

Eden Park Primary and Nursery School

Pupil Premium Policy: Eden Park Primary and Nursery School Academy 2018-19

The use of allocated funds to support pupil premium (PP), free school meal (FSM) and looked after children (CLA)

Every school has a duty to ensure that every child is given the best possible chance of achieving their potential.

The Government provides Pupil Premium funding, which is in addition to main school funding, to help address national inequalities between the achievements of children eligible for Pupil Premium and their peers. Pupil Premium is allocated to children who are looked after by the local authority (CLA), those who have been eligible for free school meals at any point in the last six years (also known as Ever 6) and for children whose parents are currently serving in the armed forces.

The focus of our strategy is to promote progress and remove barriers to learning for pupils eligible for this funding. This policy sets out the performance of these children for the last academic year and demonstrates how the school is choosing to allocate the funds to directly support these children for the academic year 2018-19.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils, including pupil premium funded children.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are suitably assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, year groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions or provision at any one time.
- Pupil premium resources may be used to target all children in receipt of the funding, regardless of ability.

Provision

All our work through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations (ARE). This is the case for all year groups. The range of provision the Directors, the local Governing Body and Senior Leadership Team consider making may include:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1-1 or small group support, in reading, writing or maths, including work with both teachers and experienced TAs.
- Additional teaching and learning opportunities provided by trained TAs or external agencies.
- Teacher and staff training in order to support staff in closing the gap for these pupils.
- Pastoral support for families and children that assists with emotional stability
- Pastoral support for families and children to ensure good attendance.

Eden Park Primary and Nursery School

Reporting

It will be the responsibility of the Head of School, or a delegated member of staff, to produce reports for the Academy Challenge Team and the Directors based on the effective spending of the Pupil Premium funding allocation. This will include:

- A report and policy on the school website as to how our Pupil Premium money is spent and how well the children in receipt of it are performing, ensuring cost effectiveness.
- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- A record of interventions and support individual children are in receipt of, updated on a termly basis.

Eden Park Primary and Nursery School
How well do our Pupil Premium Children Achieve?

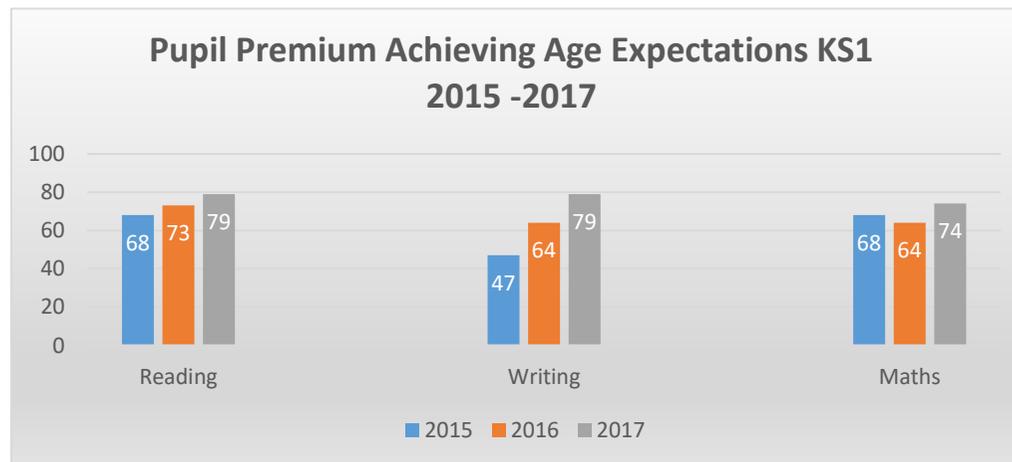
Ofsted 2017

“Work in pupils’ books demonstrated that the difference between disadvantaged pupils and others in the school are diminishing over time. This is the result of effective intervention and support.... outcomes at the end of Key Stage Two showed that disadvantaged pupils make strong progress, particularly those with lower starting points.”

