

## Eyres Monsell Primary School

### Pupil Premium Plan September 2013 – April 2014

The Pupil Premium is funding that comes into schools for children from low income families who are in receipt of Free School meals (FSM), for children that have been looked after continuously for a period of six months and for the children of service families. At Eyres Monsell, approximately 45% of our pupils are in receipt of this (approximately 88 pupils). This funding is vital to enable the school to extend its provision and ensure all pupils are able to make good progress.

Schools are free to spend the Pupil Premium as they see fit, but will be held accountable for its usage. From September 2012, the school is required to publicise information about its use of Pupil Premium. This is to ensure parents are fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

At Eyres Monsell, we allocate Pupil Premium based on the needs identified specifically from individual assessments of each child and for pupil premium children as a group following identification of shared needs.

#### **Addressing the needs of all pupils, including those in receipt of Pupil Premium**

This process is the same for all children. Throughout the year, assessments are undertaken including both written and anecdotal from parents, therapists, advisory services and school staff. The school leadership (Head teacher, Governors and Senior Leaders) also regular monitor and evaluate on going data, assessment and school information to ensure provision is appropriate and tailored to meet the needs of our pupils. The evaluation of this will identify the key targets for our children. It will also identify what additional provision is needed to move the children forward. This may include specific additional targeted staff time and intervention with the use of specific resources.

#### **Provision Mapping**

In identifying what additional provision may need to be used, we refer to the School's Provision Map. Provision mapping enables us to identify what we fund that is above the core provision, how we use it, if it has an impact on pupil attainment and progress and more importantly, where we may have gaps and need to review how we use funds to ensure value for money.

## Our Pupil Premium

Eyres Monsell Primary School received approximately £96,000 Pupil Premium funding for the financial year 2013/14. This money was used to provide continuing quality provision for classroom support and intervention to help eligible children. It is also utilised to improve features associated with deprivation and low income such as poor attendance, emotional, social and well-being initiatives and to ensure behaviour improves to a good level.

Our spending plan for the academic year from September 13 - April 14 is primarily targeted towards raising attainment and achievement levels of our pupil premium children, in addition to 'in class' and 'out of class' support and through establishing a clear system of interventions matched to pupils needs:

- One to one/small group support to help raise attainment.
- Social and Emotional learning delivered by specialists to raise self esteem.
- Contribution towards enrichment and experiences to allow PSHE, SMSCD development.
- Purchase of new technologies to interest and engage reluctant readers, writers and pupils.
- Classroom and behaviour support to help raise attainment in all areas.
- Support staff and teacher training and resources for reading, writing and maths, to deliver quality in class learning and embed intervention strategies to raise attainment.

This has been reviewed in line with the outcomes of the 2013 - 14 academic year. **Green** is where a good level of impact was shown, **orange** where impact was shown but not at a significant level or where impact can be greater and **red** where a minimal impact or outcome was seen.

