



Eureka Primary School: Pupil Premium Strategy 2016 – 2017



Amount of Pupil Premium funding received 2016 – 2017

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| No of FSM Pupils | 39 Pupils |
| Number of Adopted Pupils | 3 Pupils |
| Total Pupil Premium Funding | £57,180 |

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:

- Our intake has a high percentage of children with special educational needs as well as being in receipt of pupil premium funding.
- Children at Eureka often start school lower than the expected level for their age in their baseline assessment particularly in areas underpinning literacy.
- Speech and Language of the children entering reception is often below that of their peers nationally.
- We have low parent participation with workshops and homework.
- 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.
- High levels of social deprivation in the area bring with them the associated problems of little access to books, IT equipment and learning resources at home as well as a limited world knowledge.
- The children enter school showing high levels of emotional fragility.

Rationale for Expenditure

| ACADEMIC | | | |
|--|------------------------------|---|---|
| Intervention / Area to be resourced | Predicted Expenditure | Reasons / Evidence | Review & Impact |
| SENCO | £20,500 | A large proportion of the pupils who are pupil premium are also SEN and the SENCO is 0.4 non – class based to ensure that the provision of these pupils are met. The SENCO supports with specialist advice for those children who have special needs and receive pupil premium funding. | SENDCo helped the PP Lead introduce new interventions such as the Read it, Write it intervention and supported the writing of IEP's with class teachers. SENDco also supported the liaison of teachers and the school with the families of vulnerable adults and further supported the liaison between different agencies. After review with the Headteacher and governors it was decided to increase the SENDco's role from 2 ½ days a week to 3 to continue the vital work they have been doing to support children with additional needs – many of whom are in receipt of the pupil premium funding. |
| Teaching Assistants | £23,200 | Teaching assistants deliver nationally recognised programmes of intervention in the afternoons in order to provide further support for learning needs in reading, writing and numeracy. Speech and Language programmes are delivered by teaching assistants with support from specialists and our SENCO. | After reviewing the effectiveness of interventions we have found that the majority of TA led interventions have either been moderately effective or highly effective – those that haven't proved to be so have been further analysed to find out why in the Pupil Premium intervention impact report. Moving forward the class teachers have been advised to which interventions to use within class and the TA's have been advised on improvements to make to their practice and feedback has been given on the many positives from last year. All interventions now have baselines and end assessments to make the measuring of progress easier. |
| After School Tuition | £1000 | Pupils who are underperforming receive small group and 1:1 tuition after school to support specific learning needs. Resources are purchased for use in booster clubs in Key Stage 1 and Key Stage 2. | After analysis it was found that after school tuition ran by teachers was the most effective, and that those with a specific focus worked best – such as phonics club or Year 6 SATS booster. Moving forward the school aims to ensure that any after school tuition has a clear focus and is teacher led. |

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| Lunchtime Learning Support | £1950 | Lunchtime sessions are used to support pupils with their spelling and home learning needs. Teaching assistants run clubs between 12:30 and 1:00 to offer targeted support from information provided by the class teacher. Each class has a dedicated lunchtime for spelling club and home learning. | This support proved to be ineffective in supporting children with their spellings and learning due to the inconsistent attendance of pupils at dinner time due to them taking time over their dinner or because of other commitments. It was also found that it lacked a specific focus – this lunchtime provision has been modified for the 2017/18 strategy. |
| Resources | £2000 | Specific resources are purchased and used to deliver and support nationally recognised programmes of interventions. | Resources such as base ten, whiteboards, grips, ink etc have all supported the delivery of nationally recognised programmes of intervention. |

WELL-BEING

| Intervention / Area to be resourced | Predicted Expenditure | Reasons / Evidence | Review & Impact |
|--|------------------------------|---|---|
| Family Support Worker | £5460 | The family support worker provides pastoral care for families and pupils in need and encourages them to participate with wider school life. For these families our Family Support Worker offers help, advice and encouragement to improve the attendance of the children she is working with. | The role of the family support worker has been retired due to the member of staff running it requesting a change in role. Conversations with the families involved in the programme provided positive feedback and the children whose families involved have shown greater involvement with home learning, spelling and clubs – however the improvement in their academic achievement and behaviours were very minor and it was deemed that this intervention was not good value for money and has been halted. |
| Positive Play | £3510 | 1:1 support for pupils with additional emotional needs supporting their emotional development to increase resilience and confidence. | 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. In the 2017/18 timetabling more time has been given to TA's to prep for sessions and money has been allocated to buy high quality resources to support the delivery of this intervention. |

ENRICHMENT / ENGAGEMENT

| Intervention / Area to be resourced | Predicted Expenditure | Reasons / Evidence | Review & Impact |
|-------------------------------------|-----------------------|---|---|
| Afterschool Clubs | £1000 | Funded places provide opportunities to take part in different after school clubs. | During the 2016/17 academic year children there has been a wide range of after school clubs running at Eureka and these have been well attended – to further extend the opportunities for children in receipt of pupil premium we will be offered funded places for children to attend paid for clubs such as Crafty Clay and Thursday football. |
| Breakfast Club | £500 | Encouraging children with poor attendance to engage with activities and the enjoy breakfast with their peers before school and offering subsidised child care for parents who struggle to pay for child minders to bring their children to school around work commitments. The adults in the breakfast work with the children and talk through any issues they may have had from the previous day or night and prepare them mentally for the school day ahead – improving their emotional well-being. | <p>Throughout the year several children have been invited to attend breakfast club for free (subsidised through the pupil premium). This has had a positive 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> |
| Subsidised Trips | £1000 | In order to ensure access for all, school trips are subsidised for those pupils in need. | Trip subsidies have proven to be very effective in ensuring that all children access the enriching benefits of off-site activities. The premium has also been used to fund places for parents to attend religious buildings to address issues of prejudice found in the community – we have seen some very positive effects from this use of pupil premium funding and so we will continue to offer subsidise places on school trips next year. |
| Residential | £500 | In order to ensure access for all, school trips are subsidised for those pupils in need. | All children eligible for school residential visits took part in the activities and the feedback from the residential visits were very positive from students, staff and parents. We will continue to provide subsidised places next year. |
| Total: | £60, 620 | | |

The outcomes that we are striving to achieve at Eureka through the use of the Pupil premium expenditure are as follows:

- For Pupil Premium Pupils to be in line with national averages in reading, writing, maths and gaps.
- For pupil premium pupils to be in line with national averages in reading, writing and maths combined.
- Increase the number of pupil premium pupils achieving greater depth by ensuring that all children on track to meet greater depth.
- Diminishing the difference between the pupil premium pupils and other pupils.
- Pupil premium pupils are accessing additional support for their learning through intervention in order to impact on standards.
- Increased self-esteem, confidence, motivation and engagement.

How we will track the impact and effect of our Pupil Premium Spending:

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, so we can identify any concerns or issues and develop effective strategies and interventions to promote improvements. The impact of interventions is analysed, with impact reports produced to enable us to evaluate value-for-money and appropriateness of the interventions chosen.

In 2017 we will use a range of data to analyse impact of spending:

- EYFS data – GLD and % at expected level in Reading, Writing and Number
- Year 1 Phonics outcomes
- Year 2 Phonics outcomes
- Key Stage 1 data
- Key Stage 2 data

Plus:

Outcomes of observations, work scrutinies, learning walks

Parental Attendance Logs

IEP Reviews for SEN children and children working on specific needs e.g. speech and language.

Views of children, families, staff and governors

Intervention analysis – For each intervention.

Attendance and exclusion data

Analysis of behaviour logs

Analysis of lunchtime behaviour logs