



Proposal spend for Pupil Premium 2016/17 and evaluation 2015/16

The Pupil Premium is an amount of money allocated by the Government to schools for:

- Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)
- Children who have been looked after continuously for more than six months
- Children whose parents are currently working in the armed forces

The DfE offer the following guidance on how the Pupil Premium is to be spent:

“In most cases the Pupil Premium is allocated to schools and is clearly identifiable. **It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility...**[Schools] will be held accountable for how they have used the additional funding to support pupils from low income families.”

The purpose of the information in this document is to inform parents, carers and governors how much Pupil Premium was received by Endike Academy for 2015-16, how it was spent and the impact it had on pupils' achievement. It also outlines the proposal for how Pupil Premium will be spent in 2016/17.

Endike Academy is located in the north of the city of Hull. The main electoral ward served by the school is Orchard Park and Greenwood; 69% of households are categorised within 10% of them most deprived households nationally. The percentage of pupils eligible for FSM in 2014-5 was 48% and in 2015/16 was 45% which is well above the national percentage of 26%. Despite the high percentage of children eligible for FSM, this figure is negatively impacted by the Universal Free Meals for children up to end of Key Stage 1 and the reduced cost of meals in KS2 of 50 pence.

Pupil Premium Governors: Bec Robinson & Tom Smith

Early Years pupil premium

This is additional funding for early years setting to improve the education for disadvantaged 3 and 4 year olds. In 2016/17 each child receiving pupil premium will be funded £302.10 for the full 570 hours stated funded provision.

At Endike Academy:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision 2015/16 Evaluation

Endike Academy received a total pupil premium budget of £251,760 for the academic year 2015-16. The following information outlines the impact of the provision both quantitative and qualitative.

Attendance

	% Absence
School disadvantaged	4.7 (95.3)
School non disadvantaged	4.1 (95.9)
School gap	0.6
National PP (validated 2015)	5.8 (94.2)
National Non PP (validated 2015)	3.7 (96.3)
National gap	2.1
School disadvantaged	4.7
National disadvantaged	5.8
School to National gap	+1.1%
Persistent absence Disadvantaged	11.2
Persistent absence – non disadvantaged	13.1

Analysis

Children in receipt of Pupil Premium have a higher attendance rate than national disadvantage. The in school gap for PP to non PP pupils is lower than national gap. Persistent absence for disadvantage pupils is less than national which is 18%.

EYFS – GLD outcomes

	School	National (2016)
Disadvantaged	60.0%	54%
Non Disadvantaged	61 %	72%
Gap	+1%	-18%

Analysis

Despite the school performing lower than the national average, the gap between Disadvantaged and Non Disadvantaged is nearly closed with FSM pupils outperforming NonFSM nationally.

Phonics

End of Year 1

	School 2015	National 2015	School 2016	National 2016
Disadvantaged	56.3%	66%	69.2%	69%
Non disadvantaged	81%	80%	70.6%	83%
Gap	-24.7%	-26%	-1.4%	-14%

Analysis

The percentage of disadvantaged pupils meeting the required standard of the phonics screening test has continued to increase since 2014. The gap between PP and Non-PP has reduced significantly from 2015 to 2016.

Key Stage 1

Outcomes for 2015/16 showing pupils in receipt of pupil premium – disadvantage attainment (National in brackets)

	Reading %		Writing %		Maths %		Combined	
	At exp standard	Greater depth						
Disadvantage	65%	0%	35%	0%	59%	0%	35.3%	0%
Non disadvantage	63%	17%	54%	12%	59%	19.5%	22%	7.3%
Gap	+2%	-17%	-19%	-12%	0%	-19.5%	-13%	-7.3%

Analysis

The in school gap is positive for reading at expected standard and is -19% for writing; in comparison to national disadvantaged reading is lower and writing is significantly below. Disadvantaged children who achieved expected standard in maths was less than national (59% compared to 77%) The percentage of disadvantaged children achieving combined is higher than those who are non-disadvantaged. There are gaps for all subjects and combined however at Greater Depth with Non-Disadvantaged outperforming Disadvantaged.

