



### **Pupil Premium School Overview 2015-2016**

Great Easton is a small primary school with 152 pupils. The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. There are small numbers of Pupil Premium (PP) pupils in each year group. The level of the premium in 2011-12 was £430 per pupil for pupils eligible for free school meals (FSM). It increased to £600 per pupil in 2012-13 and to £900 in 2013/2014 making a total of £10,483. The school received £17,500 PP funding for 2014/15 and £13,200 for 2015/16.

In 2015-2016 the school has 19 pupils eligible for Pupil Premium, 9 of them (47%) are on the SEND register, 7 of all PP children joined the school during the academic year 2014/15. The school also has 1 adopted child. The total amount of funding received was £23,020.

**What does the school spend the pupil premium on?** At Great Easton the premium is being used to support the following services:

- £3420 for funding one to one tuition with a qualified teacher for PP pupils in Maths/English every Monday morning.
- £15,880 goes towards funding a specialist LSA to provide interventions to ensure pupil premium children have access to early interventions for reading, writing and maths where needed. Mentoring is also provided by 2 LSAs to boost children's self-esteem, social skills and overall confidence.
- £1200 Pupil Premium funding is used to provide Riding Lessons for our Looked After child and another PPG child (£40x30 weeks per year)
- £2400 used to provide counselling for 4 children
- £120 towards 'Units of Sound' specialist dyslexia programme that benefits 4 of the children

### Objectives in spending PPG:

- To ensure that, in a wide range of subjects, the progress of pupils who receive the Pupil Premium is close to that of other pupils
- To narrow the gap between children who receive FSM and children who do not.
- To ensure that progress meets or exceeds National Expectations of this group of children.
- To ensure that children have high self esteem and a positive attitude to their learning.
- To ensure that children who receive pupil premium have the same opportunities as all other children.

### Summary of spending and actions taken:

PPG funding was focused on the needs of individual pupils.

- Social and emotional well being is a huge priority at Great Easton Primary: we have three LSAs who are fully trained mentors 53% of the pupil premium children received mentoring last year to help them develop self-confidence or deal with other issues. 'Three Oaks' provide an external counsellor to ensure vulnerable, PPG children are fully supported, resilient and ready to learn. Two of the children have gone to secondary school and the counselling proved vital in making sure they were ready for the transition.  
This provides children with time to talk to an adult so they are happier and more focused in the classroom which impacts on their progress. The learning mentors and counsellor liaise with parents. This means that home and school are linked together in children's minds and they are confident that all adults are working for their good.
- A member of the leadership team tracks the children's progress who receive the Pupil Premium. She then checks which interventions they have been receiving. This keeps the children high profile in the minds of the leadership team and ensures that their progress is monitored regularly. The governor responsible for PPG meets regularly with school staff to monitor progress and the spending of the grant. All teachers know who the Pupil Premium children are and discuss their progress in pupil progress meetings every half term. Books are reviewed as part of regular book scrutinies, they diligently track the progress of these pupils to ensure that appropriate provision is put in place for pupils who were behind or stuck.

- The SENCo (Special Educational Needs Co-ordinator) plans the intervention programmes and reviews their impact after a 6 week period. She trains the LSAs (Learning Support Assistants) in new intervention programmes if necessary. This ensures that intervention programmes which are not working are changed quickly.
- LSAs deliver one to one intervention programmes catering for a wide variety of needs e.g. speech and language, reading phonics, reading comprehension, handwriting, maths, listening and memory, pre learning. This enables children to access learning in the classroom.
- Teaching assistants support in class during English and Maths so small targeted groups of children can overlearn or pre learn concepts that they are finding tricky.
- Approaches included: Quality first teaching - feedback and marking was a huge area of focus, pupils being given time in lessons to respond to the new 'brilliant blue' and 'pink for polishing' system that requires children to have a deeper understanding of which aspects of their work were particularly successful and which areas they should go back and improve. The use of 'purple polishing pens' allows the children to edit and make improvements to their work.
- The continued employment of a teacher to provide one to one tuition in key areas of learning has had a significant impact on the children's learning and confidence; use of 1<sup>st</sup> Class @ Number, additional phonics and English interventions, including use of the new dyslexia programme following a training course have all had an impact on children's outcomes.
- LSA-led interventions: The SEN (Special Educational Need) provision was streamlined in the school. Weekly meetings and secure performance management of LSAs led to higher expectations, tighter timescales and improved outcomes for interventions. Shared data meetings with class teams each term improved knowledge of pupil needs and ensured LSAs could clearly see their impact on groups of pupils. LSAs are recognised as being key leaders in the various interventions and their input is invaluable when writing individual learning plans for 'Special OPPs' children (with additional SEN needs) and sharing their expertise and views as part of One Plan meetings.
- Playleaders in Y5 are trained and supported to work at lunchtimes with the younger children. This supports the school's culture of vigilance where pupils' welfare is actively promoted.

