

## Eyres Monsell Primary School

### Pupil Premium Plan September 2014 – April 2015

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 47% of our pupils are in receipt of this (approximately 92 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 £144,600 Pupil Premium funding for the financial year 2014/15. 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 14 - April 15 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:

- Raise attendance standards so all pupils accessing education every day.
- Support raising standards of behaviour through initiatives to recognise and celebrate positive behaviour and attitudes to learning.
- One to one/small group support to help raise attainment.
- Personal, Social and Emotional and behavioural provision to improve behaviour, raise self-esteem and address personal and social aspects which affect pupils' ability to productively learn and engage in education.
- Contribution towards enrichment and experiences to allow PSHE, SMSCD development and children to develop aspirations and interests within the wider curriculum and life experiences.
- Purchase of new technologies to interest and engage reluctant readers, writers and pupils.
- Classroom and behaviour support to help raise academic attainment in all areas.
- Support staff, teacher training and resources for reading, writing and maths, to deliver quality in class learning and embed intervention strategies to raise attainment.

## Pupil Premium Spending Plan

Objective	Resources / actions	Impact / measure	cost	monitoring
<b>Area 1: To improve the achievement of pupil premium pupils</b>				
Become part of the Lets Strategic Schools network to access leadership, teaching and management support and development	Subscribe to Lets to access support, development and CDP. Subscription includes: <ul style="list-style-type: none"> <li>* Membership of the LeTS Challenge Partners Hub</li> <li>* Two to Three free places at National Challenge Partners Conference</li> <li>* Opportunities for training on facilitation and coaching for LeTS programmes</li> <li>* Funded / heavily subsidised places on the OTP/ITP programmes each year</li> <li>* Refunds for some of its school to school support through subject credits</li> <li>* An annual Challenge Partner review of the school</li> <li>* Engagement in the Challenge the Gap Project as appropriate</li> <li>* Regular updates on the work of the Alliance together with professional opportunities which arise therein.</li> <li>* SLT members trained as Reviewers by an Ofsted inspector who will then visit other schools to review their practice</li> <li>* Use of the Challenge Partner Subject Leaders</li> <li>* Opportunity for outstanding members of staff to become trained facilitators who will then deliver LeTS programmes</li> <li>* Access to exciting and influential National subject groups</li> <li>* An opportunity have areas of outstanding practice within your school validated by CP who will advertise your practice nationally; other CP schools may then wish to seek support from staff in those areas</li> </ul>	School to gain support to move to 'good' by next OFSTED.  Quality of teaching improves by a) reducing poor teaching b) improving levels of outstanding teaching	£1560	Head teacher
Increase quality of teaching to at least a good level across the school.	Access support from the teaching school in Leicester for staff development, CPD Teachers CPD to enhance teaching e.g. outstanding teachers course.	Increase in % of lessons rated as good.  No inadequate lessons judged by November 14.	£2500	SLT / SIA MLT Teaching and learning governors

	<p>Training and CPD to ensure quality first teaching through self assessment recognising key issues and areas e.g. assessment for learning, questioning, behaviour and attitudes.</p> <p>Initiate talk4writing to accelerate and address language and writing skills.</p>	<p>Data shows increase in pupil attainment and achievement.</p> <p>All teaching good and / or rapidly improving.</p> <p>Writing progress is good across school</p>		
Embed new curriculum with creative links to motivate learners.	<p>Establish a more Creative Curriculum to interest children.</p> <p>Support through Edison Learning</p> <p>Broadbent maths used to support consistent and structure mathematics planning and learning.</p>	<p>Planning shows greater interest which motivates pupils to learn.</p>	£2000	Subject leaders
Increase quality of teaching to include outstanding lessons	<p>2 teachers to participate in the Outstanding Teacher Programme organised through LETS.</p>	<p>Number of outstanding lessons improves</p>	£3000	Head teacher SIA
Increase the use of assessment for learning and meta cognition initiatives to ensure pupils know what they are learning, how they are learning and what they need to do to improve.	<p>'assessment mentoring' opportunities where teachers meet with pupils to review their progress and actions needed to improve.</p> <p>Embed 'reflective' practices into learning through the use of AFL, small steps, and allowing pupils time to consider their learning and next steps.</p> <p>Improve quality of next steps marking</p>	<p>All children aware of where they are achieving well, where they can improve and what they need to do to improve.</p> <p>Values based education training ALF methods seen in lessons and reflective marking and responses.</p> <p>Teachers using next steps marking to check and further learning and understanding of pupils.</p>	£6000	SLT SIA
Increased capacity of Leadership & management to support learning and raise teaching and learning outcomes	<p>DHT / Senior leadership and external networks and support to lead improvements in achievement and support staff development.</p>	<p>Increased progress throughout academic year.</p> <p>DHT and EYFS co-ordinator supporting teaching and learning with colleagues.</p>	£1000	SIA SLT Governors