## Pupil Premium Spending Plan

Objective	Resources / actions	Impact / measure	outcome
<b>Area 1: To improve the achievement of pupil premium pupils</b>			
Increase quality of teaching to at least a good level across the school.	Teachers CPD to enhance teaching e.g. outstanding teachers course. Peer learning and coaching.	Increase in % of lessons rated as good.  No inadequate lessons by end of Spring Term.  Data shows increase in pupil attainment and achievement.	Increase from: Sept 13 50% good or better teaching July 14 82% good or better teaching
Increased capacity of Leadership & management to support learning and raise teaching and learning outcomes	Reorganise staffing to support teaching effectively and provide enhanced leadership support opportunities. DHT / Senior leadership and external consultants to lead improvements in achievement and support staff development.	Increased progress throughout academic year. DHT supporting teaching and learning with colleagues. Increased monitoring across the school by DHT / HT Spring Summer 14.	<ul style="list-style-type: none"> <li>All actions completed.</li> <li>3 / 4 (75%) teachers with external support improved to next grading from Dec 13 – July 14</li> <li>Leadership restructure agreed and completed. Posts filled for SLT and MLT in line with structure</li> <li>Increased monitoring to ensure accuracy – recognised by OFSTED <b><i>“leaders checks on the quality of teaching are frequent. Clear feedback ensures progress”</i></b></li> </ul>
Provide additional learning opportunities through the use of intervention, 1:1 learning and academic coaching to accelerate learning	Academic coaching for Y5/6 pupils. Targeted intervention groups established and operating in reading, writing, maths across Y2-6. Additional opportunities in Y1 e.g. reading, phonics boosters.	Predicted Y6 SATs (based on prior attainment) levels exceeded. Data shows accelerated learning for pupils involved in intervention and personalised learning. Interventions in place across Y2 – Y6 reading, writing and maths.	<ul style="list-style-type: none"> <li>1:1 and intervention accelerated y1, 2 and 6 as evidenced in data</li> </ul> <b>2014 Compared to 2013:</b> <ul style="list-style-type: none"> <li>+21% achieved I4 writing</li> <li>+22% achieved y1 phonics pass</li> <li>Y2 inline with national L2+</li> <li>40% achieved 3 levels progress in maths</li> <li>25% achieved 3 levels progress in reading and writing</li> </ul>

			<ul style="list-style-type: none"> <li>Behaviour improvements through nurture group intervention</li> <li>FSM gap lessened in y2, 3, 5, 6 in all or some core subjects</li> </ul> <b>Issues</b> <ul style="list-style-type: none"> <li>SEN progress</li> <li>Y1 / 4 intervention did not accelerate</li> </ul>
Embed learning resources across the school to ensure engagement and interest in learning style.	Purchase new technologies e.g. ipads. New website links e.g. Busy things. Training on using new technologies to enhance teaching and learning. Outdoor creative and learning opportunities explored	Enhanced new technologies in use within the school. Lesson observations show use of new technologies to engage and motivate pupils. Enhanced learning opportunities throughout the day.	25 ipads bought Robot day – y6 and gifted and talented Ipad training offered New computing curriculum training offered  <b>Not embedded</b>
Create personalised learning provision to meet needs of pupils with social, emotional and personal issues with impact on learning and behaviour.	Establish a nurture group within KS2 to support vulnerable pupils with social, emotional and personal needs.	Vulnerable pupils engaged and learning in school. Reduction in behaviour issues within KS2 during key learning times. Reduction on behaviour issues related to targeted pupils. Nurture group shows impact on class based learning and attitudes. Increase in social, emotional aspects on targeted pupils through careful assessments. Class learning shows 'good' behaviour.	82% of observations showed good or better behaviour Behaviour incidents reduced, particularly y4 and 5 Nurture group and positive people providing personalised support. Additional lunchtime groups (sport / ICT) have reduced lunchtime incidents.  <b>Overall behaviour not yet secured as 'good' but improvements</b>
Raise attainment of more able pupil premium pupils	Booster teacher Y6 January 14 – May 4 mornings a week booster teacher for more able / gifted and talented pupils Y6. More Academically Gifted And Talented opportunities in and out of the curriculum.  Y2 additional teacher time from Jan one day a week.	Data shows accelerated learning of pupils. Increase in L5 attainment from predicted levels. Develop ambitions for L6  Increase in L3 at Y2.	<b>Y6 secured:</b> 51% level 5 reading 9% level 5 writing 38% level 5+ maths 9% level 6 maths 38% level 5 SPAG  Y2 – 7% level 3 reading 7% level 3 maths (below national average)
<b>Area 2: To improve behaviour to a consistently good standard</b>			
<b>Objective</b>	<b>Resources / actions</b>	<b>Impact / measure</b>	<b>outcome</b>