Key Stage 2

Outcomes for 2015/16 showing pupils in receipt of pupil premium – disadvantage attainment (National in brackets)

	Reading		Writing		Maths		SPAG	
	Expected	Greater depth						
Disadvantage	46% (71%)	0% (23%)	68% (79%)	4%	57% (75%)	7% (20%)	61% (78%)	7% (27%)
Non Disadvantage	65% (71%)	9% (23%)	74% (79%)	0%	78% (75%)	4% (20%)	61% (78%)	9% (27%)
Gap	-19%	-9%	-6%	+4%	-21%	+2%	0%	-2%

Analysis

There is a negative gap for reading but a positive gap of 4% / 2% for reading and maths at 'greater depth'. The gap is lowest for writing at 6%.

Outcomes for 2015/16 showing pupils in receipt of pupil premium – disadvantage progress

	Average Progress		
	Reading	Writing	Maths
Disadvantage	-3.34	-1.19	-1.08
Non disadvantage	-1.13	-2.91	-0.79
Gap	-2.21	+1.72	-0.29

Analysis

In writing, although a negative progress value, disadvantaged pupils made greater progress than non-disadvantaged. The gap was very small for maths.

Qualitative

Key Priority 1 Emotional Resilience and Nurture

To support specific pupils who have been identified as needing nurturing, self-esteem building and friendship work as well as improving attitudes of all towards themselves, others and learning.

ACTION:

1.1 Outside company to deliver one to one coaching and counselling.

1.2 Deployment of Home School Link Worker (HSLW) to provide pastoral support to vulnerable groups and families.

1.3 Use of 'Pupil's Attitudes to Self and School' (PASS) to identify those with low self-esteem and poor attitudes to school.

1.4 PSHE curriculum 'Jigsaw' to be implemented across the school in order to further encourage understanding and respect and to teach techniques of self-help and resilience.

Fluency Coaching to deliver 1:1 coaching to children who display low self-esteem in order to increase their belief in themselves, teach them techniques in order to increase their emotional resilience.

HSLW to develop relationships between children and parents/carers in addition to building the relationship between the home and school. HSLW to support children and families with emotional and social issues and as well as signposting to agencies to assist with mental health issues and supporting these processes.

PASS allows for swift identification of those vulnerable children who are showing negative attitudes towards themselves and school, HSLW and 'Pastoral Team' to carry out 1:1 work with those identified in order to improve their

All staff members to deliver 'Jigsaw'. The curriculum is a whole school approach which ensures that all staff and children are responding to issues with the same mindset and attitude.

RATIONALE

Sutton Trust and EEF toolkit – social and emotional learning – moderate impact, moderate cost +4months

Sutton Trust and EEF toolkit – parental involvement – moderate impact, moderate cost +3months

Ofsted The Pupil Premium Sept 2012 – Case study – Creating a nurture group to improve achievement – Impact 'Pupils made considerable progress from starting points, both in the social, emotional and behavioural aspects and with reading and writing skills.'

Dates	Person responsible	Monitoring and Evaluating	Cost	Success Criteria
Sept 2015	EB LB AL	Feedback and evaluations from nurture TOAP – behaviour and attitudes to learning Behaviour audit Tracking - otrack	1.1 1.2 1.3	Children demonstrate positive attitudes to self and school. Behaviour in SEF judged to be good. Jigsaw is embedded throughout the school with weekly, whole school values.

Evaluation - Summer 2016

100% of lessons judged to be good with 28% as outstanding and 17% good with outstanding elements – quality first teaching is embedded across the school and all children have access to high quality teachers.

The number of fixed term exclusions for PP pupils matches the number for Non-PP pupils with three pupils from each group receiving fixed term exclusions throughout the year.

