

PUPIL PREMIUM AT EDGAR STAMMERS PRIMARY ACADEMY
Pupil Premium Report and Evaluation 2018-2019



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

<u>Pupil Premium Profile 2018-2019</u>	
Number of Pupils on Roll	315 (R-Y6)
Number of eligible pupils:	149 (Funding for 189 based on April 2018) 64.73%
Amount per pupil:	£1,320
Total pupil premium budget:	£249, 480

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

Y1 Phonics				
	% of Children achieving (42)	% of disadvantaged children achieving (22)	% of non disadvantaged children achieving (20)	Gap
ESPA	76.2%	77.3%	75%	+2.3%
National (2018)	82%	70%	84%	-14%
	ESPA disadvantaged children have performed above the national group			
	ESPA disadvantaged children have performed less well than the national group of disadvantaged pupils			

End of Key Stage 1 SATs (Year 2)

GDS: Greater Depth at the EXS	EXS of Children (45)	EXS of disadvantaged children (27)	EXS of non disadvantaged children (18)	Gap
Reading, Writing and Maths Combined				
ESPA	62.2%	59.3%	66.7%	-7.4%
GDS	8.9%	11.1%	0%	+11.1%
Reading				
ESPA	71.1%	66.7%	77.8%	-11.1%
GDS	13.3%	11.1%	16.6%	-5.5%
National				
Writing				
ESPA	68.9%	63%	77.8%	-14.8%
GDS	8.9%	11.1%	5.5%	+5.6%
National				
Mathematics				
ESPA	71.1%	63%	83.3%	-20.3%
GDS	13.3%	14.8%	11%	+3.3%
National				

End of Key Stage 2 SATs (Year 6)

% of Working at the Expected Standard

	% of Children achieving EXS (42)	% of disadvantaged children achieving EXS (21)	% of non disadvantaged achieving EXS (21)	Gap
Reading, Writing and Maths Combined				
ESPA	47.6%	38.1%	57%	-18.9
National	65%	51%	71%	-20%
Reading				
ESPA	71.4%	61.9%	81%	-19.1
National	73%	62%	78%	-16
Writing				
ESPA	69%	52.4%	85.7%	-33.3%
National	78%	68%	83%	-15%
Mathematics				
ESPA	66.7%	52.4%	80.9%	-28.5%
National	79%	67%	84%	-17%

	% of Children achieving GDS	% of disadvantaged children achieving GDS	% of non disadvantaged achieving GDS	Gap
Reading, Writing and Maths Combined				
ESPA	9.5%	4.8%	14.3%	-9.5%
National	11%	5%	13%	-8%
Reading				
ESPA	17%	14.3%	19%	-4.7%
National	27%	17%	31%	-14%
Writing				
ESPA	11.9%	4.8%	19%	-14.2%

National	20%	11%	24%	-13%
Mathematics				
ESPA	21.4%	14.3%	23.8%	-9.5%
National	27%	16%	31%	-15%

	Average Progress	Disadvantaged children progress (21)	Non disadvantaged Progress (21)	Gap
Reading				
ESPA	+1.8	+1.80	+2.2	-0.4
National				
Writing				
ESPA	+1.2	+0.02	+1.7	-1.68
National				
Mathematics				
ESPA	+0.5	-0.12	+0.9	-1.02
National				

Evaluation of PPG Spend 2018-2019

The table below evaluated the PPG spend in accordance with the action plan for the year 2018-19

Action	Funding	Evaluation/Impact
Education Welfare Officer LA: Below 90% DT: Below 95%	LA: £7944 DT: £3710	<ul style="list-style-type: none"> Reduction in PA. From 16.25% to below 12%. Increase in Attendance to at least 94% by July 2019 Attendance has improved since last year. Each term shows a positive uplift from the same term the previous year. PA has also decreased each half term with a positive improvement. PA was 13.99% for end of year down from 16.25 the previous year. PA for those who are PP has also decreased from 86.67% to 67.5%. Lates (L) have increased 0.01% but late gate has been run consistently. Meetings have been held and warnings have been given. Lates (U) have decreased by 0.06%.
FSW	£31,000	<ul style="list-style-type: none"> PP increased attendance More families are engaging within school and services offered Staff are aware of all safeguarding issues with school and are up to date with regional and national training. (See Ofsted report and visit notes from Trust).
Increase parental involvement	£33,000 £15,000	<ul style="list-style-type: none"> Increased contact with parents-more parents are attending reading mornings, workshops, family days. 90% take up on Class Dojo and communication. Improved responses within questionnaires-positive responses through questionnaires and when questioned by Ofsted. Gain a better understanding of how parents and children can benefit from PP funding-Woodland Activities and small group support have all shown progress either by improved reading ages, positive Boxhalls or my decreased exclusions. Have a better understanding of PP children's interests and needs-a variety of clubs for pupils and sessions with parents. Many parental activities have been successfully lead in the Family Hub.
To provide Anger Management Provision for vulnerable pupils	£2000	<ul style="list-style-type: none"> Reduction in incidents-SPTO showed reduction in all incidents. Improved Boxhall Profile outcomes. Reduction in exclusions-from 62 to 44.
KS2 Learning Mentor	£10,000	<ul style="list-style-type: none"> A reduction in incidents. Improved Boxhall profiles-improved profiles for targeted pupils. Reduction in exclusions-especially for targeted pupils.

