

Pupil Premium Profile September 2019

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people’s life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School’s Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

“Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.”

This money is used for additional support and resources to directly target these children or indirectly through releasing time for teachers to provide small group support. At Epworth Primary Academy we use our funding for a range of purposes suited to the individual needs of our children.

Epworth Primary Academy Pupil Premium Profile	
Total number of children in school	308
Number of pupil premium eligible children	38 inc 6 Service Children
Amount per child (FSM/Ever6)	£1300 or £300
Total pupil premium budget	£41600 + £1800 = £43400
Lead member of staff: Sean Woolley	Lead Governor:
PP review dates autumn term:	Deprivation index: 0.13 (national 0.21)

2019 outcomes attainment (end of last academic year)				
% of PPG children achieving		Pupils eligible for PPG	National average - all	National average – national PPG
Year 6	% achieving expected in reading, writing and maths	68%	65%	60%
	Reading	70	73	
	Writing	72	78	
	MAts	77	79	
Year 2	% achieving expected in reading	81	75	78%
Year 2	% achieving expected in writing	70	69	70%
Year 2	% achieving expected in maths	83	76	77%
Year 1	% achieving expected standard in phonics check			83%
EYFS	67% GLD			

Barriers to future attainment for children entitled to PPG	
In school barriers	Actions
A Poor oral skills in reception and Year 1(15% of PP are also SEN)	SALT learning programmes
B Middle ability PP are making less progress towards higher ability than other middle ability pupils across an academic year and key stage Disadvantaged children supported to achieve in mathematics compared to 100% in reading, writing and EGPS.	Precision teaching (intervention and developmental marking on a daily basis) PiXL KS2 and KS1 Writing intervention group twice weekly in Year 6 with Principal] Team teaching Year 6 and Year 7
C Pastoral support (43% PP are also supported at CP, CIN, EH or complex behaviour team)	Progress and achievement lead support Mental health awareness training EHA training Graduated approach training SCIP training for member of staff 2018 - 2019
External barriers	
D Low attendance rates PP are 96.13% (just at the target for all children of 96%)	Targeted support from PAL – tracking absence, monitored daily within school, home visits, daily contact with parents/carers, attendance rewards 1:1 targeted support for children
Financial limitations which don't enable children to engage fully in the wider curriculum	Support for experiences outside of school
Engagement with the Armed Forces leading to potential feelings of unsettledness	MKC Hero's Progress and Achievement leader intervention to ensure children are settled and their wellbeing is developed.

Current class	FS2	Y1	Y2	Y3	Y4	Y5	Y6
% PP (FSM/Ever6) in class	3 + 1 8.57%	5 11.36%	7 + 1 17.01%	3 + 1 7.5%	7 + 2 16.67%	7 11.11%	5 + 1 12.34%

Outcomes						
What is the intended outcome?	What will we do?	How much will it cost?	How many PPP will benefit?	Who will be responsible?	Who and how will this be checked?	What was the impact?
Quality teaching and learning for all						
Improve combined attainment and average scaled score in KS2	Reduce group sizes in KS2 by providing additional hours for experienced higher level assistant teacher to ensure targeted provision especially for the middle ability in reading and maths. Teachers working towards FFT targets. Additional targeted support each- day for children working below ARE in KS2 classes. Four a day maths daily in KS2. No Nonsense Spelling Year 2 – 6 precision teacher in Year 6 3 days per week PiXL intervention for KS1 and KS2	£17,000	26	Intervention teacher (JD) PiXL champion KS2 (JF)	Pupil progress meetings Data checks each half term Book scrutiny Moderation SLT	Children made progress across the school towards their FFT targets. Interventions were in place, Pixl used, along with precision teaching. Unfortunately there are no end of year outcomes due to COVID 19
Improve % of children attaining combined at	Provide CPD for teachers focussing on greater depth/focussed Interventions and deeper level questioning and PiXL intervention	£3000	38	Principal Teachers Assistant teachers	Data Observations	Children made progress across the school

