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Eastrington Primary School
Statement regarding the spending of the Pupil Premium



“The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as ‘Ever 6 FSM’).

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.”

As outlined on the Department for Education website
<http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>

It is for schools to decide how the Pupil Premium funding is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At Eastrington Primary School funding will be allocated following a needs analysis which will identify priority groups or individuals.

At Eastrington Primary School we have had the following allocation:

- ❖ Pupil Premium funding for the school year 2014 – 2015 was £2,600 + £300 for service children
- ❖ Pupil Premium funding for the school year 2015 – 2016 was £3,960
- ❖ Pupil Premium funding for the school year 2016 – 2017 was £7,600
- ❖ Pupil Premium funding for the school year 2017 – 2018 was £11,140 + £300 for service children
- ❖ Pupil Premium funding for the school year 2018 – 2019 is £9160, including £300 for service children

In 2014 – 2015 we used the Pupil Premium funding to:

- Maintain our provision of Teaching Assistants across the school, particularly targeting classes that have high levels of ‘vulnerable’ children.
- Fund Literacy and Numeracy intervention groups, including a Level 6 Booster class.
- Run small group interventions for Numeracy, Literacy, Phonics and Speech Therapy, using ipads where appropriate
- Maintain high levels of supervision levels at lunchtime.

The impact of this spending was:

- FSM pupils all achieved or exceeded end-of-year age related expectations.
- FSM pupil made 3 levels progress in Reading, Writing and Maths at end of Key Stage 2, achieving well above age related expectations in all aspects of SATs.

In 2015 – 2016 we used the Pupil Premium funding to:

- Maintain our provision of Teaching Assistants across the school, particularly targeting classes that have high levels of ‘vulnerable’ children.
- Fund Literacy and Numeracy intervention groups, both within the school day and as after school sessions.
- Run small group interventions for Numeracy, Literacy, Phonics and Speech Therapy, using ipads where appropriate.
- Maintain high levels of supervision levels at lunchtime.

The impact of this spending was:

- FSM pupil achieved ‘Expected’ in Writing, Maths and Science and ‘Working at Greater Depth’ in Reading at the end of Key Stage 1.
- FSM pupil made expected progress in Reading, Writing and Maths in Key Stage 2.
- FSM pupil achieved expected level of development in 13 of the 17 areas in EYFS (although they didn’t achieve the overall Good Level of Development).

In 2016 – 2017 we used the Pupil Premium funding to:

- Fund phonics interventions to help FSM pupils to improve their phonics skills.
- Fund the provision of teaching assistant to assist in providing emotional support to vulnerable children.
- Subsidise out of school visits to ensure that all pupils have access to a wide range of learning opportunities.
- Fund English and Maths intervention groups, both within the school day and as after school sessions.

The impact of this spending was:

- FSM pupil achieved expected level of development in 13 of the 17 areas in EYFS (although they didn't achieve the overall Good Level of Development).
- Phonics interventions improved FSM pupils' phonics skills considerably; Y1 FSM pupil averaged a 302% increase in their Phonics Screening Scores following the period of intervention.
- Additional TA support provided much needed emotional support to vulnerable pupils.
- All Year 5 and Year 6 pupils, eligible for Pupil Premium, attended the residential visit which substantially increased their self-confidence, independence and social skills.
- All Year 6 FSM pupils achieved the expected standard in Writing, Maths, Reading, Grammar, Punctuation and Spelling. The pass rate was 100% for FSM pupils, compared to 63.6% for non-FSM pupils.

In 2017 – 2018 we used the Pupil Premium funding to:

- Fund phonics interventions to help Pupil Premium pupils to improve their phonics skills.
- Ensure that we have adequate provision of Teaching Assistants across the school, focusing particularly on classes that have high levels of 'vulnerable' children.
- Subsidise out of school visits to ensure that all pupils have access to a wide range of learning opportunities.
- Fund English and Maths intervention groups to close the gap between the attainment of Pupil Premium and non-Pupil Premium pupils.
- To purchase specific resources to support Pupil Premium pupils within the classroom environment.

The impact of this spending was:

- Phonics interventions improved Pupil Premium pupils' phonics skills considerably:
 - Y1 Pupil Premium pupil achieved a 257% increase in their Phonics Screening Score following the period of intervention;
 - Y1 Pupil Premium pupil achieved an 85% increase in their Phonics Screening Score following the period of intervention and achieved the expected standard.
 - Y2 Pupil Premium pupil achieved a 100% increase in their Phonics Screening Score following the period of intervention and achieved the expected standard.
- Additional TA support provided much needed in-class support (behavioural, emotional and learning) to vulnerable pupils, maximising progress and closing the gap between Pupil Premium and non-Pupil Premium children.
- All Year 5 and Year 6 pupils, eligible for Pupil Premium, attended the residential visit which substantially increased their self-confidence, independence and social skills.
- English and Maths intervention groups have helped to close the gap between the attainment of Pupil Premium and non-Pupil Premium pupils in KS2 with pupils making expected or above expected progress in reading, writing and maths.
- The purchasing of specific resources to support Pupil Premium pupils within the classroom environment helped to close the gap in writing attainment between Pupil Premium and non-Pupil Premium children.

In 2018 – 2019 we plan to use the Pupil Premium funding to:

- Fund phonics interventions to help Pupil Premium pupils, who didn't achieve the expected standard in Year 1, to improve their phonics skills.
- Ensure that we have adequate provision of Teaching Assistants across the school, focusing particularly on classes that have high levels of Pupil Premium children.
- Fund English and Maths intervention groups to close the gap between the attainment of Pupil Premium and non-Pupil Premium pupils, both in KS1 and KS2.
- Subsidise out of school visits to ensure that all pupils have access to a wide range of learning opportunities.