		<ul style="list-style-type: none"> Improved attendance
EYFS To provide access to SP&L provision to enable more PP pupils to attain ELG.	Teach First teacher with speech and language specialism. £24,000	<ul style="list-style-type: none"> Screening identified 21% of Reception children were working 1 below ARE. 37% working 2 below and 14% are working 2 or more below. June: 61% was ARE and 21% were 1 below and 12% 2 or more below Nursery autumn 1 data identified 11% of children were working below and 78% were working well below ARE. July 2018: 50% of nursery children to be working at S 30-50 June: 48% for Understanding 51.3% for speaking 67.5% for attention Currently 58% of Reception (from Nursery) are 58% ARE
KS1 To improve outcomes in Phonics and to narrow the gap between non-PP and PP. Y1: 20/41 PP Y2: 23/45 PP	Additional support for phonics year 2 £ 10,000 Resources: £1000	<ul style="list-style-type: none"> See above data-gap has reduced within school and is significantly smaller than National data.
KS1 Reading Recovery-to improve outcomes in reading.	£29,000 KD £4,500 RR Training £500 Resources	<ul style="list-style-type: none"> Reviewed Reading Recovery in Autumn term due to progress of learning. KD was redeployed to support groups within class and for targeted intervention work. Data shows uplift to 66.7% ARE and 11.1% GD for PP. The gap has been closed between them and non-pp but also more achieving GD than before.
KS1 To improve outcomes in Y1 and 2 Maths for PP/SEN	2xTAs £5358 (5 hrs each a week)	<ul style="list-style-type: none"> Combined RWM shows PP achieved higher than non-PP for Y2 outcomes. The gap between non-PP and PP has shrunk in Y1 outcomes. PP actually are achieving higher than non-PP in Y1, especially in combined ARE.
<u>Year 3 and 4</u> To improve outcomes in Maths and Writing Y3: 28/45 PP Y4: 28/44 PP	5 hours per class X 2 TAs X1 HLTA £8304	<ul style="list-style-type: none"> PP for Maths are achieving higher than non-PP. R and W are in line with non-PP. (Y3) PP and non-PP are in line for Y4. Writing needs to be a continuing focus for PP and non-PP next year. Progress has been made but will need to continue.
<u>Year 3 and 4</u> To improve reading outcomes	TA: £2679 RG: £10,000	<ul style="list-style-type: none"> Now up to 70% ARE and 17% GD for Y3 Reading. Now up to 70% ARE and 21% GD for Y4 Reading. On average, pupils made above 12 months progress during a 10 week cycle of BRP. Some pupils made above 2 years progress.
<u>Year 5 and 6</u> To improve maths outcomes. To provide opportunities for more able pupils in Maths Y5: 31/43 PP Y6: 19/38 PP	£6,300 (Weekly Group) Cost of 3 rd Space £6000	<ul style="list-style-type: none"> Outcomes were 67% for Y6 Maths and 52.4% for PP. Overall the gap was smaller for Maths than other subjects. More pupils (including PP) achieved GD than before. More pupils identified in Y5 with potential to attain GD for Maths-Maths Lead taught Y5 more able Maths for the last half of the Summer Term. Third Space Learning is not to be repeated. Smaller group of targeted PP Girls for intervention.
To improve outcomes for reading, particularly for the more able.	£6,300 (Weekly group)	<ul style="list-style-type: none"> Increase in more able readers across school, especially in Y2 and Y6. See above data.
To ensure that PP pupils get their entitlement and that support is effective.	£20,000	<ul style="list-style-type: none"> PP entitlement has been found to be used effectively by Ofsted and by the Trust.

Y6 Resources	£1,000	Support material purchased for Y6 revision and learning. This included those attending Easter School.
Improving Outcomes at end of KS2	5 staff to be paid for 10 hours. Total cost = £4,000 Cost of resources = £500	<ul style="list-style-type: none"> Improved results for KS2 in all individual subjects. More pupils achieved Greater Depth in individual subjects and combined. (See above data)
To improve outcomes for SEN/PP pupils through Wave 3 Interventions	£1250 (for 10 licenses of each)	<ul style="list-style-type: none"> In place and now allocated for pupils and interventions. Not yet completed cycle to see impact.
Enrichment Activities including Educational Visits and outdoor pursuit weeks.	£6000	<ul style="list-style-type: none"> Successful visits to Laches Wood (y1/2), Shugborough (Y3/4) and Kingswood (Y5/6). All pupils who wanted to go, went.
More Able/Gifted and Talented Opportunities Enrichment for the More Able PP	Cost of courses: £1,500 10 days of HLTA: £1,000	<ul style="list-style-type: none"> Targeted pupils attended a range of opportunities for extending learning. Positive feedback from pupils and maturity from discussions. Two thirds of pupils attained GD for identified subjects.
To widen opportunities by having a Mini Bus Lease to allow access.	£8,000	<ul style="list-style-type: none"> All pupils can access swimming, sports and educational events. Use of the bus as rewards for reading and for good behaviour. Also used for Nurture groups to have experiences.
'Widening opportunities'	£4000	Music lessons have been secured for Autumn Term. All pupils have had access to music lessons and had a range of instruments. Pupils have had the chance to perform in a variety of ways.
Provide extracurricular activities for PP children	£500	See data from PE lead. Has tracked activities to ensure that PP pupils are accessing them fairly. Targeted activities for PP pupils including morning sports sessions.
SEN Assistant To ensure effective provision for PP/SEN pupils.	£4000	Use of staff to ensure EHCP and paperwork is distributed and acted upon. Assistant ensured all folders and paperwork were correctly filed and all staff aware. Will not need to be used again next year for those tasks but to help secure EHCP and for paperwork for reviews.