<p>Provide additional learning opportunities through the use of intervention, 1:1 learning and academic coaching to accelerate learning</p>	<p>Academic coaching and fresh start for Y5/6 pupils.</p> <p>Targeted intervention groups established and operating in reading, writing, maths across FS2-6.</p> <p>Additional opportunities in Y1 e.g. reading, phonics boosters.</p>	<p>Predicted Y6 SATs (based on prior attainment) levels exceeded. 2 levels and 3 levels progress increased beyond cohort predictions.</p> <p>Data shows accelerated learning for pupils involved in intervention and personalised learning.</p> <p>Interventions in place across FS2 – Y6 reading, writing and maths showing measurable impact to narrow the gaps.</p> <p>Free school meals pupils achieving in line with peers.</p>	<p>£6500</p>	<p>SLT</p>
<p>Embed learning resources across the school to ensure engagement and interest in learning style.</p>	<p>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</p>	<p>Enhanced new technologies in use within the school.</p> <p>Lesson observations show use of new technologies to engage and motivate pupils.</p> <p>Enhanced learning opportunities throughout the day.</p>	<p>£2000</p>	<p>ICT co-ordinator</p>
<p>Create personalised learning provision to meet needs of pupils with social, emotional and personal issues with impact on learning and behaviour.</p>	<p>Maintain a nurture group within KS2 to support vulnerable pupils with social, emotional and personal needs.</p> <p>Positive people programmes to support lower KS2 / y2 pupils with social, emotional and behavioural aspects.</p>	<p>Vulnerable pupils engaged and learning in school. Reduction in behaviour issues within KS2 during key learning times.</p> <p>Reduction on behaviour issues related to targeted pupils.</p> <p>Nurture group shows impact on class based learning and attitudes.</p> <p>Increase in social, emotional aspects on targeted pupils through careful</p>	<p>£20,050</p>	<p>SLT</p>

		assessments.  Class learning shows consistently 'good' behaviour. School behaviour at least good.		
Raise attainment of more able pupil premium pupils	Booster teacher Y5/6 September 14 – May 15 for x5 mornings a week booster teacher for more able / gifted and talented pupils Y5/6.  More Academically Gifted And Talented opportunities in and out of the curriculum.  Y2 additional teacher and teaching assistant time to target individuals off track.	Data shows accelerated learning of pupils. Increase in L5 attainment from predicted levels. Develop ambitions for L6  Increase in L3 at Y2.	£16,595  £1000	Inclusion manager
Increase opportunities for extended learning to impact on standards.	Additional extended learning opportunities for more able pupils e.g. school newspaper, maths trimathlon, awards evening etc	Increase in pupils achieving L3 (y2) 15/6 KS2	Inclusive in extended learning	Head teacher
<b>Area 2: To improve behaviour to a consistently good standard</b>				
<b>Objective</b>	<b>Resources / actions</b>	<b>Impact / measure</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. Review initiatives e.g. TEAM target, weekly behaviour targets to raise expectations and understanding of behaviour.  Embed core set of values to set expectations for behaviour and guidance at EMPS – visible throughout school.  Ensure pupil involvement in decisions and monitoring of behaviour rewards and sanctions.	Behaviour in learning and school increase to at least good standard.	£2000	SLT
Remodel staffing to ensure behaviour support available for high need pupils	Behaviour mentor role more accessible through reorganisation of roles.  TA training on challenging children by	Behaviour incidents reduced and / or acted upon quickly to minimise impact.	£10,000 CDP and training £500	Head teacher HR Leadership Governors

