

EXCALIBUR PRIMARY SCHOOL PUPIL IMPACT 2019/2020

CONTEXT OF SCHOOL

Excalibur is a single form entry primary school with 214 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 98% and has consistently been around this level for the last 4 years.

- Pupils claiming entitlement to free school meals is currently 4: 2%
- In receipt of pupil premium 7: 3.4% (of which 2 are SEND)
- 23 pupils have identified SEND: 11%, 2 pupils have an EHCP
- 116 boys: 54%, 98 girls: 46%.
- 1 pupil have English as an additional language: 0.4%.

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	214
Total number of pupils eligible for pupil premium grant	7
Amount of Pupil Premium Grant received per pupil	PP - £1,320 PP+ - £1,900
Total amount of Pupil Premium grant received	£17,080,00

NATURE OF SUPPORT

Focus on learning in the curriculum	44%
Focus on social, emotional and behaviour	46%
Focus on enrichment beyond the curriculum	7%
Focus on families/community	3%

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	At the point of school closure, children accessing nurture group were making good progress both socially and academically.	
Lunchtime TA support for vulnerable pupils	£3,095	<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 	Termly data Observations	Discovery corner has continued to provide a valuable structure for some of our children at lunchtime. Disputes at lunchtime have been reduced and afternoon learning maximised. At the point of school closure the progress of the children making use of lunchtime provision was good.	

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		confidence and attainment in the classroom.			
Y6 Booster Maths sessions	£1,182	<ul style="list-style-type: none"> • Through QFT and in small groups, learning outcomes in maths are improved. • 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. 	Termly data	At the point of school closures, data showed that the children attending booster groups was good.	
Y6 Booster Reading sessions	£1,182	<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	At the point of school closures, data showed that the children attending booster groups was good.	
Peer to Peer Work Focus on Stretch and Challenge (Bloom's mastery)	£0	<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	Due to school closures, peer to peer work did not take place.	

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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	Although attendance of specified individuals had improved, due to school closures monitoring could not take place.	
RWI Y2	£3,922	<ul style="list-style-type: none"> Children's confidence with phonics is developed and improved. Children's reading skills are improved, giving the children more confidence in all subject areas. Children's self-esteem is improved as they become more successful readers. 	Observations Phonics Tests	At the point of school closures, the children had made good progress.	
ACT PP Meetings/ Governors meetings	£0	<ul style="list-style-type: none"> Best practice is shared through regular meetings. 	Pupil Premium Governor feedback	Only the Autumn term meeting took place and actions will be carried forward. Library visits took place. Most children involved with reading project were making good progress.	
Interventions Social Stories	£0	<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	No PP children accessed this provision.	
CAT	£580	<ul style="list-style-type: none"> Barriers to learning reduced through therapy sessions. 	Observations Termly data	Child accessing this provision made super progress socially as a result. Child has now left the school following a permanent placement being sourced.	
1-1 support	£11,530 received	<ul style="list-style-type: none"> Support for emotional needs during the school day. 		Child has been able to remain in school and behaviours have been managed. Child accessed provision during period of	

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	from Virtual School £12,667 cost for welfare assistant £1,137 cost	<ul style="list-style-type: none"> • Allows barriers to learning to be addressed through early identification of them. • Lack of disruption to other learners. 		lockdown which has supported a smoother return to school.	
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Total Allocation	£17,080,00
Total spend	£13,815
Carry forward	£3265