Early Years’ Foundation Stage Assessment 2018

Group	GLD
All	68%
PP	60%
Non PP	69%
Gap	9%

Eden Park Primary and Nursery School
Key Stage One Assessments 2015-18

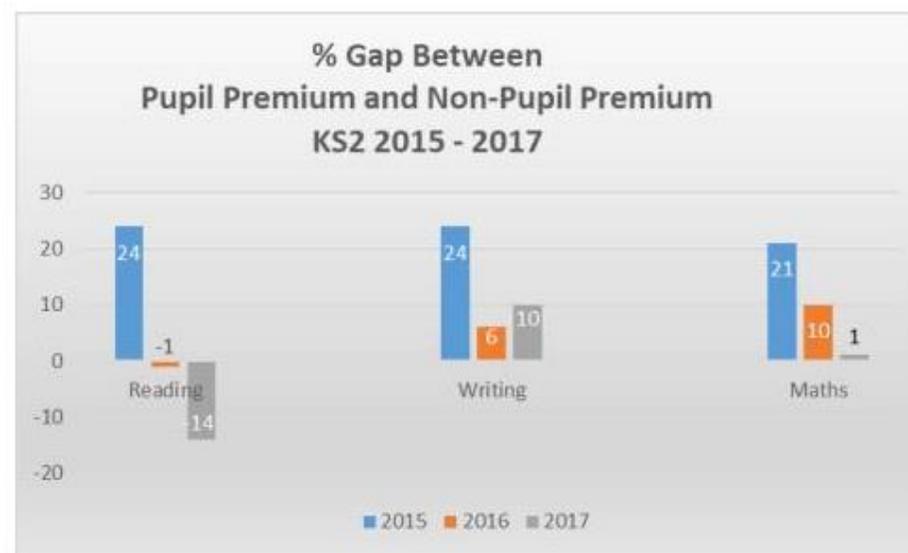
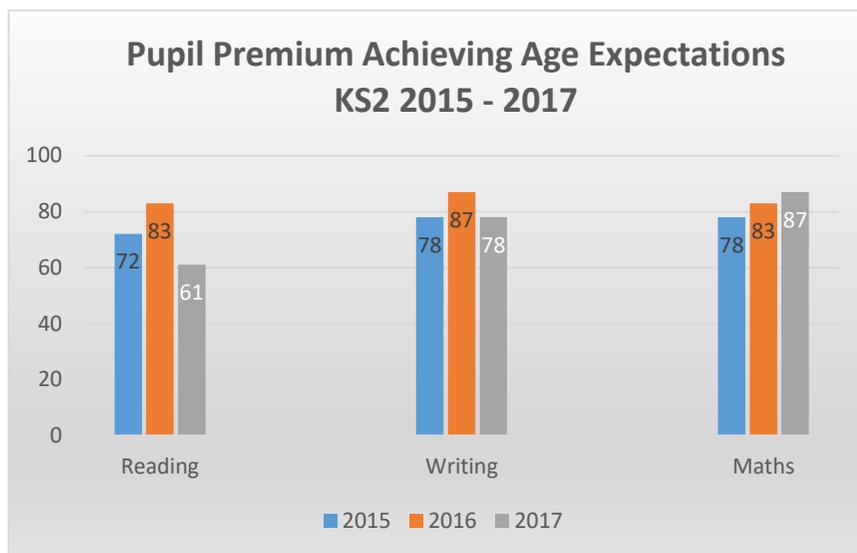


Key Stage 1 assessments 2018

Group	Reading	Writing	Maths
All	77%	70%	77%
PP	67%	73%	67%
Non PP	80%	68%	80%
Gap	13%	-5%	13%

Eden Park Primary and Nursery School

Key Stage Two Assessments 2015-18



Key Stage Two Assessments 2018

Group	Reading	Writing	Maths	RWM
EP	77%	81%	85%	72%
National	75%	78%	76%	64%
PP Gap	-5%	-9%	-13%	-13%

