

EXCALIBUR PRIMARY SCHOOL PUPIL PREMIUM IMPACT 2018/2019

CONTEXT OF SCHOOL

Excalibur is a single form entry primary school with 210 pupils currently on roll. The catchment area is mixed; with mostly private and some housing association accommodation. Situated on the cusp of the county; a few of our pupils are from just outside the local authority, e.g. Stoke-on-Trent and Staffordshire local authority. We are situated in an area which is not greatly culturally diverse. Absence and exclusion figures are well below national average. Whole school attendance is currently 97% and has consistently been around this level for the last 4 years.

- Pupils claiming entitlement to free school meals is currently 2: 1%
- In receipt of pupil premium 8: 3.8% (of which 2 are SEND)
- 19 pupils have identified SEND: 11%, 3 pupils have an EHCP
- 112 boys: 53%, 98 girls: 47%.
- 2 pupils have English as an additional language: 1%.

Attainment on entry to the school is broadly in line with national age-related expectations. Children enter the school from a wide range of nursery and pre-school settings. Mobility within the school is low and the school community is stable; with more pupils joining at mid points throughout the year than leaving. Demand for places at the school exceeds provision. The overall contextual data of the school suggests that outcomes for pupils on leaving should be above national averages.

OBJECTIVES OF PUPIL PREMIUM SPENDING

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for some children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, mental health, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

In Excalibur, our key objectives in using the Pupil Premium funding are to ensure quality first teaching and widening of opportunity for all children. We are passionate about diminishing the difference between pupil groups. As a school, we have an excellent track record of ensuring that pupils make good progress. Through targeted interventions, we are working to eliminate barriers towards learning and progress and narrow any gap between pupil groups. Due to our low number of pupil premium children, we consider carefully how to best allocate the funds to ensure that it has maximum impact on outcomes

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of our children. We use careful analysis of internal data, historical attainment and progress rates together with qualitative data and robust self-evaluation to support us in deciding where and how to spend our pupil premium allocation.

The leadership team have used existing researches and publications, including those from: the OFSTED Good Practice series; “Effective pupil premium reviews” from the Teaching Schools Council; the DfE publication, Supporting the Attainment of Disadvantaged Pupils and the Teaching and Learning Toolkit from the Education Endowment Foundation. They have also consulted the following approaches when designing provision for the specific needs of this school:

- Griffith and Burns (Teaching Backwards)
- Sutton Trust (Quality First Teaching)

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT RECEIVED

Total number of pupils on roll	210
Total number of pupils eligible for pupil premium grant	8
Amount of Pupil Premium Grant received per pupil	PP - £1,320 PP+ - £1,900
Total amount of Pupil Premium grant received	£20,800

NATURE OF SUPPORT

Focus on learning in the curriculum	66%
Focus on social, emotional and behaviour	27%
Focus on enrichment beyond the curriculum	5%
Focus on families/community	2%

TARGETS RELATING TO CURRICULUM FOCUS

PP pupils (overall) attain in line with PP pupils nationally
PP pupils(not SEN) individual progress is at least expected

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Rag Rating Impact code					
Significant Impact		Impact	Limited Impact	No Impact	
RECORD OF PUPIL PREMIUM GRANT SPENDING					
Item/project	Cost	Rationale/ Intended Outcomes Research – EEF Toolkit/ Sutton Trust/ TSC	Evidenced through	Outcome	Rag Rating
Nurture Group	£2,717	<ul style="list-style-type: none"> Barriers to learning are reduced through addressing emotional needs. Pupil's emotional development is built. The self-esteem, social skills and behaviour of identified pupils will be improved, leading to increased confidence and attainment in the classroom. 	Boxall profiles Termly data Observations	Pupils emotional development has increased. Improved self-esteem, behaviour and social skills. PP children have made good progress.	
Lunchtime TA support for vulnerable pupils	£1,992	<ul style="list-style-type: none"> Barriers to learning reduced through addressing emotional needs. Potential conflicts during less structured times minimised, enhancing pupil's ability to learn. Pupil's emotional development is built. The self-esteem, social skills and behaviour of identified pupils will be improved, leading to increased confidence and attainment in the classroom. 	Termly data Observations	Structured activities have minimised conflicts and have meant that children have gone into class ready to learn. Social skills have improved.	
Y6 Booster Maths sessions	£1,746	<ul style="list-style-type: none"> Through QFT and in small groups, learning outcomes in maths are improved. 	Termly data	PP children have made accelerated progress. (see attached record sheet)	