### Impact:

- Pupil Premium children make similar progress to non-pupil premium children.

- The gap between pupil premium children and non-pupil premium children will continue to narrow and be equivalent to or less than the national gap.
- Pupil Premium children will have equivalent opportunities to all other children and will be supported where necessary so that they can attend school visits/ after school clubs etc.
- Pupil premium children will feel positive about school, well supported and feel confident that they have people to talk to if necessary.
- Interventions will show progress.
- Children are ready to learn and are able to express their emotions. They show resilience in learning and strive to improve.
- Teachers track PP children closely and 'own' their data.
- Staff are clear regarding whole school systems and expectations following weekly meetings.
- Children engaged with their marking comments and understood what they needed to do next to improve, this was evidenced in the progress within books through regular work scrutinies.
- The deployment of LSAs and the intervention provision that they provided ensured they were having a clear impact on pupil progress. The opportunity to review regularly means the right children were identified so there was maximum impact.

Impact of horse-riding: This activity continues to have a very positive impact on the behaviour and emotional well-being of both children concerned. On the journeys to and from the riding centre the boys are comfortable to chat about any worries at school and home, often supporting each other to find solutions to resolve them. They have learned empathy and kindness, they appreciate that children may have many different abilities and disabilities and they have developed a new skill that they may never have had the opportunity to try.

## 2: Data

Achievement of Y6 Pupil Premium pupils (5) in 2016 (non PP 16)							
		PP Average scaled score	Non PP Average scaled score	PP Expected	Non PP Expected	PP High	Non PP High
Reading	School	101.4	104.8	60.0%	81.3%	0%	0%
	Essex	99.6	103.7	51.9%	72.0%	0.3%	1.2%
Writing	School	n/a	n/a	60.0%	62.5%	0%	12.5%
	Essex	n/a	n/a	63.3%	80.7%	9.7%	21.2%
Maths	School	106.6	105.9	100%	93.8%	0%	0%
	Essex	100.6	104.2	56.5%	76.2%	0.1%	0.5%
EGPS	School	103.2	106.2	80.0%	75.0%	0%	0%
	Essex	101.5	105.1	59.4%	78.5%	0.3%	1.0%
RWM	School	n/a	n/a	60.0%	62.5%	0%	0%
	Essex	n/a	n/a	38.3%	61.5%	0%	0%

## Performance of pupil premium pupils Y1 - 5

YR There are no pupil premium children in Reception.

Y1 100% of PP children passed the phonics test (1 child)

	<b>PP working at expectation</b>	<b>Non PP working at expectation</b>	<b>PP working at or above expectation</b>	<b>Non PP working at or above expectation</b>	<b>PP 5+ steps progress</b>	<b>Non PP 5+ steps progress</b>
<b>Reading</b>	100%	58%	100%	79%	100%	68%
<b>Writing</b>	100%	47%	0%	47%	100%	89%
<b>Maths</b>	100%	53%	0%	53%	100%	79%
<b>RWM</b>	-	-	0%	47%	-	-

**Achievement of Y2 Pupil Premium pupil (x1) in 2016 (non PP x19)**

		PP Expected	Non PP Expected	PP Greater DS	Non PP GDS	PP 5+ points progress	Non PP 5+ points progress
Reading	School	100%	47%	0%	26%	100%	77%
	Essex	63%	80%	16%	31%	-	-
Writing	School	100%	72%	0%	28%	100%	89%
	Essex	51%	72%	7%	19%	-	-
Maths	School	0%	78%	0%	22%	100%	100%
	Essex	60%	78%	10%	23%	-	-
Science	School	100%	94%	n/a	n/a	-	-
	Essex	71%	86%	n/a	n/a	-	-
RWM	School	0%	61%	0%	11%	-	-
	Essex	45%	67%	4%	13%	-	-
RWMS	School	0%	61%	n/a	n/a	-	-
	Essex	44%	66%	n/a	n/a	-	-