Disadvantaged Attainment Summer Term 2

Year groups	Reading % ARE+	Writing % ARE+	Maths % ARE +
1 (1 chd = 4.3%)	48%	48%	52%
2 (1chd = 7.1%)	71%	43%	71%
3 (1chd = 4%)	52%	48%	68%
4 (1chd = 2.9%)	50%	47%	53%
5 (1chd = 2.6%)	72%	72%	69%
6 (1chd = 4.2%)	75%	75%	75%

A higher percentage of children are reaching ARE or above in Year 5 and 6 than in any other year group. This is positive and shows that as a school, the provision put into place is working in order to close the gap between disadvantaged and non-disadvantaged.

Behaviour judged to be good in SEF.

End of year behaviour report indicates that there are less than 1 incident per day in each year group. The highest number of incidents of behaviour incidents are in Y5 and Y6 where there are high levels of need.

The whole cohort profile analysis from the PASS survey report shows that KS2 children have a high level of satisfaction with their school experience; this is based upon 9 factors ranging from 'Self regard as a learner' to 'Response to curriculum demands'. This shows that despite high expectations from staff and the demands of the curriculum, children still feel extremely happy at school.

Key Priority 2 To continue to improve attitudes to learning, self and others in order to improve behaviour across the school.

ACTION:

2.1 Continue to offer free breakfast club

2.2 Deployment of HSLW

2.3 Deployment of Behaviour Support Worker

2.4 Behaviour and attendance awards

2.5 Reduced timetable for designated safeguarding teacher

Free breakfast club to be available for all children including those in receipt of Pupil Premium to ensure children are ready to start learning.

Behaviour Support Worker to support children whose behaviour is impacting on the learning and wellbeing of themselves and others.

HSLW to support vulnerable families and children, offer emotional support, improve attendance, support behaviour in classrooms.

Safeguarding teacher to carry out work with children to improve their emotional wellbeing in order to improve their concentration and focus in class.

Awards as an incentive to improve behaviour and attendance.

RATIONALE

Educational Endowment Fund research shows that increasing parental engagement results in 3 months progress added.

EEF research into Social and Emotional Learning shows that it has a positive impact of 4 months progress.

EEF research into Magic Breakfast showed a 2 month gain in progress for Year 2 and 6 pupils. Teacher's evaluations showed an improvement in behaviour and concentration.

Dates	Person responsible	Monitoring and Evaluating	Cost	Success Criteria
Summer 2016	LB/EB/CD/AL	Exclusion data Year 2 and Year 6 Breakfast Club attendance Support to vulnerable families 100% attendance statistics	2:1 2:2 2:3 2:4 2:5	Disadvantage pupils make at least good progress in R W and M and majority are secure at AREs by end of year. In school gap disadvantage to non disadvantage has narrowed. Number of exclusions for disadvantaged pupils is in line with those who are non-disadvantaged.

End of year evaluation

Disadvantaged Attainment Summer Term 2

Year groups	Reading % ARE+	Writing % ARE+	Maths % ARE +
1 (1chd = 4.3%)	48%	48%	52%
2 (1chd = 7.1%)	71%	43%	71%
3 (1chd = 4%)	52%	48%	68%
4 (1chd = 2.9%)	50%	47%	53%
5 (1chd = 2.6%)	72%	72%	69%
6 (1chd = 4.2%)	75%	75%	75%

The attainment of those children who are disadvantaged increases as they move throughout the school. This clearly shows that the provision put in place by the school is successful in raising the attainment of those disadvantaged children. This shows that children are ready to learn and are showing a level of behaviour which allows for progress to be made within the classroom.

4 referrals were made to and accepted by the Early Help team to help support vulnerable families as identified by the HSLW and Safeguarding Lead.

Behaviour across the school was judged within the SEF to be good both in and out of lessons with some behaviour within lessons being judged to be outstanding. Behaviour judged to be Good in 2015 as a result of Ofsted inspection.

