



# Eureka Primary School



## Pupil Premium Strategy 2017 – 2018 Impact Report

### Amount of Pupil Premium funding received 2017 – 2018

No of pupils in receipt of Pupil premium	45 Pupils
Number of Pupils in receipt of top-up funding	5 Pupils
Total Pupil Premium Funding	£68,900

### Identified Barriers to Educational Achievement

Eureka Primary School has identified the following as barriers for some of the pupils currently in receipt of pupil premium:

- 50% (18/36 Sept 2017) of those children in receipt of pupil premium also have special educational needs
- Children often start school lower than the expected level for their age, particularly in areas underpinning literacy, this is evident in their baseline assessment
- Speech and Language of the children entering reception is often below that of their peers nationally.
- We have low parental participation with workshops and home learning.
- The children enter school showing high levels of emotional fragility.
- High levels of social deprivation in the area is indicative of the associated problems of limited access to books, IT equipment and learning resources at home, as well as a limited world knowledge.
- Low parental engagement with home learning.
- Pockets of low attendance. Eureka generally has a very good attendance record – however there is a core group of children with poor attendance that is being investigated and actioned. Out of 41 children with attendance less than 95%, 14 of these are in receipt of the pupil premium funding meaning that 34% of poor attendees are in receipt of the premium.

## Rationale for Expenditure

Quality of Teaching for All			
Resource	Predicted Expenditure	Reasons / Evidence	Review & Impact
SENCO	£2,256  (Salary £21,437)	<p>A large proportion of the pupils who are pupil premium (50%) are also SEND and the SENCO is 0.5 non – class based to ensure that the provision of these pupils are met.</p> <p>The SENCO provides specialist advice for teachers and TAs to give those children who have special needs and receive pupil premium funding, the best opportunities for progress that they can.</p>	<p>The support and expertise from the SENDCo at Eureka is invaluable. We value the support, guidance, clarity, commitment and honesty within the sometimes very difficult world of supporting our children with SEND who are also in receipt of PP, which she provides.</p> <p>All of our classes have high proportions of children who are in receipt of PP funding, who also have SEND. During the year 2017-18, the proportions were as follows:  <b>Y1 – 75%; Y2 – 50%; Y3 – 20%; Y4 – 38%; Y5 – 71%; Y6 – 40% of children in receipt of PP funding have SEND. Progress has been varied across the year groups and in different subjects.</b>            In reading, the disadvantaged children met their targets at the end of the year in:  <b>Y2 reading 75% met their target (in line with expected)</b>  <b>Y3 reading 80% met their target (30% &gt; than expected)</b>  <b>Y4 reading 75% met their target (32% &gt; than expected)</b>  <b>Y5 reading 71% met their target (&lt; than expected), but good nevertheless.</b>            In maths, the disadvantaged children met their targets at the end of the year in:  <b>Y2 reading 75% met their target (8% &gt; than expected)</b>  <b>Y3 reading 100% met their target (17% &gt; than expected)</b>  <b>Y4 reading 75% met their target (18% &gt; than expected)</b>            Our target figures are set early in September, they are realistic targets with some challenge; during the year 3 pupils in receipt of PP left the school who are in receipt of PP and working at ARE; 2 children joined</p>

