

**PUPIL PREMIUM AT EDGAR STAMMERS PRIMARY ACADEMY**  
**Pupil Premium Report and Evaluation 2017-18**



The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential.

The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals. This fixed amount of money will increase every year of the course of this current Parliament. At Edgar Stammers Primary Academy we will be using the indicator of those eligible for Free School meals as our target children to ‘narrow the gap’ regarding attainment.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and ‘narrow the gap’. Schools will be accountable for narrowing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compare with their peers.

The above is taken from Edgar Stammers Primary Academy’s Pupil Premium Policy, this outlines the academy’s principles and aims with regards to Pupil Premium funding, it can be viewed in full on the school’s website

<b><u>Pupil Premium Profile 2017-2018</u></b>	
Number of Pupils on Roll	328 (R-Y6)
Number of eligible pupils:	149 (45%) (Exc EYFS)
Amount per pupil:	<b>£1,320</b>
Total pupil premium budget:	£248,000

**Data**

The following data shows the performance of pupils at key points in the academy. One of the aims of PPG is to “narrow the gap” between the performance of pupils who are eligible for PPG and those who are not. The pupils who are eligible for PPG are classified as the “Ever6” group.

**Year 1 Phonics**

<b><u>Y1 Phonics</u></b>				
	<b>% of Children achieving</b>	<b>% of disadvantaged children achieving (21)</b>	<b>% of non disadvantaged children achieving (23)</b>	<b>Gap</b>
<b>ESPA</b>	<b>75%</b>	<b>70%</b>	<b>81%</b>	<b>11%</b>
<b>National (2018)</b>	<b>81%</b>	<b>70%</b>	<b>84%</b>	<b>14%</b>
	ESPA disadvantaged children have performed above the <b>national</b> group			
	ESPA disadvantaged children have performed less well than the <b>national</b> group of disadvantaged pupils			

### End of Key Stage 1 SATs (Year 2)

	EXS of Children (46)	EXS of disadvantaged children (30)	EXS of non disadvantaged children (16)	Gap
<b>Reading, Writing and Maths Combined</b>				
ESPA	37%	33.3%	43.8%	10.5%
<b>Reading</b>				
ESPA	52.2%	50%	56.3%	6.3%
National	75%	60%	78%	18%
<b>Writing</b>				
ESPA	52.2%	50%	56.3%	6.3%
National	70%	53%	73%	20%
<b>Mathematics</b>				
ESPA	56.5%	46.7%	75%	28.3%
National	76%	61%	79%	18%

### End of Key Stage 2 SATs (Year 6)

#### % of Working at the Expected Standard

	% of Children achieving EXS (36)	% of disadvantaged children achieving EXS (28)	% of non disadvantaged achieving EXS (8)	Gap
<b>Reading, Writing and Maths Combined</b>				
ESPA	58.3%	50%	87.5%	37.5%
National	64%			
<b>Reading</b>				
ESPA	66.7%	60.7%	87.5%	26.8%
National	75%			
<b>Writing</b>				
ESPA	69.4%	64.3%	87.5%	23.2%
National	78%			
<b>Mathematics</b>				
ESPA	63.9%	57.1%	87.5%	30.4%
National	76%			

	% of Children achieving GDS	% of disadvantaged children achieving GDS	% of non disadvantaged achieving GDS	Gap
<b>Reading, Writing and Maths Combined</b>				
ESPA	2.8%	0%	12.5%	-12.5%
National	10%			
<b>Reading</b>				
ESPA	11.1%	10.7%	12.5%	-1.8
National				
<b>Writing</b>				
ESPA	2.8%	0%	12.5%	-12.5%
National				
<b>Mathematics</b>				

<b>ESPA</b>	<b>19.4%</b>	<b>14.3%</b>	<b>37.5%</b>	<b>-23.2%</b>
<b>National</b>				

	<b>Average Progress</b>	<b>Disadvantaged children progress (28)</b>	<b>Non disadvantaged Progress (8)</b>	<b>Gap</b>
<b>Reading</b>				
<b>ESPA</b>	<b>+1.7</b>	<b>+1.2</b>	<b>+3.5</b>	<b>-2.3</b>
<b>National</b>			<b>+0.3</b>	
<b>Writing</b>				
<b>ESPA</b>	<b>+0.7</b>	<b>+0.3</b>	<b>+2.13</b>	<b>-1.83</b>
<b>National</b>			<b>+0.2</b>	
<b>Mathematics</b>				
<b>ESPA</b>	<b>+1.5</b>	<b>+0.9</b>	<b>+3.75</b>	<b>-2.85</b>
<b>National</b>			<b>+0.3</b>	

### Evaluation of PPG Spend 2017-18

The table below evaluated the PPG spend in accordance with the action plan for the year 2017-18