	Behaviour Support Services.  Commando Joe to model positive behaviour to pupils and lunchtime staff.	Staff have greater awareness of approaches and techniques to use with challenging pupils.		
Trial new initiatives to manage and reduce behaviour incidents and promote positive attitudes within school.	Commando Joe initiative established. Commando Joe to lead motivational, positive attitude sessions, support behaviour and provide 1:1 and small group mentor work to address behaviour and attitudes.	Reduction in behaviour incidents.  Increase in positive attitudes demonstrated across school with targeted groups / individuals.	£10000	Behaviour Strategy Team
Utilise House teams to continue 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.	£500	Head teacher
Improve standards of behaviour management at lunchtimes / playtimes	Training for mid day supervisors and teaching assistants in positive play techniques, speaking to and managing challenging behaviour.  Review lunchtime provision and equipment. Track behaviour incidents at playtime and lunchtimes.  Develop outdoor resources and equipment to ensure children are engaged and active at lunchtimes.  Embed additional resources and sports opportunities at lunchtimes to engage children and reduce behaviour issues.  Provide CPD and training for lunchtime staff on leading effective lunchtimes through "Happy Lunchtime" training.  Commando Joe / Sports club operating at lunchtime to reduce incidents and provide	All staff confident and competent in dealing with challenging behaviour in a positive and effect manner. Reduction in behaviour incidents. Reduction in behaviour incidents at playtimes and lunchtimes (measured)  Observations show staff and pupils actively involved in positive play.  Children have wider range of activities at lunchtime to interest and motivate positive behaviour.	CPD £500  Outdoor play equipment and provision £3000  £10600	SLT and TA manager

	active sessions.			
Provide small group and 1:1 support for identified pupils with higher behavioural needs	<p>Ensure small group opportunities related to Self esteem, working as a group, team building opportunities to target key individuals.</p> <p>Maintain nurture group provision to develop social, personal and emotional attitudes and attributes.</p>	Observations and records show improved attitudes and social skills from targeted pupils accessing the group.	£8000	Head teacher Inclusion manager
Improve positive attitudes and behaviour across the school through embedded Values Based Education	<p>Embed 'Values' within the school.</p> <p>Support through <b>Values Based Education</b> programme.</p>	<p>Staff to role model values expected within the school.</p> <p>Children display key values e.g. honesty, resilience, respect on a daily basis.</p> <p>Values displays</p> <p>Children using ethical language to discuss and reflect on incidents.</p>	£1000	SLT
Develop a 'reflective' school ethos.	<p>Daily reflection activities.</p> <p>Pupils given time to reflect on e.g. learning, behaviour.</p> <p>Reflection used at key transition periods e.g. after playtime and lunchtime to de-escalate and calm pupils.</p>	<p>Children settle more quickly to learning in afternoons.</p> <p>Reduction of incidents immediately after playtime and lunchtimes.</p> <p>School community shows ability to calmly reflect.</p> <p>Opportunities for reflection in class, marking etc seen on a daily basis.</p>	£500	SLT
Provide additional targeted support for individuals using external agencies and providers.	<p>Provide Play Therapist for 6 week session</p> <p>Links with Relate Counsellor to work with pupils.</p>	<p>Individual pupils receiving additional pastoral support for social, emotional and well being.</p> <p>Looked After Pupils received</p>	£3000	LAC co-ordinator



	Academic Coaching for Looked After Pupils  Looked After Pupils Mentoring and support project  Looked After Pupils targeted transition work	additional support to improve outcomes.		
<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>	<b>Cost</b>	
Raise positive rewards for pupils attending daily to ensure positive attendance influence. Encouraging short, medium and long term attendance.	Cost of attendance prizes (weekly raffle and termly vouchers) 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.	Attendance rates in line with national average.  Increase in % of pupils with 100% attendance half termly, termly, yearly. Reduction in PA pupils. Reduction in lateness.	£2000	SLT
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.	£500	SLT
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.	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.	£3000	Attendance officer / Head teacher
Establish effective relationships and ensure support for parents of poor attendees to raise	1:1 provision provided e.g parent link worker support, weekly updates etc	Evidence of action undertaken for pupils below 96% All pupils below 96% followed up on and invited to meeting.	£16,239	Attendance officer / head teacher