			<p>us who are in receipt of PP and working below ARE. This reflects on our data of course.</p> <p>The areas where less progress has been made has been writing and phonics/GAPS which is the same with the 'other' children. Writing continues to be high priority for improvement for the school, therefore, for the academic year 2018-19, we have altered the intervention structure and cycle to impact further in these areas and with these children. (see 2018-19 strategy for further details)</p>
Teaching Assistants	£29,560.80  (2020 hours support in classes)	Mixed age classes means that teaching needs to be differentiated by age and ability – in these circumstances a TA can aid with this resource and ensure that children in receipt of PP are supported in accessing a curriculum that is tailored to them. Whether a child is a low or higher achiever, an appropriately placed TA can make a great difference in helping the class teacher to diminish the difference and encourage the child to progress. TAs also provide high quality feedback between teachers and pupils – highly effective in supporting assessment and next steps for the child.	<p>As already stated (through monitoring, assessments and analysing the data we collect on a daily/weekly and termly basis), the end of year data indicates that – in line with the 'other' children, the areas for greater development are writing and phonics. Generally, children in receipt of PP funding perform better in maths and reading (where end of year targets have been met).</p> <p>To further develop the progress and attainment, appropriate and consistent pre-teaching, explanation of language, additional modelling and guiding, over learning and support needs to continue across the school to enable the children in receipt of PP to achieve in line with their peers. High quality feedback between teachers and pupils; TAs and pupils; TAs and teachers needs to continue.</p> <p>For the academic year, 2018-19, we have reviewed both our support in classrooms and Interventions during the afternoon sessions, in light of this. (see 2018-19 strategy for further details)</p>
Resources for quality teaching	£2000 £300 per class £500 for SEND	Children in receipt of PP funding can sometimes require additional resources/programmes to help them to access learning at the same rate as their peers. This often facilitates a child in better accessing a lesson or task.	Forest school was purchased for one term, and the data sample taken (8/16 children) by the practitioners who ran the project for us, showed that 100% of the children made progress over the 6 weeks. The children were stimulated by the outdoors and experienced an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem solving skills and emotional well-being. Some children did not score at all in some areas of the baseline, and rose to between 80% and 100% at the end.

		<p>Child A – initial and post assessment in Confidence: <b>32.50% - 82.5%</b>; Emotional Intelligence: <b>32% - 64%</b>; Well-being: <b>40% - 80%</b>.  Child B – initial and post assessment in Confidence: <b>42.50% - 77.5%</b>; Emotional Intelligence: <b>28% - 96%</b>; Well-being: <b>60% - 100%</b>;  Challenge: <b>80% - 100%</b>. <b>This child gained enough confidence to read aloud in her class assembly at the end of the year.</b></p> <p>In light of this, we are purchasing Forest Schools for the whole of 2018-19, all children in receipt of PP shall access, some of the children with SEND who are also in receipt of PP will access more than once. This has also proved to the rest of the school, that making greater use of our grounds and outdoor spaces will stimulate the learning and achievements of all of Eureka’s children. Something we are putting into practice more with the development of our new curriculum. Class teachers purchased items with specific impact in mind for their own children in receipt of PP. All proved to be worthwhile. Spelling Mastery, for example, has now been adopted as a strong intervention across KS2 to support children with a spelling/phonic weakness.</p>
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Total budgeted cost:       £33816.80

### Targeted Support

Resource	Predicted Expenditure	Reasons / Evidence	Review & Impact
SENDCo	£2,256	A large proportion of the pupils who are pupil premium (50%) are also SEND and the SENCO is 0.5 non –	SENDCo supported PP lead in sourcing and developing Forest Schools at Eureka (see previous section). SENDCo supports the writing of IEP’s with class teachers. SENDco also supported the liaison of teachers and the school with the families of