<b>Action</b>	<b>Funding</b>	<b>Evaluation/Impact</b>
<b>Teaching within class with responsibility for PP intervention (RWM)</b>	£60,000	<ul style="list-style-type: none"> <li>All teachers know Pupil Premium children</li> <li>Yellow dots on books indicate PP child</li> <li>Children listened to read at least 2 x weekly</li> <li>First day Maths and English interventions</li> </ul>
<b>Nurture provision – ‘Rocket Room’ (8 chn per half term)</b>	£7,000	<ul style="list-style-type: none"> <li>Reduction in behaviour meeting the partner class/SLT stage and exclusions.</li> <li>Boxhalls in place within GR-show impact-some significant</li> <li>Analysis of profiles and in class.</li> <li>1:1 My Star shows impact through highlighting any emotional vulnerabilities</li> </ul>
<b>Star Room provision: focussed, high- adult ratio provision for our most challenging SEND learners</b>	£30,000 + £8,000	<ul style="list-style-type: none"> <li>Good progress made by all children in Star Room provision</li> <li>Enrichment/nurturing experiences offered to children e.g. caring for the guinea pigs</li> <li>External visits too place, giving children new experiences</li> <li>Portfolios of evidence created for each child to show progress/impact.</li> </ul>
<b>Friendship Group Provision – one afternoon per week (KS2)</b>	£2,000	<ul style="list-style-type: none"> <li>Excellent progress made with 4 x Y5 children, positive impact on their learning following on from sessions.</li> <li>2 children still struggling with friendship groups, continue to address next academic year. These children have medical/mental health needs in addition.</li> </ul>
<b>Walsall Integrated Behaviour Support</b>	£5,000	<ul style="list-style-type: none"> <li>Behaviour plans were drawn up and followed through, liaising with parents and teachers.</li> <li>Reduction in exclusions/time outs/reflection time.</li> <li>In house CAHMS observations through WIBS team.</li> </ul>
<b>Walsall Traded Services – Attendance Support Package/ EWO</b>	£12,000	<ul style="list-style-type: none"> <li>All children below 95% receiving daily home visits</li> <li>1 child received a fine for failing to improve attendance</li> <li>6 x children went to panel</li> <li>8 x fixed penalties for holidays were issued.</li> <li>Although attendance ended on 93.6% (inc Rec) we have case studies for individuals who impacted on this figure.</li> </ul>
<b>Speech and Language support</b>	<b>£5,000</b>	<ul style="list-style-type: none"> <li></li> </ul>

<b>Team Teach Training</b>	£1,000	<ul style="list-style-type: none"> <li>• 4 x staff trained in Team Teach.</li> <li>• Techniques were used in school to ensure children were safe</li> <li>• Effective in deescalating situations which led to a reduction in exclusions.</li> </ul>
<b>MyConcern Safeguarding package</b>	£3,000	<ul style="list-style-type: none"> <li>• An invaluable resource that has enabled us to become far more efficient with reporting/following up concerns</li> <li>• Concerns are accessed immediately by DSLs and tasks created.</li> <li>• Improved communication in school for our vulnerable children.</li> </ul>
<b>Family Support Worker</b>	£28,000	<ul style="list-style-type: none"> <li>• 6 x LAC children. 10 X CIN. 0 x CP. 20 X EH.</li> <li>• Families met with daily.</li> <li>• Nominated and received or Early Help award by director of Walsall Children's Services.</li> <li>• Daily liaising with EWO (93.6%)</li> <li>• Daily liaising with outside agencies (police, social workers, school health advisors, youth offending team, family support workers.</li> </ul>
<b>Pupil Premium Strategic Lead. % of salary</b>	£9,000	<ul style="list-style-type: none"> <li>• Plans in place.</li> <li>• Monitoring systems are in place and accountability structured.</li> <li>• Meetings with HMI throughout the year indicated</li> </ul>
<b>Educational Psychologist Walsall LA</b>	£4,500	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Learning Mentors – WS and MW</b>	£20,000	<ul style="list-style-type: none"> <li>• Positive impact, children either seen for a term or longer if needed.</li> <li>• PP lead met with WS half termly to discuss progress and next steps.</li> </ul>
<b>Subsidised trips and visits for PP learners across school</b>	£4,000	<ul style="list-style-type: none"> <li>• All year groups have partaken in Educational Visits.</li> <li>• Author across school (World Book Day)</li> <li>• Shakespeare workshop (Y6)</li> <li>• Residential to Kingswood</li> </ul>
<b>Year 6 SATS booster sessions (R, W, M) DH release from class to focus on small group intervention – Nov to May</b>	£8,000	<ul style="list-style-type: none"> <li>• Sats results show impact. See data at the top of the report.</li> </ul>
<b>SENCO to lead sessions for identified learners in Year 3/4 – Reading and writing. January onwards.</b>	£12,000	<ul style="list-style-type: none"> <li>• This did not happen due to SENCO being off sick.</li> </ul>
<b>CPD across school to focus on (60% of total)</b>	£3,500	<ul style="list-style-type: none"> <li>• Weekly staff meetings to develop and share good practise.</li> <li>• INSET Days</li> </ul>
<b>Additional PM TA in Year 3/4 and year 6 –focussed interventions/ Same-day intervention (RWM)</b>	£15,000	<ul style="list-style-type: none"> <li>• Y3/4 –</li> <li>• Y6 - Sats results show impact. See data at the top of the report.</li> </ul>
<b>Pivotal – Behaviour Support CPD</b>	£500	<ul style="list-style-type: none"> <li>• In house training.</li> <li>• Ready, Respectful, Safe approach has had a positive impact on behaviour.</li> <li>• Reduction in exclusions</li> </ul>
<b>TA phase meeting cost – allowing EYFS team to plan learning linked to BCTSC early Years Project</b>	£4,000	<ul style="list-style-type: none"> <li>• Recognised outstanding provision in EYFS.</li> <li>• Good relationships between teachers and support staff in EYFS</li> </ul>

<b>Regular monitor/review time with EYFS lead</b>		
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