



Lea Endowed CE Primary School Pupil Premium Summary 2018-2019

Our Distinctive Christian Vision

'LET EVERYONE SHINE'

At Lea Endowed Church of England School we provide an excellent education for our children. We follow God's example, by loving Him, and each other, in all that we do.

Our whole school family is encouraged to achieve their full, God given potential and shine in their own special way.

"Let your light shine."

Matthew 5:16

The allocation of Pupil Premium money is calculated according to the intake of the school and the children that have been in receipt of Free School Meals during the last six years or have been in care for six months or longer. At Lea Endowed CE Primary School, all staff and governors share a strong commitment to do our utmost to remove any barriers that may hinder a child's development. These may include one or more of the following:

- Low self-esteem/confidence
- Below/well below literacy skills on entry
- Below/well below language and communication skills on entry
- Lack of experiences outside of school
- Social/family situations which may impact the child's readiness to learn

We are determined to close gaps in attainment between those children eligible for Pupil Premium and other children. Our intention is to ensure all children achieve their full God-given potential.

We ensure that:

- A high profile is given to Pupil Premium pupils
- All teachers are accountable for the progress of Pupil Premium children
- We have used our knowledge of the children, data analysis and liaison with parents, governors and external agencies to decide how best to spend our funding and maximise opportunities.

Our Pupil Premium Allocation for 2018-19 was £43,994

At Lea Endowed CE Primary School, we used this money to:

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| Provide 1:1 Teaching Support to a Looked After child with EHC Plan and significant needs | £15,840 |
| Increase the number of intervention programmes, challenge and in-class support | £15,840 |

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| Subsidise wider learning opportunities for first hand experiential learning, both in and out of school, including school and residential visits | £3,160 |
| Provide CPD on ACEs for staff to increase understanding of barriers to learning | £365 |
| Provide Learning Mentor and additional pastoral care for children who are experiencing a wide range of issues which pose as barriers to learning | £2988 |
| Additional resources to support children with learning such as laptops, sloping desks, Writing intervention programmes, Times Tables Rock Stars | £2245 |
| Provision of external services such as Educational Psychologist to observe, write reports and provide strategies for support | £1,100 |
| Provide a part time Sports TA to improve fitness and mental wellbeing. | £2400 |

Impact

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| Provide 1:1 Teaching Support to a Looked After child with EHC Plan and significant needs | This child has been able to work alongside his peers in the classroom whilst accessing a bespoke curriculum which caters for his very complex needs. This has helped to develop his social skills and notably his emotional literacy. |
| Increase the number of intervention programmes, challenge and in-class support | Specific programmes of intervention have been delivered including Handwriting, Reading and key skills in Maths. CPD has been provided internally and externally to increase staff knowledge of providing challenge and effective classroom support. Children have made good progress and are in line or almost in line with their peers in most year groups. |
| Subsidise wider learning opportunities for first hand experiential learning, both in and out of school, including school and residential visits | Clubs such as Dance and Mad Science have been subsidised for Pupil Premium children giving equity for all. Day trips, for example the annual trip to the pantomime, and the Yr5/6 Borwick Hall trip were also heavily subsidised to increase confidence, resilience and experiences outside of the school and home environment. Children and parents/carers have been overwhelmingly positive about these experiences. Well-being and understanding of the world has increased |
| Provide CPD on ACEs for staff to increase understanding of barriers to learning | Staff can identify ACEs more readily and provide practical and emotional support to children and their families. Training on ACEs has meant that understanding of children's behaviours is increased and we have a greater knowledge on how to support them. |
| Provide Learning Mentor and additional pastoral care for children who are experiencing a wide range of issues which pose as barriers to learning | Children are able to access extra support and break down the barriers to learning which are impacting progress and attainment. Children are more emotionally resilient |

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| Additional resources to support children with learning such as additional laptops, sloping desks, Writing intervention programmes, Times Tables Rock Stars | Children have been able to improve their key skills, particularly in handwriting and times tables. The Writing intervention has produced good results with the children developing a much neater legible style. The sloping desks continue to support those children who need ongoing handwriting support |
| Provision of external services such as Educational Psychologist to observe, write reports and provide strategies for support | A number of our children have now received their ASD diagnosis after referral to CAMHs and educational psychologist in-house support. This means that staff can now provide specific support and intervention to those particular children. |
| Provide a part time Sports TA to improve fitness and mental wellbeing. | In conjunction with Sports Premium funding, the appointment of a TA who works with the children at lunchtimes on a range of sporting activities has increased confidence, ability and overall fitness. |

In addition to the above, clear impact can be seen through:

- Increased attendance of several 'Persistent Absentees' through close liaison between the Head teacher, Attendance Officer and Parents. The introduction of Attendance Contracts and regular meetings between these groups, as well as home visits, resulted in the children having a much better chance of attaining well.
 - Both Pupil and Parent Questionnaires show a very positive opinion of the school, in the teaching of exciting and challenging lessons, in the pastoral care provided by all stakeholders and in the leadership and management of Lea Endowed.
 - End of Key Stage 2 results have shown a year on year improvement over the past three years.
 - Ofsted inspection – June 2019 reported, 'School leaders have a strong focus on ensuring that disadvantaged pupils make good progress. Leaders ensure that the pupil premium funding is deployed effectively to eradicate any gaps in the knowledge and skills of disadvantaged pupils. The progress of these pupils is improving as a result.'
- Ofsted also comments that, 'Governors have a secure knowledge of the information about pupils' progress. They check that additional funding, such as the pupil premium and for pupils with SEND, is spent effectively and makes a positive difference for those eligible pupils.'

Given the successes in previous years, the pupil premium funds will be deployed in the same way next year. Pupil Premium Allocation for this year 2019-20 is £56,915

The progress and attainment of PP pupils is analysed termly and also at the end of the year. The next reviews will be held in Autumn 2019, Spring 2020 and Summer 2020.

Impact of Pupil Premium on Achievement in 2018-19

Ofsted – June 2019

'Disadvantaged pupils make good progress in reading, writing and mathematics. The school is working successfully to diminish the difference in attainment between disadvantaged pupils and other pupils.'

Year 1 Phonics

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| Percentage of children achieving the expected standard of attainment in Phonics | 85% |
| Percentage of Pupil Premium children achieving the expected standard of attainment in Phonics | 67% |

End of Key Stage 1 Attainment

2 pupils were eligible for Pupil Premium in Year 2. Care must be taken when analysing small numbers of pupils

| Subject | % of PP Children achieving the expected standard+ | % of the Year 2 cohort achieving the expected standard + |
|---------|---|--|
| Reading | 50% | 75% |
| Writing | 50% | 68% |
| Maths | 50% | 74% |

*It is worthy of note that 1 out of 2 Pupil Premium children achieved the expected standard and the PP child who did not achieve the standard was new to our school and had been through significant family trauma.

End of Key Stage 2 Attainment

8 pupils were eligible for Pupil Premium in Year 6. Care must be taken when analysing small numbers of pupils

| Subject | % of PP Children achieving the expected standard+ | % of the Year 6 cohort achieving the expected standard + |
|---------|---|--|
| Reading | 63% | 80% |
| Writing | 50% | 80% |
| Maths | 50% | 80% |

5/8 PP children achieved the standard in Reading, 4/8 in Maths and 4/8 in Writing, 1 PP child achieved Greater Depth in Maths.

Pupil Premium/ Non Pupil Premium Comparison for on track attainment at the end of Summer
Term 2019

| Targets Summer '19 | GLD/ARE Whole Class | PPG – GLD/Age Related | NON - PPG GLD/Age Related Expectations |
|-------------------------------|--------------------------------|------------------------------|---|
| EYFS | 21 | 2 | 19 |
| Reading | 67% | 0% | 74% |
| Writing | 67% | 0% | 74% |
| Maths | 76% | 50% | 79% |
| Year 1 | 19 (20) | 2 (3) | 17 |
| Reading | 75% | 33% | 88% |
| Writing | 75% | 33% | 82% |
| Maths | 75% | 33% | 82% |
| Phonics | 80% | 67% | 88% |
| Year 2 | 17 (19) | 1 (2) | 17 |
| Reading | 75% | 50% | 76% |
| Writing | 68% | 50% | 71% |
| Maths | 74% | 50% | 76% |
| GPS | 63% | 50% | 65% |
| Year 3 | 20 (21) | 6 (7) | 14 |
| Reading | 81% | 86% | 71% |
| Writing | 67% | 86% | 71% |
| Maths | 76% | 100% | 71% |
| GPS | 62% | 71% | 57% |
| Year 4 | 21 (20) | 6 (7) | 15 (13) |
| Reading | 79% | 66% | 85% |
| Writing | 58% | 66% | 54% |
| Maths | 63% | 33% | 77% |
| GPS | 58% | 66% | 54% |
| Year 5 | 16 | 6 (6) | 10 |
| Reading | 61% | 50% | 80% |
| Writing | 63% | 50% | 70% |
| Maths | 63% | 50% | 70% |
| GPS | 63% | 66% | 60% |
| Year 6 | 20 | 8 | 12 |
| Reading | 80% | 63% | 92% |
| Writing | 80% | 50% | 83% |
| Maths | 80% | 50% | 83% |
| GPS | 75% | 50% | 92% |