Eden Park Primary and Nursery School

Identified barriers to Future Attainment and Achievement

	Barriers to future attainment and achievement	Desired outcomes	Success criteria
A	Behaviour for a small group of children is having a detrimental effect on their academic progress and that of their peers.	Behaviour amongst a group of children is reduced so that the children are more able to learn.	Fewer accounts of misbehaviour involving PP children are recorded on Behaviour Watch. This includes an annual reduction in the need and use of internal and external fixed- term exclusion for the next academic year.
B	Social and emotional needs (particularly in managing feelings and behaviour) impacts on children's abilities to access the curriculum.	Pupils in receipt of a specialised programme from trained practitioner move towards more stable and improved states of emotional health.	Progress towards more secure states of emotional stability, as measured by tracking programme.
C	Phonic understanding of Year 1 and 2 pupils effects their ability to read fluently.	100% of children, regardless of starting point, are able to meet the phonics screen at the end of year.	The phonics programme is successfully delivered throughout EYFS. In the event of 100% not achieved, all pupils meet the criteria by the re-screen in Year 2.
D	Some older children have not successfully been able to meet the expectations of the curriculum in maths, particularly in reasoning.	Maths achievement as measured by Year 6 SATS sees targetted PP pupils as meeting at least age related expectations.	Identified pupils are able to reason and explain their maths by the end of Year 6 to the accepted standard. The school diminishes the differences for disadvantaged pupils compared with their peers.
E	Some older children have not successfully been able to meet expectations of the curriculum in reading and writing.	Reading achievement as measured by Year 6 SATS sees targetted PP pupils as meeting at least age related expectations.	Identified pupils are able to meet ARE by the end of Year 6 to the accepted standard. The school diminishes the differences for disadvantaged pupils compared with their peers.
F	Needs within some families mean that children do not arrive at school with a strong aptitude to learning. This may include safeguarding concerns.	Pupil aptitudes to learning are increased, having a positive affect on the standards that they are able to produce in school.	School safeguarding continues to be judged as effective. Pupil attitudes to learning for targeted pupils improves, allowing attainment to rise. Family engagements with school improve.
G	Poor attendance reduces the amount of time pupil premium children spend in school and so affect their life chances.	The school reduces non-attendance figure to below the national figure. The school reduces persistant non-attendance to below the national figure.	The school continues to maintain a level of non-attendance below the national figure for absence and persistant absence.
H	Poor speech development of pupils dramatically affects the identified children's ability to communicate and understand spoken language and so make progress also with reading and writing.	All identified children have access to specialised school-based support and resources, supporting outside agencies. Children's spoken language improvement leads to improved reading and writing results in the longer term.	Members of skilled staff work with individuals through specialised programmes that measure progress. Longer term SATS scores in KS1 and KS2 improve generally, specifically in relation to progress for the identified pupils in receipt of the programme.
I	Social communication difficulties ensure children's afternoon learning can be disturbed due to emotional turbulence at lunchtimes. This relates strongly also to pupils with autistic tendencies.	Behavioural incidents reduce. Pupils are more able to reflect the core value of respect during lunchtimes.	Fewer incidents of misbehaviour at lunchtime for identified pupils in receipt of provision as measured by entries on the behaviour tracking system. Teachers are able to report more immediate willingness for pupils to engage fully in their learning.
J	Underperformance of children in EYFS, as identified by Ofsted. (2017)	Performance of GLD is raised by targetting underperformance of writing and other areas.	Children across EYFS setting improve writing performance. This is supported by staff who are trained in better immediate response and also more exacting in their standards. This will be supported also by additional training.
K	Under achievement of cohort 19 with regard to PP gap for both reading and maths.	Performance raised for this cohort of children in these areas and the gap is narrowed.	This cohort receives dedicated additional support and outcomes are achieved that are an improvement on current assessment results (gap for R: 15%, W: 23%, M: 39%)

Eden Park Primary and Nursery School

Allocation at Eden Park: September 2018 to September 2019

Eden Park Primary Academy received £171,440 of Pupil Premium funding from the Education and Skills Funding Agency for the period up to July 2018. For the Academic Year 2018-19, this has been reduced to **£161,000.**

We have prioritised the use of the Pupil Premium for the next academic year as follows:

- Free school meal (FSM) and CLA children pupils who are underachieving.
- FSM and CLA children who are performing satisfactorily and well.