standard across the school in reading, writing and maths	1:1 tuition and small group tuition for key marginal pupils who are targeted to reach combined at standard, including use of Easter School with Y6 teacher and PAL. Specific key marginal A2 writing groups with Principal twice weekly. Team teaching with Year 7 teachers.				Pupil progress meetings	towards their FFT targets. Interventions were in place, Pixl used, along with precision teaching. Unfortunately there are no end of year outcomes due to COVID 19
Improve % of children attaining expected standard at KS1 for reading, writing, maths and science	Intervention provided by additional hours for experienced higher level assistant teacher for KS1 Paired reading partners across the school impacting on daily reading Science assessment termly by subject leader	£3000		Principal Teachers Assistant teacher		Due to COVID 19 there are no end of year KS1 Figures available
Improve % of children attaining greater depth at KS1 in reading, writing and maths	Additional adult in the FS unit to ensure smaller groups and accelerated progress as earlier intervention. Intervention assistant teacher in KS1.	£7000				Children were making good progress in EYFS and KS1 until we were locked down Leading to no end of KS data.
Targeted support						
Progress and Achievement leader to support children's emotional needs	Progress and Achievement leader to provide support for children with emotional issues which are impacting on their progress. Also to develop self-confidence and self-esteem in children who need to develop in these areas. Embedding of 'fluent' life coaching to support pupils on a 1:1 basis Progress and achievement leads to monitor and maintain the improvements in attendance and punctuality for pupils. Improve the partnership with	£4500	Any of the 43 children	Attendance lead Behaviour lead Learning Mentors Admin team	Principal Case Studies Pupil Progress Meetings	Significant impact through out the year on children and the support provided for them and their families. This support continued with families during COVID lock down
Improve attendance and reduce the persistent absence of disadvantaged children				Learning Mentors Principal	SLT Case Studies Attendance figures	

	<p>parents and provide additional pastoral support for pupils in receipt of PP. 5 days holidays support/clubs/intervention to target key children to ensure that they are engaging throughout the year both in school and out of school Mental health and wellbeing training</p>	<p>£1000</p> <p>£1000</p>				<p>to ensure that mental health was addressed where required. Attendance was monitored on a daily basis as was access to home learning.</p> <p>No holiday club ran due to COVID but school remained open during Easter to support Key workers.</p>
Speech and language support	Support PP pupils who have a speech, language or communication delay higher focus in the early identification in EYFS, then targeted support throughout the rest of school.	£1500	3 Potential for more in EYFS	SENCO EYFS leader	SLT Case studies SEN half termly data Pupil Progress Meetings	Speech and language interventions continued up to COVID lock down in March. Following this where children were in school these interventions continued .
Other approaches						
Ensure children have wider curricular opportunities to broaden experiences	To ensure children broaden life experiences which supports understanding of the wider curriculum and to impact on writing standards. Subsidise trips to:	£1800	38	Finance manager	Principal Pupil questionnaires	Children were funded for a range of trips across the school including

	Whitby residential Hatfield residential Kingswood residential as well as day trips					targeted funding for children to access WE Day in Nottingham and London. Residential activity was cancelled due to COVID restrictions.
Ensure children have opportunities to work at home on appropriate material	Purchase of Year 6 revision guides so that children can independently work at home and support their own learning.	£500	6	Year 6 team	Principal Pupil Progress Meeting Data	Revision materials were provided for year 6 cohort prior to lock down and at the start of lock down, not knowing the length and whether SATs would continue.
Ensure children have the correct clothing to participate in physical education	Purchase of spare PE kits for every child to use	£500	37	PE subject leader	Principal	PE equipment purchased to support all children.
Ensure children are ready to learn daily	Funding of a tuck shop voucher scheme at no cost to parents, open to everyone with a targeted approach to ensure children entitled to PP attend.	£1000	22	Learning Mentors	Principal SLT Case studies Data	This was stoped due to COVID lock down

Forces funding	What should the SPP be used for? The Ministry of Defence states that: “Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on Service children of family mobility or parental deployment.” The funds should therefore be used for projects such as counselling for pupils with parents on deployment, improving methods of communication with parents deployed abroad, the creation of clubs like MKC Heroes, or paying for the hiring of additional staff when pupils join a new school or when parents are deployed. The SPP is not intended to be used to subsidise routine school activity.					Stopped due to Covid
To ensure the wellbeing of children does not impact on their academic achievements	PAL support in place to target fortnightly wellbeing support for forces children through group engagement and activities including visits.	1000	6	Progress Lead	Principal Governors	
To engage the children in the MKC Heros project	Support through PAL leader leading MKC activities in school supporting the project with key children and wider school community. http://mkcheroes.co.uk/	300	6	Progress Lead	Principal Governors	
Staff training on the impact of forces children.	Staff training delivered to staff on the impact of Forces families and how this can lead to issues with achievement and progress in school.	300	6	Progress Leader	Principal Governors	ACEs and trauma informed practice training given
Total expenditure	£					

Performance targets of PPG children 2019/20	
	FFT 20 Targets
KS2 % of PPG children achieving ARE in reading	70%
KS2 % of PPG children achieving ARE in writing	72%
KS2 % of PPG children achieving ARE in mathematics	77%
KS2 % of PPG children achieving ARE in R/W/M	62%
KS1 % of PPG children achieving ARE in reading	81%
KS1 % of PPG children achieving ARE in writing	70%
KS1 % of PPG children achieving ARE in mathematics	83%

KS1 % of PPG children achieving ARE in R/W/M	62%
EYFS % of PPG children achieving GLD	