list-style-type: none"> Outcomes in reasoning and problem solving for disadvantaged pupils will improve to be in line with peers. | | Rationale | <i>Sutton Trust research cites that "mastery learning is a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students." On average pupils make up to 5 months additional progress, research shows.</i> | | | |
| Date | September 2018 | Persons Responsible | KS1 Teachers & Maths Leader | Monitoring & Evaluation | Analysis of maths / reading work books Monitoring of Teaching & Learning | Cost | £0 |
| Barrier to Learning | A / B / F | Action | To reduce class sizes for the teaching of Reading / Writing / Mathematics | | | | |
| Success Criteria | <ul style="list-style-type: none"> Higher outcomes for disadvantaged children in KS1 Feedback will tailored to suit the needs of the individual children Parents feel that they are able to support their child to complete it at home | | Rationale | <i>EEF research cites that "reducing class size results in around three months' additional progress for pupils, on average." Evidence shows that reducing class sizes is most effective when the number of children in the class is less than 15.</i> | | | |
| Date | September 2018 | Persons Responsible | PP Teacher & PP Leader | Monitoring & Evaluation | Termly monitoring of outcomes Work scrutiny to monitor effectiveness of feedback. | Cost | £15,069.60 |
| Barrier to Learning | A / B / F | Action | To provide additional support staff to aid Teaching and Learning | | | | |
| Success Criteria | <ul style="list-style-type: none"> A diminution in the attainment gap between disadvantaged pupils and their peers in all areas of curriculum Greater engagement Accelerated performance of disadvantaged pupils | | Rationale | <i>EEF research cites that Teaching Assistants give a typical 1 month gain based on research.</i> | | | |
| Date | September 2018 | Persons Responsible | Teachers | Monitoring & Evaluation | Termly monitoring of assessment data Ongoing analysis of engagement Monitoring of T&L to monitor effectiveness | Cost | £6,376.50 |

| OBJECTIVE 2 | | | To improve curriculum engagement and aspiration for disadvantaged pupils. | | | | |
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| Barrier to Learning | B / F | Action | To provide education in meta-cognition and self-regulation | | | | |
| Success Criteria | <ul style="list-style-type: none"> A diminution in the attainment gap between disadvantaged pupils and their peers in all aspects of curriculum Greater engagement Accelerated performance of disadvantaged pupils at KS1 | | Rationale | EEF research cites that Meta-Cognition and self-regulation give a typical 8 month gain for very low cost based on extensive research. | | | |
| Date | September 2018 | Persons Responsible | PSHE Leader, PP Leader & Teachers | Monitoring & Evaluation | Weekly monitoring of use of programme Ongoing analysis of behaviour | Cost | £725 |
| Barrier to Learning | C | Action | To provide opportunities for pupils to engage in the arts | | | | |
| Success Criteria | <ul style="list-style-type: none"> Most disadvantaged pupils will pass the Year 1 phonics screening check Performance of PP in phonics screening matches that of peers. A diminution in the attainment gap between disadvantaged pupils and their peers. | | Rationale | EEF research cites that "the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found with greater effects on average for younger learners and, for disadvantaged pupils" On average pupils make up to 2 months additional progress, research shows. | | | |
| Date | Ongoing | Persons Responsible | Arts Leader(s) | Monitoring & Evaluation | Analysis of uptake Monitoring of the content of children's writing | Cost | £1,299 |
| Barrier to Learning | B / F | Action | To provide breakfast club | | | | |
| Success Criteria | <ul style="list-style-type: none"> Pupils' engagement in lessons will be consistently high Behaviour will remain outstanding. No pupil will be disadvantaged by hunger | | Rationale | EEF 'Magic Breakfast' research cites that "running a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils. It appears that it was not whether pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. Breakfast club schools also saw an improvement in pupil behaviour. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who attend breakfast club, through better classroom environments." On average pupils make up to 2 months additional progress, research shows. | | | |
| Date | September 2018 | Persons Responsible | PP Leader & Breakfast Club Leader | Monitoring & Evaluation | Monitoring of engagement and behaviour in learning walks | Cost | £0 |

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| Barrier to Learning | E | Action | To provide support and information for parents | | | | |
| Success Criteria | <ul style="list-style-type: none"> Over 90% attendance at individual parent meetings Increasing number of parents attending parental courses / family learning Number of disadvantaged pupils completing homework will be in line with peers | | Rationale | <i>EEF Toolkit cites "Recent meta-analyses [...] suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact."</i> | | | |
| Date | January 2019 | Persons Responsible | PP Leader & SLT | Monitoring & Evaluation | Analysis of parental attendance at meetings Parental satisfaction surveys | Cost | £1,549 |