Funding Allocation for the year 2018-19

Desired Outcomes	Pupil Premium summary	Amount Allocate (£)	Is this a new/ Cont'd activity	Brief summary of the intervention or action.	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium?	How is this activity monitored?	Actual impact What did the action or activity achieve previously?	Future intended impact/ mid-term evaluation. What is the intended impact and are we likely to achieve this?
D. Maths achievement as measured at the end of Year 6 SATS sees targetted PP pupils as meeting at least age related expectations.	small group intervention (year 5/ 6) (maths)	£18,000	Cont'd	Sessions with qualified and experienced teacher focusing on core areas for Year 5 and 6 children. Sessions are created through deployment of assistant head.	Pupils make expected or greater than expected progress.	By Ass. Head and year 5 and 6 phase leader	The school was able to significantly reduce the gap between pupil premium and non-pupil premium 2016-17 to 1%. In 2017-18, the Year 6 maths SAT was 85%, with a negative PP gap (-13%)	High standards in maths are maintained in Year 6. A predicted gap for cohort 19 is prevented from being significant.
E. Reading achievement as measured by Year 6 SATS sees targetted PP pupils as meeting at least age related expectations.	small group intervention (year 5/ 6) (reading)	As above	Cont'd	Sessions with Assistant Head to support reading development. Assistant head is also Literacy co-leader.	Pupils make expected or greater than expected progress.	By Ass. Head and year 5 and 6 phase leader	The school raised reading attainment in 2018 to 77%, above national at 75%. The previous negative gap in performance was maintained at -5%	Reading standards are maintained and improved and a predicted gap for cohort 19 is prevented from being significant.
C and J Improving academic performance of EYFS and KS1 pupils, relating to literacy.	SENCO assistant/ teacher support	£12000 (20 hours p/w)	Cont'd	Direct support of targeted groups of PP, planning specific learning programmes, aimed at improving literacy.	Improve performance of PP children with SEN as well as improved outcomes in EYFS for GLD.	Pastoral lead/ SENCO	Improved progress indicators for SEN pupils in reading and writing, as well as communication in EYFS. GLD gap was reduced from 28% to 9%. Of the 143 PP children 2017-18, 24% had SEN.	2017 Ofsted recommended an improvement in writing and reading for EYFS pupils. This is intended to continue
C. 100% of children, regardless of starting point, are able to meet the phonics screen at the end of year.	RWI 1:1 with 1 x TA	£8000	Cont'd	Aimed at underperforming FSM pupils in KS1 @ 6 hours per week.	Improved progress of identified learners not yet succeeding at phonics.	SENCO Phase leader SLT	In 2016, 90% passed the screen with 75% PP. In 2017, 88% passed with 82% PP. In 2018, 93% passed, with an 84% PP. EP has performed above national figure every year.	The current gap between disadvantaged and non-is 9%. The programme will continue with the aim of improving the pass rate and reduce the gap.