To review behaviour policy and embed robust school strategies to deal effectively and proactively with behaviour management.	Review policy – staff meeting time / SLT time. Policy shared with all staff. Initiatives e.g. TEAM target, weekly behaviour targets to raise expectations and understanding of behaviour. (Children to choose rewards per class).  Embed core set of values to set expectations for behaviour and guidance at EMPS – visible throughout school.	Behaviour in learning and school increase to at least good standard.	Behaviour policy reviewed Dec 13 New policy effective Jan 14 School values in place Behaviour system logging report cards usage Behaviour logged on SIMS to track and monitored Clear expectations and understanding of behaviour requirements
Embed House teams to raise profile of expected behaviour and standards	Embed House teams. Staff and SLT meeting time. House school House Team Day to introduce. Cost for stickers for team points for all staff. Display materials to publicise and promote. House points linked to behaviour expectations.	All children in Houses. Pupil interview and comments show positive views on Houses. Improvement in general school behaviour.	Implemented and operating Positive reports from pupils
Improve standards of behaviour at lunchtimes and playtimes	Review lunchtime provision and equipment. Track behaviour incidents at playtime and lunchtimes. Develop resources and equipment to ensure children are engaged and active at lunchtimes. Training for mid day supervisors in positive play techniques and management. Embed additional resources and sports opportunities at lunchtimes.	Reduction in behaviour incidents at playtimes and lunchtimes (measured) Observations show staff and pupils actively involved in positive play.	See prior behaviour objectives
Provide small group and 1:1 support for identified pupils with higher behavioural needs	Ensure small group opportunities related to Self esteem, working as a group, team building opportunities to target key individuals. Establish nurture group provision to develop social, personal and emotional attitudes and attributes.	Observations and records show improved attitudes and social skills from targeted pupils accessing the group.	Nurture group shows impact with majority of pupils.
<b>Area 3: To ensure attendance is in line with national expectations (95%) and with an aim to increase to 96%</b>			
<b>Objective</b>	<b>Resources / actions</b>	<b>Impact / measure</b>	
Raise positive rewards for pupils attending daily to	Cost of attendance prizes (weekly raffle and termly vouchers)	Attendance rates in line with national average.	Attendance 96% for year Persistent absence (80% - 90%) reduced

ensure positive attendance influence. Encouraging short, medium and long term attendance.	End of year prizes Whole school Big Attendance Prize for end of year reward. Certificate costs half termly. Termly 100% and 98-99% rewards. Daily attendance stars with aim of reducing lateness.	Increase in % of pupils with 100% attendance half termly, termly, yearly. Reduction in PA pupils. Reduction in lateness.	Lateness reduced from 28 – ave 2 pupils per week. Increase in pupils with 100% attendance across terms / year.
Raise parental understanding of importance of attendance and parental accountability through regular contact with parents on the issue	Newsletters, letters, website demonstrates importance of regular attendance. 1 <sup>st</sup> day calling exists as a structure for all pupils. Monitoring of absence and poor attendees. Weekly attendance letters for poor attendance pupils.	Parents aware and regularly informed regarding attendance matters.	Parental support enhanced by family support worker support, attendance officer and regular letters, contact.
Increase contact with Persistent Absence parents and parents of pupils with poor attendance. (below 90%)	Establish 'structured conversations' with parents / families of pupils below recommended attendance levels. Increased communication opportunities. Head Teacher and Attendance officer to meet with parents. 1:1 provision provided e.g. family worker support, weekly updates etc	Evidence of action undertaken for pupils below 96% All pupils below 96% followed up on and invited to meeting.  Reductions in poor attendance figures across the year.  Reduction in lateness  Reduction in numbers of persistent absence pupils.	Meetings instigated with pupils below 90%  Followed up.  Increase in attendance with pupils meetings instigated.
Strong relationship exists with Educational Welfare Officer to support attendance drive and ambitions	Regular Educational Welfare Officer contact with school. Educational Welfare Officer supporting sanctions for poor attendance, holidays etc through the use of fines. Regular time for Attendance officer and Head Teacher to meet with Educational Welfare Officer.	Records of fines maintained. Regular contact with EWO to support school needs.	Procedures and policies in place. Effective relationship with EWO.
Track attendance work and consider need to increase attendance officer hours to accommodate enhanced role and visibility within school.	Monitor time, need and workload for attendance officer and assess need for increased hours for effective delegation of duties.	Attendance is given appropriate time to address area more effectively and robustly.	Attendance officer time to support FSW to make home visits in addition to EWO