Key Priority 3 Punctuality and Attendance

ACTION:

- 3.1 Appoint HSLW to monitor attendance and punctuality.
- 3.2 Offer rewards to those children with 100% attendance as incentives.
- 3.3 HSLW and CP coordinator to work closely with families of children with persistent absence or poor punctuality.
- 3.4 Endike Breakfast Club.

HSLW to work closely with children whose attendance is low or those who have poor punctuality. HSLW to monitor patterns and work closely with families whose attendance/punctuality is causing a concern.

Half termly certificates presented to those with above 95% attendance and prizes and awards at the end of the year for those with 100% attendance.

HSLW and Safeguarding Lead to work with families to increase attendance/punctuality by working to solve the reason for their poor attendance, referring to Early Help when needed.

Magic Breakfast Club set up to offer free places to encourage parents to bring their children to school from 8.20am.

RATIONALE

A government report 'The Link Between Absence and Attainment at KS2 and KS4' found that 'pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 per cent of all sessions.'

Dates	Person responsible	Monitoring and Evaluating	Cost	Success Criteria
Sept 2015	EB LB AL	Daily monitoring by HSLW and communication with parents. Half termly KPIs monitor attendance for Disadvantaged and Non Disadvantaged pupils.	3.1 3.2 3.3 3.4	Disadvantage pupils attendance is SEND pupils make at least good progress in R W and M and majority are secure at AREs by end of year. In school gap SEND to non SEND has narrowed. % Disadvantage pupils working securely at end KS1 and KS2 is higher than national. %SEND pupils working securely at end of KS1 and KS2 is higher than national.

End of year evaluation

	% Absence
School disadvantaged	4.7 (95.3)
School non disadvantaged	4.1 (95.9)
School gap	0.6
National PP (validated 2015)	5.8 (94.2)
National Non PP (validated 2015)	3.7 (96.3)
National gap	2.1
School disadvantaged	4.8
National disadvantaged	5.8

School to National gap	+1 – positive gap
Persistent absence FSM	11.2
Persistent absence – non FSM	13.1

The attendance of the pupils who are disadvantaged is above that of national disadvantage which shows the provision put in place by the school is effective. There is a small gap between those who are in receipt of PP and those who are not.

The daily breakfast club is popular with parents and is used by a number of disadvantaged children.

Key Priority 4 Teaching & Learning

ACTION:

4.1 Breakfast club

4.2 100% attendance promotion

4.3 Speech and Language TA Full Time

4.4 Deployment of Level 2 TAs

4.5 Deployment of teachers for Phase 4

4.6 1:1 booster groups

4.7 Deployment of HSLW

Breakfast Club with resources and food - free. Provide breakfast club for children to help with their readiness to learn and wellbeing. Ensuring children start the day in the right way and improve punctuality and attendance of targeted children across all phases.

Provision for attendance prizes including 100% attendance

School nurse to provide support and guidance for children (and parents) who have particular social, emotional and health concerns so that they attend school regularly.

Deployment of HSLW to follow up each unreported absence, collect children when necessary and liaise with parents regarding the importance of attendance and punctuality.

Improving classroom practice through sustained professional development and training. Outstanding practice in supporting the achievement of Pupil Premium children centres on Quality First Teaching and Endike has a commitment to providing high quality teaching and learning in all classes.

To enable pupils in receipt of PP to have additional educational materials to support their learning at home.

1:1 / small group interventions to target disadvantaged pupils and close the gap vs non-disadvantaged.

1:1 / small group interventions for year 6 disadvantaged pupils to close the gap and improve outcomes.