Eden Park Primary and Nursery School

H. Children's improved spoken language and vocabulary lead to improved confidence in reading and writing	Speech and Language provision KS1/ EYFS	£8,000	Cont'd	Speech and Language specialist based in year 1 and 2, working with delayed speech, Makaton, Talk boost, and toe-toe.	Supporting several PP children identified in this phase with their speech and language development	TA provision monitored by SENCO.	7 children in KS1 received 1:1 support for specific language development in 2017-18, 4 were PP. In EYFS 10 children received additional support; 4 were PP. 2 of these made GLD.	Aim to raise oracy in these children. Oracy is a focus of the SDP for 2018-19, aiming to raise the vocabulary skills.
H. Children's spoken language improvements lead to improved confidence and reading and writing results through a wider developed vocabulary.	Speech and Language provision KS2	£12000	Cont'd	Speech and Language specialist based in KS2 phase 0.8 days per week of specialist TA. Working with talk boost materials and tailored programme to meet child's interests.	Supporting several PP children identified in this phase with speech and language. Interventions break out groups, precision teaching including 1:1	TA provision monitored by SENCO	3 pupil premium children in this phase required and received dedicated 1:1 support for specific language development in 2017-18. (75% of group) Two children were able to receive this every day. One child met all targets and has been able to leave the programme due to progress.	Aim to raise oracy in these children. Oracy is a focus of the SDP for 2018-19, aiming to raise the vocabulary skills / conversation skills across the school. A teacher is taking the role of Oracy lead.
F. The school supports all pupils to thrive so that emotional or safeguarding concerns have a minimised impact on learning.	Pastoral team: child protection and safeguarding	£10000 (as % of salary)	Cont'd	Specific staff member allocated to safeguarding and pupil well-being.	Children in the school are safe and able to develop emotionally	Pastoral Lead	Of the CP records 2017-18, 41% of them were for children in receipt of PP. The LA reported (2017) that the school were "leading the way" with safety. Ofsted commented that the school was "assiduous in following up concerns."	The area remains a priority as the worker deals with PP children 45% of the time. The school aims to maintain its excellent reputation in this area.
G. Poor attendance reduces the amount of time pupil premium children spend in school and so affect their life chances. F: aptitudes to learning are improved.	Pastoral Team (attendance)	£8,000 (as % of salary)	Cont'd	Specific staff member allocated to providing family support with attendance and ensuring children are in school regularly	Attendance improved for some FSM with persistent absence.	Pastoral lead	Of the 143 children in receipt of PP, 70 of them had attendance issue (48%) Attendance has improved from 91.62% (2015-16) to 94.68% (2016-17) then to 95.5% in 2017-18. PP child absence was 5.45% (17-18), a drop from 5.8% (16-17), and 7.1% (15-16)	The school continues to be assiduous and determined to reduce absence, staying in line with national averages.
A, B: Behaviour and social and emotional need is having a detrimental effect on their academic progress and that of their peers.	Pastoral team (Thrive)	£6,400 (as % of salary)	Cont'd	Specific member of staff allocated the role of THRIVE to ensure emotional and behaviour stability	Focus on ensuring children are able to work fully in class. Some children require additional support as class removal.	Pastoral lead	In 2017-18, 32 children received THRIVE support. Of these, 12 children receive PP funding (37.5%). Of these 12, 10 made significant progress in this year measured by online assessments.	Improved Thrive assessments. Extra provision can be provided by SendCo, also Thrive trained.
I. Behavioural incidents reduce. Pupils are more able to reflect the core value of respect in their lunchtimes.	Additional MDA to allow Thrive to supervise at lunch.	£2200	Cont'd	MDA allocated to main playground to support middle playground for "lunch club." MDA is freed by use of TAs to support first aid.	These children will have a more successful lunchtime and will return to class in a calm frame of mind appropriate to learning.	Pastoral lead	The "lunch club" was able to expand over the year and regularly supported approximately 20 children, 11 of which are pupil premium.	Pastoral support through THRIVE programme leading to better playground behaviour outcomes.
D. Maths achievement as measured at the end of Year 6 SATS sees targeted PP pupils meeting expectations.	Maths intervention with small group removal	£9000 (as % of salary)	Cont'd	3 HLTAs working with pupils. This provision target PP children in the first instance.	Children are closely identified and tracked through rigorous process of specific targeted support.	Maths lead and assistant head for data.	Maths gap in Year 6. was reduced from 24% (2015) to 6% (2016) In 2017, the gap was 1% In 2018, this was reduced to a -13% gap.	The reduced gap in maths performance to be maintained, along with continues high maths performance in the school.