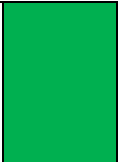
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		<ul style="list-style-type: none"> • Pupil's confidence with key concepts in maths is increased. • Learning tasks are tailored to the specific needs of the pupils, closing the gap in understanding. • Accelerated progress is made by the vast majority of pupils. 			
Y6 Booster Reading sessions	£1,746	<ul style="list-style-type: none"> • Through QFT and in small groups, learning outcomes in reading are improved. • Pupil's confidence in reading is increased. • Learning tasks are tailored to the specific needs of the pupils, closing the gap in understanding. • Accelerated progress is made by the vast majority of pupils. 	Termly data	PP children have made accelerated progress. (see attached record sheet)	
Peer to Peer Work Focus on Metacognition Feedback Questioning - (Bloom's mastery)	£874	<ul style="list-style-type: none"> • Pupils learning is enhanced through reflective practice. • Best practice is shared, improving teaching and outcomes for pupils. 	Teacher observations Termly data Learning Walks	Teachers have developed their skills in questioning, enabling children to extend their learning.	
Structured Conversations with parents	£0	<ul style="list-style-type: none"> • Targeted to support families in overcoming barriers to attendance and barriers to the pupil's learning. 	Attendance Register	Attendance of some PP children has improved.	

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CPD Metacognition Growth Mindset	£1,887	<ul style="list-style-type: none"> • Training for teachers to support pupils to think about their own learning more explicitly. • Pupils will become more resilient learners and outcomes will be improved. • Pupils will take greater responsibility for their learning and develop their understanding of what is required to succeed. 	Teacher observations Termly data Learning Walks	Classroom practice has improved. Children are more active in the learning process.	
Funding for My World Project	£932	<ul style="list-style-type: none"> • Social skills, independence, resilience and team work are developed through participation in group activities. • Pupils become more self-aware and a positive mind set is nurtured and developed. • Pupils are introduced to the world of work and are inspired to achieve their full potential through developing real life skills. 	Observations	The confidence of PP children has been boosted through working with peers. Aspirations have been raised.	
ACT PP Meetings/ Governors meetings	£934	<ul style="list-style-type: none"> • Best practice is shared through regular meetings. 	Pupil Premium Governor feedback	Approach to pupil premium has been improved and modified.	
Interventions Social Stories	£3,294	<ul style="list-style-type: none"> • Barriers to learning are addressed through morning/afternoon check-ins enabling children to access learning more readily. 	Observations Termly data	PP children are able to access their learning more quickly.	

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TA support for individual pupil.	£9,154	<ul style="list-style-type: none">• Access to QFT is enabled through support in the classroom.• Bespoke curriculum is provided responding to pupil needs.	Observations Termly data	PP child has been able to access the curriculum and has made progress.	
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2019 KS2 SATS Results

Caution should be taken in interpreting results due to the low numbers of PP children

	Maths, Reading and Writing			
	Cohort number	School % Meeting ARE	National % Meeting ARE	Difference
All subjects combined				
Non Pupil Premium	26	92%	65%	+27%
Pupil Premium	4	100%		+35%
Non Pupil Premium (-SEN)	23	87%		+22%
Pupil Premium (-SEN)	3	100%		+35%
School Gap		+13%		
Maths				
Non Pupil Premium	26	88%	79%	+9%
Pupil Premium	4	100%		+21%
Non Pupil Premium (-SEN)	23	91%		+12%
Pupil Premium (-SEN)	3	100%		+21%
School Gap		+9%		
Reading				
Non Pupil Premium	26	92%	73%	+19%
Pupil Premium	4	100%		+27%
Non Pupil Premium (-SEN)	23	96%		+23%
Pupil Premium (-SEN)	3	100%		+27%
School Gap		+4%		
Writing				
Non Pupil Premium	26	92%	78%	+14%
Pupil Premium	4	100%		+22%
Non Pupil Premium (-SEN)	23	96%		+18%
Pupil Premium (-SEN)	3	100%		+22%
School Gap		+4%		

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KS2 2019 data summary

- The attainment of disadvantaged children including SEN at Excalibur is above national averages for all children in reading, writing and maths.
- 100% of disadvantaged children including SEN achieved at least expected level of attainment in maths, writing and GPS.
- In reading 75% of disadvantaged children achieved the greater level of development.
- In GPS, 50% of disadvantaged children achieved the greater level of development.
- In writing 25% of disadvantaged children achieved the greater level of development.

Note: No pupil premium children in Y2