		<p>class based to ensure that the provision of these pupils are met.</p> <p>The SENCO provides specialist advice for teachers in enabling them to write appropriate, effective and timely IEPs to enable the children to achieve specific targets (SMART), allowing them to achieve quickly through overlearning and regular sessions. Well written IEPs, that are used appropriately, give those children who have special needs and receive pupil premium funding, the best opportunities for progress that they can.</p>	<p>vulnerable adults and further supported the liaison between different agencies. 50% of our children with SEND are in receipt of pupil premium funding.</p> <p>As detailed earlier - during the year 2017-18, the proportions of children in receipt of PP, who also have special needs were as follows: <b>Y1 – 75%; Y2 – 50%; Y3 – 20%; Y4 – 38%; Y5 – 71%; Y6 – 40%.</b></p> <p>It can be seen in Y1 and Y5 in particular these proportions are quite high. Many of these children enter school with poor literacy skills, and this is noticed in the data for writing and phonics/GAPs. No PP/SEN children achieved the writing target in year 1; below 50% in years 3 and 4. The year 2 children did well in these areas: <b>63% writing; 100% phonics – exceeding their targets.</b> Overlearning, repeated and regular appropriate interventions, daily skills practise with a rich environment of language has supported these children. The year 2 group had a lower % of SEN/PP children too at 50%. One of the children with SEN/PP being a higher achiever from entry.</p> <p>The support and expertise from the SENDCo at Eureka is invaluable. We value the support, guidance, clarity, commitment and honesty within the sometimes very difficult world of supporting our children with SEND who are also in receipt of PP, which she provides.</p>
Teaching Assistants	£17,074 (1167 hours of intervention)	<p>After analysing the data from last year’s interventions and discussing with teachers and teaching assistants we have a better understanding of what interventions are effective and why. We have therefore chosen our interventions based on this effectiveness data and have deployed TAs to deliver these interventions based on their training and experience.</p>	<p>TAs and class teachers have provided PP lead with intervention information ready for analysis by the end of each term; this has shown in the main that the interventions have been appropriate – confidence and ability has grown. The less able and SEN PP children need greater overlearning – where this has happened regularly, it has had a more beneficial effect on the children’s learning. It can be seen from the end of year data, and in line with the rest of the school, that children in receipt of PP funding (with high proportions being SEND), have met their targets in the main in both reading and maths.</p>

		<p>Whether a child is a low or higher achiever, an appropriately placed TA can make a great difference in helping the class teacher to diminish the difference and encourage the child to progress. TAs also provide high quality feedback between teachers and pupils – highly effective in supporting assessment and next steps for the child.</p>	<p>During the Autumn term, absence and other extenuating circumstances have meant that (in some classes) interventions have not been carried out as regularly as initially planned; less progress has been evident. This had an impact on outcomes.</p> <p>Through observations of the delivery of interventions, the PP lead has seen evidence of effective teaching; excellent tone and positive relationship with children; appropriate pace and repetition where necessary; progress evident in 15-minute sessions. Regular intervention snap shots taken regularly during PP lead management time have shown all observations to be positive.</p> <p>Where the groups have been above 1:5, less engagement and progress was evident.</p> <p>In light of this, the PP lead has: taken a skills audit and reflected on it; held regular meetings with TAs to discuss findings, approaches; restructured the TA timetable (in discussions with the head teacher); researched effective strategies through the EEF (Education Endowment Foundation); identified the areas and children who require greater frequency of intervention so as to impact on standards, the progress and attainment of the children and diminish the difference between the children in receipt of PP and the other children at Eureka.</p> <p>This was delivered to the whole staff during INSET September 2018.</p>
<p>Lunchtime Club supporting behaviour</p>	<p>£2633.40 2 x TA, 30 mins, 5 days per week</p>	<p>A high number of our children in receipt of the pupil premium also have SEND. These needs are often behavioural in nature and it means that these children find lunchtimes quite difficult. Through offering a lunchtime club these children are taught to engage with other children</p>	<p>Discussions with TAs and children (during 'drop-ins by the pp lead') indicate that children are enjoying the activities at lunchtime club. Sharing, working together is improving in the club and impacting on behaviour during lunchtime. This ensures that all children are calm when returning to class for the afternoon session, abler to focus and access their learning.</p> <p>This has supported many children over the year, enabled them to have a 'safe, happy and comfortable' lunchtime.</p>

