

## Pupil Premium Statement

2015/16

1. Allocation: £67,980

2. Expenditure:

- £21,000 Teaching Assistant Support
- £2,000 School Visits
- £33,310 PP Teachers
- £11,660 Management

3. Impact of provision 2016

	School disadvantaged pupils	England state-funded schools other pupils
<b>Progress in reading</b>	-3.9 Average (-8.2 to 0.4)	0.3 Average (0 to 0)
<b>Progress in writing</b>	0.4 Average (-4 to 4.8)	0.1 Average (0 to 0)
<b>Progress in maths</b>	-3.6 Average (-7.3 to 0.1)	0.2 Average (0 to 0)
<b>Percentage of pupils meeting the expected standard</b>	50%	60%
<b>Percentage of pupils achieving a 'high' standard</b>	0%	7%
<b>Reading score</b>	98	104
<b>Maths score</b>	99	104

**2016/17**

**1. Allocation: £66,660**

**2. Expenditure:**

- **£35,571 Full time additional teacher provision – 5 days**  
**£21,342 Part time additional teacher provision – 3 days**

Pursuant with our ethos of promoting opportunity amongst all groups of children, the school employs two highly experienced qualified teachers, to work directly with children on an individual or small group basis. These teachers work across the whole school from Reception to Year 6. Provision is focused on the key skills of reading, phonics, writing and maths. This successful model is now in its second year at the school.

- **£4,047 half day per week of Deputy Head management time**

Our Deputy Head gave strategic direction, adjusting provision during the year, according to impact analysis. This was informed through detailed tracking of progress and analysis of teacher assessment data. Full reporting to the school's advisory and improvement group half termly and to the Trust termly. Regular monitoring of pupil work standards, teaching standards and performance management arrangements for teachers.

- **£1,000 75hrs of Teaching Assistant led KS1 booster classes**

Led by experienced and highly capable and specifically trained teaching assistants, this provision is before school in a small group. It is planned for by teachers and uses the teacher assessment diagnostics to fill gaps in the key skills of reading, phonics, writing and maths.

- **£2,500 90hrs of Teacher led KS2 booster classes**

Led by our experienced and highly capable Year 6 teaching team, these classes focused on preparation for transition to KS3. Again teacher assessment tools were used to identify and fill gaps in reading, writing and maths.

- **£2,000 funding for residential and day trips**

Our learning is underpinned by an exciting and enriching curriculum which means that all classes have a half termly inspirational activity planned – whether at school or in the community. Our Year 4 and Year 6 children also benefit from residential trips to support their social and emotional development as young citizens.

- **£200 music tuition**

The arts are championed at our school and we value highly the experiences that learning a musical instrument bring. Determination, resilience and an appreciation and enjoyment of the wider curriculum.

### 3. Impact of provision 2017

	School disadvantaged pupils	England state-funded schools other pupils
Progress in reading	-0.5	Average (0 to 0)
Progress in writing	-3.2	Average (0 to 0)
Progress in maths	-2.3	Average (0 to 0)
Percentage of pupils meeting the expected standard	27%	
Percentage of pupils achieving a 'high' standard	0%	
Reading score		
Maths score		

2017/18

1. Allocation: £69,520

2. Planned Expenditure:

- £35,926 Full time additional teacher provision – 5 days  
£21,555 Part time additional teacher provision – 3 days
- £6,214 one day per week of Inclusion Leader management time
- £1,100 75hrs of Teaching Assistant led KS1 booster classes
- £2,525 90hrs of Teacher led KS2 booster classes
- £2,000 funding for residential and day trips
- £200 music tuition

### Barriers to Learning at Eaton Primary School

Barrier	Strategies
learning difficulties – in acquiring basic skills in school	Quality first teaching: differentiation in class to support individual needs; additional support materials in class; specific interventions; on-going discussions between teacher & parents; SENDCo involvement; in-school assessments by SENDCo; External support: S &L, physio, family support, ed psych etc
emotional and social difficulties – making friends or relating to adults or behaving properly in school; low self-esteem and confidence	Counselling Conflict resolution Talk-time Nurture groups: lunchtime and intervention
specific learning difficulty – with reading, writing, number work or understanding information	Quality first teaching: differentiation in class to support individual needs; additional support materials in class; specific interventions; on-going discussions between teacher & parents; SENDCo involvement; in-school assessments by SENDCo; External support: S &L, physio, family support, ed psych etc
sensory or physical needs - such as hearing or visual impairment, which might affect them in school	Adapting resources Positioning of child in classroom Using hand-signals Sensory audit

	<p>ATT (e.g. laptop support)</p> <p>Hearing devices in classroom</p> <p>Care-plan in place</p> <p>Adaptation of environment to support</p>
<p>communication problems – in expressing themselves or understanding what others are saying</p>	<p>Opportunities to interact with peers</p> <p>Talk through problems and find solutions</p> <p>Peer to peer learning opportunities</p> <p>Resourcing: visual timetables/comic-strip conversations/social stories</p> <p>Behaviour charts</p>
<p>communication problems – in expressing themselves or understanding what others are saying</p>	<p>Opportunities to interact with peers</p> <p>Talk through problems and find solutions</p> <p>Peer to peer learning opportunities</p> <p>Resourcing: visual timetables/comic-strip conversations/social stories</p>
<p>Family difficulties – chaotic family life, poverty, mental health (parent), unemployment, marital problems, low-educational background (parent), illness in family, poor housing, low income</p>	<p>Nurturing classroom environment</p> <p>Regular contact with parents</p> <p>Referral to Early Help</p> <p>Offer of homework and booster clubs</p> <p>Talk-time</p> <p>Lunchtime nurture groups</p>
<p>Unsupported learning habits at home (lack of resources for learning/quiet space or support for homework)</p>	<p>Nurturing classroom environment</p> <p>Regular contact with parents</p> <p>Referral to Early Help</p> <p>Offer of homework and booster clubs</p> <p>Talk-time</p> <p>Lunchtime nurture groups</p>
<p>Attendance</p>	<p>Reward chart for child</p> <p>Regular contact with parents</p> <p>School to track attendance and meet with parents</p>