EYFS links with local clusters

RATIONALE

Ofsted The Pupil Premium Sept 2012 – Case study -Focusing on attendance impact '*Attendance has risen overall and persistent absence fallen. The attendance of pupils eligible for FSM was 99% in 2012.*

Dates	Person responsible	Monitoring and Evaluating	Cost	Success Criteria
September 2015	AL LB	100% attendance info SIMS and inventory pupil records – gov reports	4.7	Improvements in punctuality and attendance. Attendance at least in line with national. % absences

		RAISE		for disadvantage pupils to be below 4.5% (and below national 2013 6.5%) Persistent absence reduced to well below national
	All teaching staff	Planning intervention groups - Differentiation - Embedding mastery curriculum - Observations of outstanding classroom practice internally and across DRET - Planning - Moderating books internally and across DRET - Effective feedback	4.3 4.4 4.5 4.6	Improved outcomes closing the gap

End of year evaluation

Year Groups	All	Disadvantaged	Non Disadvantaged
Whole School	53.7% (183/341)	51.4% (89/173)	56.0% (94/168)
Year 1	51.7% (30/58)	39.3% (11/28)	63.3% (19/30)
Year 2	43.9% (25/57)	40.0% (6/15)	45.2% (19/42)
Year 3	55.2% (32/58)	43.3% (13/30)	67.9% (19/28)
Year 4	45.6% (26/57)	44.1% (15/34)	47.8% (11/23)
Year 5	56.7% (34/60)	61.9% (26/42)	44.4% (8/18)
Year 6	70.6% (36/51)	75.0% (18/24)	66.7% (18/27)

By the end of KS2 the gap between Disadvantaged and Non disadvantaged had closed and children in receipt of Pupil Premium were out performing those who were not in receipt of Pupil Premium.

Key Priority 5 Aspiration and enrichment

To extend children's experiences and promote aspiration.

ACTION:

- 5.1 Music tuition
- 5.2 Subsidising School trips
- 5.3 Theatre in School
- 5.4 Library

With the combined intention of raising aspirations and confidence in our young people and families, to ensure a commitment to education and a higher chance of success, our emotional wellbeing team provide targeted intervention, to support the emotional wellbeing of vulnerable children and families, to secure their inclusion and participation in school. This support includes;

- Daily 1:1 early intervention, both emotional support and nurturing
- Out of school clubs led by professional coaches and school staff
- Clubs during the school day for targeted children
- Subsidised family trips
- Seasonal activities
- Home visits and support
- Holiday clubs for vulnerable groups
- Employ music tutor to provide 1:1 and group music tuition with a range of instruments in order to extend children's experiences and encourage a love of music.
- 3 performances by M&M Productions per year.
- Shakespeare Schools Festival to widen experiences and build confidence leading to a professional theatre production performance at the University of Hull.

RATIONALE

Endike Charter 2015

Dates	Person responsible	Monitoring and Evaluating	Cost	Success Criteria
Sept 2015	PF	Music questionnaires and monitoring. Concerts and performances Otrack Feedback from pupils and parents	5.1	Uptake of music tuition is full with range of instruments. Children perform in concerts with confidence and a love of music. Children's engagement in lessons and learning ensures that all children including disadvantaged pupils make at least good progress in R W and M and majority are secure at AREs by end of year. Children perform with confidence through enjoyment and skill. Number of awards received is increased from previous year. Feedback from parents is overwhelmingly positive.

Provision 2016/17

Endike Academy received a total pupil premium budget of £238,000 for the academic year 2016/17. The Early Years pupil premium funding budget is £1300. Having carefully considered Pupil Premium needs within the school, the action plan below sets out how this money will be used to fund activities, initiatives and staffing.

The full cost of this provision for 2015/16 is £257,649.50 of which £238,000 will be provided by the School's Pupil Premium.

The key priorities are:

- **Emotional resilience and wellbeing:** To support pupils who have been identified as needing specific nurturing, self-esteem building and friendship work.
- **Attitudes to learning:** To continue to improve the attitudes and behaviour of pupils who are disadvantaged.
- **Increase outcomes for disadvantaged pupils** - reading, writing, and maths: increase attainment for disadvantage and SEND children narrow the gap to non.
- **Attendance:** To improve punctuality and increase attendance.
- **Aspiration and enrichment:** To extend children's experiences and promote aspiration.
- **Early Years provision:** To develop numeracy through Numicon.