Resources	£500	through play and sharing activities – they are also given a space to withdraw from the highly stimulating atmosphere outside, a place to avoid sensory overload which can cause behaviour issues for a number of our children.	This will be continued 2018-19.  Stimulating and engaging resources were purchased and are used by the children.
Resources for Interventions CPD	£2000	For high quality interventions to take place staff need to be suitably trained and resources need to be available to ensure the quality of the intervention is as good as it can be.	Anger Gremlin training and resources have been purchased for a TA to use to support our children who struggle with their anger. The approach has proved to be being effective; these children now talking about their feelings and responding to the strategies they are being given through the training.  Mindfulness Training and resources have also been purchased and delivered in one classroom as a trial – this has been very effective with some of the children and will be developed across the school during 2018-19 to improve the well-being of the children in receipt of PP, ensuring (as with Forest school) they experience an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and emotional well-being.
Total Budgeted Cost:	£24,463.40		

### Other Approaches

Resource	Predicted Expenditure	Reasons / Evidence	Review & Impact
Breakfast Club	Fairshare (paid for by	Public health experts at the University of Cardiff have found that children who eat a healthy breakfast	Throughout the year children in receipt of pupil premium have been invited to school to receive a free, healthy breakfast funded by both the Fairshare foundation and PP funding. This has had a positive

	DCC for this year) £2000	<p>before starting the school day achieve higher academic results than pupils who do not.</p> <p>Children from disadvantaged backgrounds are not always guaranteed a healthy breakfast due to deprivation and the relatively higher cost of healthy food – therefore by offering at school we can ensure that those children most at risk of not eating a healthy breakfast have a chance to do so.</p>	<p>effect on their attendance and their school readiness. It has also given the children opportunity to socialise with their peers over breakfast and through play at breakfast club – developing social skills in the process of providing them with a hot meal to start the day.</p> <p>The school will continue to subsidise places at Breakfast club for Pupil Premium pupils and do more to advertise it's availability through targeted parent mails and letters home.</p> <p>During the year 2016-17, the attendance of children in receipt of pupil premium rose from <b>34%</b> in the Autumn term, to <b>37%</b> in the Summer term.</p>
Positive Play	£750	<p>Sheffield Hallam University have conducted two evaluations of the intervention, the second one being a three year longitudinal study by Dr J. Empson.</p> <p>"There is statistically supported evidence that positive behaviour change occurs in children who have participated specifically in the Positive Play-Support Intervention"</p>	<p>Positive play INSET session was attended by all staff during the January 2018 INSET, this was well received.</p> <p>Staff gained a joint vision for the purpose of the positive play programme; priority for the children that need it as this will impact on the children's access of the curriculum.</p> <p>Evidence from Boxall profiles and behaviour logs has shown that this intervention has helped support children develop their social and behaviour skills – the intervention has proved effective when timetabled correctly and preparation time given. This year, more time has been given to TA's to prep for sessions. The programme has made a real difference to two of the children over 2017-18, they are currently receiving less sessions and will not continue with the programme; it has made a real difference to their lives. The Boxall profile shows this.</p> <p>As the children who benefit from Positive play are also 'high need' in other areas, it was felt that the room allocated for Positive play use, albeit child friendly, was far too 'busy' for our children. The TAs who run Positive Play used their resource funding to plan and create a much</p>
Positive Play Resources	£500		