**Achievement of Y3 pupils (3 PP and 17 non PP)**

	<b>PP working at expectation</b>	<b>Non PP working at expectation</b>	<b>PP working at or above expectation</b>	<b>Non PP working at or above expectation</b>	<b>PP 5+ steps progress</b>	<b>Non PP 5+ steps progress</b>
<b>Reading</b>	33%	36%	33%	88%	100%	100%
<b>Writing</b>	33%	47%	0%	77%	100%	100%
<b>Maths</b>	33%	59%	33%	82%	67%	100%
<b>RWM</b>	-	-	0%	47%	-	-

**Achievement of Y4 pupils (8 PP and 18 non PP)**

	<b>PP working at expectation</b>	<b>Non PP working at expectation</b>	<b>PP working at or above expectation</b>	<b>Non PP working at or above expectation</b>	<b>PP 5+ steps progress</b>	<b>Non PP 5+ steps progress</b>
<b>Reading</b>	63%	50%	63%	89%	88%	28%
<b>Writing</b>	38%	44%	38%	78%	88%	33%
<b>Maths</b>	25%	44%	25%	83%	75%	39%
<b>RWM</b>	-	-	0%	78%	-	-



### Achievement of Y5 pupils (1 PP and 24 non PP)

	PP working at expectation	Non PP working at expectation	PP working at or above expectation	Non PP working at or above expectation	PP 5+ steps progress	Non PP 5+ steps progress
<b>Reading</b>	0%	46%	0%	67%	100%	17%
<b>Writing</b>	100%	46%	100%	58%	100%	25%
<b>Maths</b>	100%	50%	100%	67%	100%	13%
<b>RWM</b>	-	-	0%	50%	-	-

### Summary:

It is a varied picture, but generally pupil premium children's attainment is slightly below peers (47% of PPG children are also SEND). In year 1 pupil premium children are below their peers. The one pupil in year 2 is expected in reading, writing and science but is working below expected in maths. They have made at least 5 steps of progress in all areas.

In year 3 two thirds of the pupil premium children are not working at expectation, however all made expected progress in reading, writing and maths.

In year 4 the pupil premium children are above non pupil premium children in reading at expected but below in writing and maths. However 7 out of 8 made expected progress in reading and writing and 6 out of 8 made 5 or more steps progress in maths.

The one pupil in year 5 is working at expected for writing and maths but not reading. They have only made at least 5 steps progress in all areas. They joined us at the end of year 4.

Year 6 have an average scaled score above Essex but slightly below their school peers. They are above Essex in all areas except writing, but slightly below their peers.

All teachers are aware of the PP pupils in their classes and keep provision maps detailing support and measurable outcomes for each pupil. Pupil progress meetings are held half termly to discuss the progress of PP pupils and adjust any interventions, for example: the need for more emotional support was identified and an adjustment made to how the LSA supported the PP pupils. Targets regarding Pupil Premium pupils are also included in the performance management of class teachers.

The school engages in action research projects with SUPER (Schools and University Partnership in Educational Research with Cambridge University) and has used research findings from the Sutton Trust to ensure the interventions used are those which have impact.

The LSA delivering the majority of interventions has received training in these and works closely with the SENCO and class teachers, reviewing pupils each half term. The LSA is observed regularly and the SENCO also reviews data.

The school reviews its marking and feedback policy termly to ensure it supports all pupils including PP. Pupil premium pupils are also amongst the 20 ambassadors from Years R to 6, who work with the Headteacher on the School improvement Plan, giving feedback and discussing projects.

Attendance of PP pupils from September to July 2016 was 97.9% compared to 96.2% for the previous year. Any non-attendance is carefully tracked.

The Vice-Chair of the Governing body has special responsibility for Pupil premium and attends data meetings where possible but PP data is discussed termly as part of Governor meetings.