Key Priority 1 Emotional Resilience and Nurture

To support pupils who have been identified with low self-esteem, resilience, social skills or poor well-being and mental health in addition to improving the attitudes of all learners towards themselves and others.

ACTION:

1.1 Deployment of Home School Link Worker (HSLW)

1.2 Deployment of a Level 2 TA with responsibility for Pastoral Support

1.3 Deployment of SENCo to identify specific social and emotional needs

1.4 Fortis Coaching to deliver staff training

1.5 Fluency Coaching to develop life skills and resilience for pupils

1.6 Whole school approach to PSHE through Jigsaw

HSLW worker to deliver support/intervention when and as needed; leading from the child's needs and In liaison with the SENCo and other outside agencies such as Social Care or CAMHS. HSLW to also support parents with their approach, offering guidance and signposting to other agencies in order to ensure that the pupil's wellbeing is the best that it can be.

Level 2 TA to work alongside HSLW as a Pastoral TA to ensure that all children are given time to discuss any issues that they may have which are effecting their emotional wellbeing. Pastoral TA to deliver interventions to improve

emotional resilience, self-esteem and social skills. Pastoral TA to also liaise with parents/carers to ensure that they are fully involved in successes and ways forward.

Deployment of SENCo to assess the needs of children for who concerns are being raised by staff regarding their attainment and/or progress. SENCo to ensure that high quality Termly Support Plans (TSPs) are in place for these children whose need has been identified as Social and Emotional. SENCo to review the effectiveness of interventions, the impact that it has had and give new targets or approaches where necessary.

Fortis Coaching to deliver staff training which will further improve staff's understanding of the psychology of children, effective communication, how to enable children to deal with stress effectively and how to encourage children to monitor and positively affect their own emotional wellbeing.

Fluency coaching to deliver 1:1 coaching sessions to 8 children per term who have been assessed as being in most need of emotional support for any reason. Fluency to also deliver coaching to 2 parents/carers per term which, as a result, will impact positively on their children within these families.

Whole school approach to PSHE to enable children to discuss their well-being during Monday and Friday circle times as well as developing a whole school environment of awareness of feeling of self and others.

Two Level 2 TAs undertaking ELSA training to enable more staff to improve the wellbeing of pupils to ensure that they are able and ready to learn.

All staff to be trained in Attachment and Trauma and adapt policies and practices in accordance.

RATIONALE

Sutton Trust and EEF toolkit – parental involvement – moderate impact, low cost +3 months

Sutton Trust and EEF toolkit – social and emotional learning – moderate impact, moderate cost +4 months

The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes “For academic achievement, emotional, behavioural, social and school well-being at ages 7, 10 and 13 are significantly correlated with later academic achievement at KS2 (11) KS3 (14) and KS4 (16).”

Dates	Person responsible	Monitoring and Evaluating	Cost	Success Criteria
Sept 2017	EB, LB and CD	Feedback and evaluations from nurture TOAP – behaviour and attitudes to learning Behaviour audit Tracking – otrack – focus on identified pupils receiving support	1.1 1.2 1.3 1.4 1.5 1.6	Children are ready to learn. As a result disadvantage pupils make at least good progress in R W and M compare to other pupils of similar starting points and majority are at least secure at AREs by end of year. Behaviour in SEF judged to be good.

Interim Evaluation – February 2017

Behaviour policy adapted in January 2017 to reflect importance of respect within the school.

Behaviour judged to be good within the SEF.

Percentage of disadvantaged pupils reaching combined ARE is 8% lower than those who are non-disadvantaged.

Coaching is having a positive effect on children identified which has led to more engagement within the classroom.

