



### Pupil Premium School Overview 2014-2015

Great Easton is a small primary school with 156 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 has 16 pupils eligible for Pupil Premium, 7 of whom have joined the school during the academic year 2014/15. The school also has 1 looked after child and 1 adopted. The school received £17,500 PP funding for 2014/15 and £13,200 for 2015/16.

**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.
- £11,680 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 adopted child (£40x30 weeks per year)
- £1200 used to provide counselling

#### **Approaches Used:**

PPG funding was focused on the needs of individual pupils. Approaches included: Quality first teaching - feedback and marking was a huge area of focus, pupils being given time in lessons to do a 'book look' and respond to teacher's marking. The use of 'purple polishing pens' allows the children to edit and make improvements to their work. The employment of a teacher to provide one to one tuition in key areas of learning; use of 1<sup>st</sup> Class @ Number, additional phonics and English interventions, staff training focused on dyslexia training and careful planning and monitoring of interventions - the impact of which were closely monitored and reviewed. All teachers knew who the Pupil Premium children are

and discussed their progress in pupil progress meetings and books were reviewed as part of regular book scrutinies, they diligently tracked the progress of these pupils to ensure that appropriate provision was put in place for pupils who were behind or stuck.

Social and emotional well being: the training of an additional LSA mentor to provide emotional support and develop resilience, 'Three Oaks' provided an external counsellor to ensure vulnerable children were fully supported and ready to learn.

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).

Reading was recognised as being key in order for children to access all areas of the curriculum, so developed 'Reading Champions' to inspire a love of reading. This renewed strong focus across the school meant that reluctant or infrequent readers were targeted and termly data shows pleasing progress in reading from YR-6.

Impact:

- 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.
- Tightening up phonics systems and training for LSAs meant improved phonics teaching for years R-2 and continued support for children who need it in Y3.

## Impact of Horse-Riding

What the children say:

I love trotting with my horse; I was worried on my first try. It helps me feel a little bit braver, happy and more determined to do it. I have learnt my left from my right, on the reins they have different colours, red is on the left and blue is on the right. I love my horse because he is gentle and fluffy. I learnt the names of the saddle, parts of the horse and how to care for my horse. I have only rode a horse once before on holiday so now I know how to ride a horse correctly and how to make sure the saddle it fitted properly.

I learnt how to steer my horse by pulling on the left or right rein, how to mount and dismount my horse correctly. Dolly makes me feel happy, relaxed and not nervous. When I sit on her she is very comfy and to touch she is very soft. I like Dolly because she is very calm and relaxing. I have learnt how to trot on my horse, control her and remember the names of different parts of the saddle. I feel free when I still on top of Dolly and look forward to going to see her.

What the LSA who takes them says:

Horse riding has given both of the boys who attend empathy for other living beings. This includes both humans and animals which both before taking up riding were lacking in.

'A' did not understand how to care and love another life, Dolly the horse he was paired with helped nurture these emotions and feelings along side the wonderful ladies that helped. He also struggled to follow instructions, could be very excitable and sometimes loud. While at the riding centre 'A' immediately becomes calm, respectful of the environment and follows the instructions from the instructor so that he can guide Dolly. It has been apparent over the weeks that 'A' has been at riding that the benefits of these sessions are shown elsewhere in his life. He has become less angry when things are not going well for him and has much more of an understanding of how his reactions can have an effect of other people's feelings. 'A' is also gaining an understanding of how to work out problems for himself.

When 'B' first started at the school he liked to keep things that belonged to him and at times not share with others thinking it was unfair, this did not support his friendship bonds. 'B' has had two horses at riding school, when he was informed that he would be changing horses and another child in his group would be riding his old horse 'B' accepted this information with out a fuss. Both Peter pan and Mickey Mouse, 'B's horses, have helped him understand that sharing is enjoyable and can create positive results. This has supported 'B's friendships

both with old friends and new children that join the school. I have witnessed 'B' sharing games, ideas and equipment with other children and accepting changes within the games that were not led by himself. These sessions also support 'B's' eye sight as he has to look for letters around the arena to locate where he needs to go and uses bean bags to drop in to buckets around the arena supporting his hand to eye coordination.