**Area 4: To ensure experiences, opportunities and enrichment which impact on learning, achievement and aspirations.**

Objective	Resources / actions	Impact / measure	
Increase positive rewards to inspire and motivate pupils	Introduce star of the week awards. Links to House team and behaviour rewards (area 2) and attendance rewards (area 3).	Increase positive rewards to improve, inspire and motivate pupils.	Pupils positive responses to awards. Increase in awards, praise and recognition
Develop wider out of school opportunities	Increase range of clubs provided: ICT club from Jan 14 Homework club x2 days per week from Jan 14 Breakfast club – salaries and costings	Increased range and opportunities in extra curricular clubs. Increased % of pupils accessing club	Clubs raised to include X 2 sports clubs per week X1 ICT club per week X1 football club Breakfast club each morning
Enrichment opportunities such as trips, visitors, theme days to extend children's knowledge, experiences, language skills and understanding.	Trips, visitors, theatre companies. X1 whole school activity per term. Subsidise class opportunities.	Pupils accessing opportunities. Evidence of impact on learning. Data shows increased attainment. Positive pupil and parent reports.	Writing standards have increased at key data points e.g. FS2, y2 and y6. +21% increase in I5 writing Positive reports from pupils and parents questionnaires
Provide enrichment opportunities with aspire pupils and give opportunities for personal development.	Individual bursaries / provision to enable children to access opportunities they would otherwise be unable to.	Individual pupils accessing further opportunities for advancement. Increased aspirations	2 pupils forwarded for Leicester Riders Basketball places. Support from LTA for tennis. G and T identified for gymnastics and children referred on. G and T support Y5/6 for literacy and maths G and T maths competition 'trimathlon' Increase in I5 / 6 standards

**Area 5: To engage and involve parents (particular vulnerable / hard to reach) to provide home support for learning and educational welfare.**

Objective	Resources / actions	Impact / measure	outcomes
Employ a Family Support Worker to link, support and impact on vulnerable pupils and families.	Family Support Worker salary costs and retention costs to LA for service. Family Support Worker duty service.	Evidence of Family Support Worker linking with families. Evidence of positive impact on pupils and families.	See FSW reports. Positive outcomes of support. Approx. 44% of pupils / families supported are of Pupil premium
Increased opportunities for parental engagement and opportunities for parents involved in school activities to support learning.	Parental learning opportunities – formal and informal e.g. workshops, theme days, community events, learning projects. Release time for staff to support and engage parents. FSW time for parental engagement. Opportunities to build relationships with leadership and school in a non-threatening manner e.g. tea time events, big school breakfast etc	Increased involvement of parents in school events. Parents involved in learning opportunities such as parent classes, phonics and reading workshops etc.	Increased parental involvement through wide range of activities e.g. Christmas craft (approx. 30 parents)  Approx. 70 parents attended sponsored walk. 10 parents – family fun with learning FS2 parents workshops FSw a key contact for parents and asked for

			by name
Establishment of Home learning club	Club for pupils to access to support home learning and provide opportunities for parents to attend and learn learning skills to support parents.	Increased % of pupils completing homework. Increase interest and involvement of parents in developing own learning skills to support pupils.	Links on website established Homework completed minimally at home in year groups. Reading not regularly completed at home. <b>Issue: greater monitoring of homework. Raise profile and importance of home reading and monitor.</b>