Key Priority 2 Attitudes to learning:

To continue to improve the attitudes and behaviour of pupil's who are disadvantaged.

ACTION:**2.1 Deployment of HSLW****2.2 Deployment of Pastoral TA****2.3 Rewards for behaviour****2.4 Fortis and Fluency coaching****2.5 Small, adult led weekly core subject lessons in Year 6**

HSLW to use extensive knowledge and skills in behaviour management and attitudes to work 1:1 or in small groups with children who are at risk of becoming disengaged with school.

Pastoral TA to work on individual TSP targets which encourage progress of soft data such as concentrating, paying attention and actively listening.

Rewards for 'green behaviour' to be given weekly during achievement or star of the week assemblies led by the Headteacher or an Assistant Headteacher.

Half termly reports used as a tracker for each child throughout the school to monitor and reward: homework, effort, achievements, behaviour attendance and punctuality. Rewards for 6 'gold' standards obtained are given out at the end of year assembly.

Fortis and Fluency coaching allows children to speak about the complex issues which they may be dealing with which are the root of their attitude or behaviour. Children are given methods of dealing with situations and feelings more positively.

One afternoon per week, children in Year 6 are split into small groups of around 8 children; learning is then able to be more personalised with highly effective feedback which results in rapid progress.

RATIONALE

Sutton Trust/EEF toolkit – behaviour intervention – moderate impact for a moderate cost +4 months

Sutton Trust and EEF toolkit – social and emotional learning – moderate impact, moderate cost +4 months

Sutton Trust and EEF toolkit – feedback – high impact, low cost +8 months

The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes "For academic achievement, emotional, behavioural, social and school well-being at ages 7, 10 and 13 are significantly correlated with later academic achievement at KS2 (11) KS3 (14) and KS4 (16)."

Dates	Person responsible	Monitoring and Evaluating	Cost	Success Criteria
Summer 2017	EB, CD, LB	Provision map Otrack TSPs	2:1	Disadvantage pupils make at least good progress in R W and M and majority are secure at AREs by end of year. In school gap disadvantage to non disadvantage has narrowed. Behaviour judged to be good or higher in SEF.

Interim Evaluation**February 2017 –**

Percentage of Disadvantaged pupils who are achieving combined ARE is only 3% lower than those who are disadvantaged in Year 6.

Behaviour was judged to be Good in SEF.

Children who are not making good progress have been discussed during appraisal and pupil progress meetings and individual plans are in place and ongoing to ensure that they begin to make either rapid or appropriate progress.

Any barriers to learning – concerns around possible SEN have been flagged up with SENCo just as any concerns around behaviour or attendance have been raised with HSLW/Attendance Officer.

Key Priority 3 Increase outcomes for disadvantaged pupils - reading, writing, and maths: increase attainment for disadvantage and SEND children narrow the gap to non.
Increase attainment for disadvantage children and SEND and narrow the gap to NON.

ACTION:

- 3.1 Deployment of seven Level 2 teaching assistants to provide high quality interventions and feedback to increase progress and attainment.
- 3.2 Provide focussed twilight training which increases TAs understanding of barriers to learning and how to deliver effective feedback and interventions.
- 3.3 TA to deliver speech and language programmes to pupils with specific needs.
- 3.4 1:1 tuition for Phase 4 within Easter holidays and after school.
- 3.5 Two additional teachers to boost progress in Phase 4.

Level 2 TAs to deliver specific interventions in Reading, Writing and Maths which are created by class teachers and reflect the children’s needs in order to raise attainment.

Focussed twilight training for teaching assistants aimed at increasing skills in: offering support whilst fostering independence, effective feedback, understanding the term disadvantaged, understanding the curriculum, etc.

Level 3 TA to deliver speech and language support in order to improve identified children’s speech and or language skills (1:1 or small group work)

1:1 tuition for Phase 4 in order to deliver focussed lessons in Reading, Writing and Maths to raise attainment to meet national.