attendance.		Reductions in poor attendance figures across the year. Reduction in lateness Reduction in numbers of persistent absence pupils.		
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.	£3000	Head teacher / attendance officer
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.	£2000	Head teacher / attendance officer
<b>Area 4: To ensure experiences, opportunities and enrichment which impact on learning, achievement and aspirations.</b>				
<b>Objective</b>	<b>Resources / actions</b>	<b>Impact / measure</b>	<b>Costs</b>	
Create a new library area to excite and enthuse with reading and language.	Furniture, books etc to create exciting and stimulating area for pupils and parents to use to enhance reading.	More pupils accessing reading books. Impact of parents using area. 'community' scheme established for parents to use with younger children.	£8000	Head teacher
Increase positive rewards to inspire and motivate pupils	Introduction of annual achievement awards evening. Children recognises for academic achievement, values, sports champions, arts and most improved in reading, writing and maths.  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.	£2000	SLT
Enhance opportunities for pupils to experience and travel to different localities for residential.	Extend residential for y4 and trip abroad for Y6 considered	Pupils accessing opportunities for personal and SMSC growth. Children experience new cultures and wider national experiences.	£6000	SLT

Develop wider out of school opportunities	Increase range of clubs provided both before and after school clubs	Increased range and opportunities in extra curricular clubs. Increased % of pupils accessing club	£1500	SLT Sports coordinator
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.	£2000 per term.	SLT
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	£1000	SLT
Provide access to expertise in sport and ICT	Professional expertise bought in to promote quality education and access to wider experiences through e.g. ICT tutor, Sports coach	Children accessing quality ICT (new computing curriculum) and sports provision	£6000 sports provision £10,000 ICT provision (and club)	ICT coordinator / Head teacher
Provide activities to engage disaffected and disadvantaged pupils.	Commando Joe to lead sessions aimed at targeted groups e.g. outdoor and adventurous, team building, motivation etc.	Improvement in behaviour, motivation and attitude of targeted individuals which ensure their attitude and achievement at school.	£10,000	Behaviour strategy Team
Extend Music tuition provision and opportunities to all pupils Y1 - 6	KS1 Vocal Ease Y3 Steel Pans Y4 Djembe drumming Y5 and 6 Woodwind e.g. clarinet Y2 recorder club (lunchtimes)	All pupils have had opportunity to work with music tutors. All KS2 pupils have had opportunity to learn a musical instrument.	£2000	Arts co-ordinator
<b>Area 5: To engage and involve parents (particular vulnerable / hard to reach) to provide home support for learning and educational welfare.</b>				
<b>Objective</b>	<b>Resources / actions</b>	<b>Impact / measure</b>		
Review and establish clear and robust home learning guidance across the school.	New home learning books Home learning guidance issued All teachers consistently following new school guidance on home learning.	Parents have more direct involvement in pupil learning through clear home learning expectations.	£500	MLT
Employ a parent link worker to link, support and impact on vulnerable pupils and	Parent link worker to support families throughout the week to develop positive relationships, develop wider community	Evidence of parent link worker linking with families. Evidence of positive impact on pupils	£17000	Head teacher Behaviour & safety governors

families.	support for parents and school.  Parent link worker duty days  Courses to support parents and pupils with identified areas.	and families.		
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. Parent link worker time for parental engagement, provision etc  Opportunities to build relationships with leadership and school in a non-threatening manner etc	Increased involvement of parents in school events e.g. craft activities, assemblies, productions etc.  Parents involved in learning opportunities such as parent classes, phonics and reading workshops etc.  Parental support and understanding of learning and education raised.	£500	SLT
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.	£1900	MLT
Run Family Learning Courses to support parents with children's learning. Develop parent / carer opportunities for family and personal learning through linking with Local Authority Family Learning Pilot Programme	Family Learning Courses to run: Autumn: Family Learning Project with Leicester City Football Club January – Early Start (Early communication) February – May 15 – Functional English (adults can gain accredited qualification)	Increase in parents accessing family learning courses.  Partnership built with Leicester Family Learning Services.	£250	MLT Leadership committee

**\*NB: Amount does not add to exact pupil premium allocation due to cross over with costs in different areas.**