For both children the rhythmic movement of the horses is relaxing and motor skills are developed during stable times when they are mucking out, cleaning the tack and grooming the horses. These skills increase their confidence which they have both taken back to school and home to use and encourage them to take on new challenges.

Both 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.

## 2: Data

Year 1: 17 pupils in total, 2 of which are PP. Data below shows the number of children achieving each NC level.

Pupil Premium pupils achieve broadly in line with the rest of the cohort.

	PP	Non-PP
Reading	I child 1C;1child 1B	In reading, writing and maths, 8 pupils achieved 1B and 7 1C
Writing	I child 1C;1child 1B	
Maths	I child 1C;1child 1B	

Year 2: 22 pupils in total, 2 of which are PP. One of these pupils has a statement of special needs and was new to the school in Spring 2015.

Data below shows the number of children achieving each NC level.

	PP	Non-PP
Reading	Of the 3 pupils in the class whose achievement was below L2 in summer 2014/15, 2 pupils were PP	
Writing	Of the 2 pupils whose achievement was below L2, one was PP. One PP pupils achieve 2C	
Maths	Of the 4 pupils whose achievement was below L2, two were PP	

The stated pupil did not pass the phonic screen test

Year 3: 24 pupils in total, 5 of which are PP. Data below shows the number of children achieving each band.

Pupil premium pupils achieve in line with non-PP pupils in Reading and Maths, slightly below in Writing.

	2S	3B	3W	3S	4B	4W	4S
Reading PP		4	1				
Reading Non-PP		12	4	4			
Writing PP		3	2				
Writing Non-PP	1	3	8	8			
Maths PP		4	1				
Maths Non-PP	1	15	1	3			

Year 4: 23 pupils in total, 2 of which are PP and new to the school. Data below shows the number of children achieving each band. Pupil Premium children achieve as well as non-PP children in Reading and Writing but one child is below in maths and the other above.

	2B	2W	2S	3B	3W	3S	4B	4W	4S	5W	6B
Reading PP - data not available							1	1			
Reading Non-PP			2	2			13	5	1		
Writing PP - data not available						1	1				
Writing Non-PP	1	1	5		4		6		2	2	1
Maths PP - data not available					1			1			
Maths Non-PP - data not available.						2	17	4			

Year 5: 20 pupils in total, 4 of which are PP. One of these PP pupils joined the school after January 2015. Data below shows the number of children achieving each band.

Pupil Premium pupils achieve as well as non-PP pupils.

	NA	2W	2S	3B	3W	3S	4B	4W	4S	5B	5W	6B
Reading PP									2	2		
Reading Non-PP					1					15		
Writing PP									3	1		
Writing Non-PP	1	1			2		3		4			2
Maths PP										4		
Maths Non-PP										16		

Year 6: 26 pupils in total, 3 of which are PP. Of these 3, 1 has a statement of special needs and 1 child joined in the summer term 2015. Data below shows the number of children achieving each NC level.

Pupil Premium pupils achieve as well as non-PP pupils in Reading and Writing but below in Maths

	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	5A	6C
Reading PP							2		1		1		
Reading Non-PP			2		1			2	3	13	1		
Writing PP			1				2			1			
Writing Non-PP	1	1					9	5	4	2			
Maths PP		1				2				1			
Maths Non-PP							1	6	2	4	4	1	1

## **Summary:**

Pupil Premium pupils are attaining as well as their peers in some year groups. Where there are gaps, the school addresses these through tracking of pupil progress and attainment and providing appropriate support.

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.

Interventions provided include 1<sup>st</sup> class@number, dyslexia support, mentoring and counselling. One child (LAC) has received horse riding lessons which has had a significant effect on his emotional and social development, and has had impact in the classroom. The school engages in action research projects and has used research findings from the Sutton Trust to ensure the interventions used are those which have impact. The school also uses the Lesson Study approach and there is a planned focus on PP pupils in the next round. These involve LSAs and class teachers working in triads.

The LSA delivering the 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 (96.2% September 2014 to July 2015) is slightly below that of non-PP pupils for the spring (97.2%) and summer terms (97.0%). 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.