			calmer, and comfortable area to work with their children. It has been a great success as the children are not over stimulated.
Subsidised Trips	£1000	In order to ensure access for all, school trips are subsidised for those pupils in need.	The Snowman whole school trip was funded by 50% per PP child – ALL children in school attended; all children participated in the learning the next day, much better informed. The whole school display in the hall is evidence of the engagement from the trip. This will continue. Other class visits have also been funded for the children in receipt of PP by the funding – enabling all to access and therefore access any follow up learning back at school.
Residential	£750	In order to ensure access for all, school trips are subsidised for those pupils in need.	Year 6 children visited Lea Green in June 2018 – 11 (58%) are children in receipt of PP; no child has missed out due to family circumstances. All children will foster deeper relationships with their peers and teachers; their resilience, self-confidence and wellbeing will improve; cohesion and a sense of belonging in the group also, will all enable them to widen and further develop pedagogical skills. Overall, their engagement with learning will be enhanced.  Extra staff were taken on the visit this year, due to the ‘high-need’ of the children in receipt of PP monies. This allowed the ratios to be smaller and all children able to access the whole experience positively.  We will continue to provide subsidised places next year.
Online Subscription for Pupil Premium children	£3000	Research by the Sutton Trust has shown that investment in digital resources can be moderately effective in raising standards for children in receipt of the pupil premium – as a school with a range of digital hardware the children have a lot of chances to access online resources both in school time, prior and after school – investing in digital logins targeting pupil premium	Software:  <b>Maths Support:</b> RM Easimaths; TimesTable Rockstars  Data from TT Rockstars with the 2017-18 Year 4/5 class group (for example) has shown very clearly that over the 20 weekly sessions, the PP children had doubled their accuracy and reduced their time per question. It has been successful as it is a great motivator; very child friendly; exciting with its competition element which the children enjoy; rewards them with tokens that they can spend buying items for their Rock Star; reports back to the children and teacher on progress.

			<p><b>Spelling and Phonics Support:</b> Nessy; Bug Phonics; Spelling and Grammar Bug</p> <p><b>Reading Support:</b> Bug Club; Bug Club Bridging Bands; Rapid Reading</p> <p>All of these resources engage, motivate and challenge the learning of the children; they add elements of competition with self, raise self-esteem, allow children to make errors and self-correct (in private to them), give constant praise, encouragement and reward. They reinforce learning that has gone on in the 'real' classroom, allow prior learning and exposure as well as extra practise to consolidate learning.</p>
Subsidised after school Clubs	£1000	<p>Research by Public Health England shows that pupils being healthy has a positive effect on their attainment. Giving children in receipt of the pupil premium funding a place at these clubs ensures that they access sport clubs and ensure that they do not miss out through economic circumstances.</p>	<p>During the 2017-18 academic year, there has been a wide range of after school clubs running at Eureka and these have been well attended by children in receipt of pupil premium.</p> <p>Sports clubs have run throughout the year, offering sessions for both KS1 and KS2. The attendance by children in receipt of pupil premium has varied over the year:</p> <p>% of children in receipt of PP funding per term has been as follows:</p> <p>Autumn: KS1 - 37%    KS2 47%</p> <p>Spring:   KS1 - 26%    KS2 40%</p> <p>Summer: KS1 - 27%    KS2 17%</p> <p>We have also had a STEM club running, primarily for KS2 – this was a trial for the summer term and proved to be popular. The children engaged with it well and continued to attend. This will continue next year and places will be offered to PP children on a rota basis – class teachers will be asked to identify children whom they think will respond well to this type of after school club.</p>

			<p>Phonics clubs have also been very popular in KS1 – these have been run in 2 classes over the year and been well attended by PP children.</p> <p>After school booster sessions were also offered for the year 6 pupils, supporting children in receipt of PP funding in their run up to SATS, to support them in mastering skills and becoming more familiar with SATs style questions. Attendance varied.</p>
Improving Attendance of children in receipt of PP		<p>Statistics show a direct link between under achievement and poor attendance. Regular attenders make better progress both academically and socially. Regular attenders find school routines and school work easier to cope with. Regular attenders find learning more satisfying. Regular attenders have an easier transfer to secondary school</p>	<p>Tracking, monitoring, following up, sending letters and holding meetings with Parents about their child’s poor attendance across the year for all PP children has impacted on the attendance of most of the children in receipt of PP who have poor attendance.</p> <p><b>58%</b> of the children in receipt of PP funding have improved their attendance over the year 2017-18.</p> <p>AT the end of the year, <b>21%</b> of children in receipt of PPs attendance had fallen below 90%. One of the highest reasons for low attendance is holidays in term time, mainly with children who are both SEND and in receipt of PP.</p>
Total Budgeted Cost:	£9,000		