Eden Park Primary and Nursery School

E. Reading achievement as measured by Year 6 SATS sees targetted PP pupils meeting ARE	Reading intervention with small group / 1:1 removal	£9000 (as % of salary)	Cont'd	3 HLTAs working with pupils. This provision target PP children in the first instance.	Children are closely identified and tracked through rigorous process of specific targeted support.	Assistant head and Year 5 and 6 leads.	Reading gap in 2018 was -5%, effectively reflecting improved performance of these children. School ARE being 77%.	Both the small gap will be maintained and reading performance for the year 5 and 6 cohort will be raised.
G. The school reduces non-attendance figure to more than 1% below the accepted national figure.	Minibus / walking bus support poor attending families.	£9000	Cont'd	Staff paid to collect children via minibus from houses where attendance is identified as a concern. walking and driven bus.	Specific families targeted, to raise attendance. Route planned to maximise and target PP children.	Pastoral team / FSW	As a result, a walking bus route and a minibus route, non-attendance has improved and is now at 4.5%, having reduced for the last three years.	We aim to ensure that attendance figures are never an Ofsted target. Ofsted in 2017 removed this target set in 2013.
J. Raised outcomes of EYFS pupils, reducing the gap in performance of GLD.	Use of dedicated HLTA to target	£10000 (as % of salary)	Cont'd	HLTA in EYFS to support identified children with attainment of GLD.	Reduce the gap in performance of PP / non-PP children through targeted support.	EYFS lead (assistant head)	In 2016-17, the GLD gap was 26 %. In 2017-18, the gap was 9%. Overall GLD also improved, to 68% overall.	The school aims to also increase the overall school GLD in line with national as well as reduce the gap.
A, B, F, H, I. The pastoral team coordinator as an assistant head ensures delivery of all the related barriers to learning.	Pastoral/ SEN lead non-class based. Assistant head is also part of SLT.	2-day x Assist head/ £30,000	Cont'd	Of the 143 children who are PP in 2017-18, 121 receive pastoral / SEN support. This is time dedicated to ensuring good provision for CLA, PP and SEN PP children.	There will be no significant gap between the performances of PP children with non-PP peers. SEN PP children will perform in line with non-PP SEN.	SENCO / assistant head.	84 % of PP children meet criteria for support, based on 4/5 assistant head role is therefore dedicated to PP children. (role split between sites)	Within the school development planning cycle, SEN/ PP children form part of a fixed agenda, closely tracking their performance and adjusting their provision with the SENDCO.
K Under achievement of cohort 19 with regard to gap for both reading and maths.	Year 5 specific intervention (small groups)	£6,100 Teacher	New	Reducing class size groups with specific targeting of Y5 for both writing and maths with experienced teacher.	Small group and targeted to ensure barriers to learning addressed.	Assistant head	This is a new intervention. It is time limited, for half a term.	Reading and maths standards are improved and a predicted gap for cohort 19 is prevented from being significant.
D Some older children have not successfully been able to meet expectations of the curriculum in reading and writing.	Year 5 specific intervention (small groups)	£1942 (as % of salary)	New	Forest School specific journal writing based on outdoor education.	The children will use their outdoor experience to encourage nature / art/ science specific reading and writing.	Assistant Head	This is a new intervention.	Reading and writing gaps are reduced for a specific cohort of children who lack motivation.
	Total to date	£159,642 (ensures small budget surplus of £1358 for additional requirements as identified.)						The previous small surplus allowed support for curriculum opportunities for PP children, including residential trips.

The impact of the distribution of the pupil premium funding is assessed every year, at the end of the academic year. This allows a considered approach to be made for future spending before the beginning of the next academic year. This policy will be therefore reviewed in July 2019 and new funds allocated.