Two additional teachers to deliver group intervention of around 8 children; learning is then able to be more personalised with highly effective feedback which results in rapid progress.

RATIONALE

Sutton Trust/EEF toolkit one to one tuition moderate impact +5months
Ofsted The Pupil Premium Sept 2012 – Case study Gap busting (impact secondary based)

Dates	Person responsible	Monitoring and Evaluating	Cost	Success Criteria
Sept 2017	EB, CD, LB	Impact of training – self assessment Observations of interventions Otrack data Intervention sheets	3.1 3.2 3.3 3.4 3.5	Disadvantage pupils make at least good progress in R W and M compared to similar children with similar starting points and majority are secure at AREs by end of year. In school gap disadvantage to non disadvantage has narrowed. SEND pupils make at least good progress in R W and M and majority are secure at AREs by end of year. In school gap SEND to non SEND has narrowed.

				<p>% Disadvantage pupils working securely at end KS1 and KS2 meets national.</p> <p>Children are making good progress in Speech and Language and are meeting targets as set by the S&L TA/SENCo/S&L unit.</p> <p>Interventions are effective and accelerate pupil's learning.</p>
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**Interim Evaluation
February 2017 –**

On Track To Achieve ARE							
	Whole School	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disadvantaged	34.5%	41.7%	41.4%	37.5%	37.5%	14.7%	40.5%
Non-Disadvantaged	47.1%	50%	67.7%	45.2%	57.1%	11.5%	44.4%
Gap	-12.6%	-8.3%	-26.3%	-7.7%	-19.5	-3.2	-3.9

The gap between disadvantaged and non-disadvantaged is closing in Years 3, 5 and 6. Intervention is ongoing to ensure that this continues for these children in those years and that the gap is narrowed further in Years 1, 2 and 4. Children who are disadvantaged in Reception are currently outperforming those who are non-disadvantaged in Reading, Writing and Number.

April 2017 –

Key Priority 4 Attendance

To improve punctuality and increase attendance.

ACTION:

4.1 Breakfast club

4.2 100% attendance promotion

4.3 Deployment of HSLW

HSLW to work closely with children whose attendance is low or those who have poor punctuality. HSLW to monitor patterns and work closely with families whose attendance/punctuality is causing a concern.

Half termly certificates presented to those with above 95% attendance and prizes and awards at the end of the year for those with 100% attendance.

HSLW and Safeguarding Lead to work with families to increase attendance/punctuality by working to solve the reason for their poor attendance, referring to Early Help when needed.

Endike Breakfast Club set up to offer free places to encourage parents to bring their children to school from 8.20am.

HSLW to monitor persistent absenteeism and, after meetings and target setting with the family, arrange with the LA for penalty fines to be given to the parents.

RATIONALE

Ofsted The Pupil Premium Sept 2012 – Case study -Focusing on attendance impact '*Attendance has risen overall and persistent absence fallen. The attendance of pupils eligible for FSM was 99% in 2012.*

Dates	Person responsible	Monitoring and Evaluating	Cost	Success Criteria
Sept 2017	EB CD LB AL	100% attendance info SIMS and inventory pupil records – gov reports RAISE	4:1 4.2 4.3	Improvements in punctuality and attendance. Attendance at least in line with national. % absences for disadvantage pupils to be below 4.7% (2016). Persistent absence reduced to below 11.2% (2016)

Interim Evaluation

February 2017 –

Attendance of Disadvantaged: 93.88%

Attendance of non-disadvantaged: 95.15%

The HSLW has continued to monitor attendance, meet with parents and liaise with the local authority in order to reduce persistent absence.

April 2017 -

Key Priority 5 Aspiration and enrichment

To extend children’s experiences and promote aspiration.

ACTION:

5.1 Music tuition

5.2 Subsidising School trips

5.3 Enrichment Theatre Groups

Employ music tutor to provide 1:1 and group music tuition with a range of instruments in order to extend children’s experiences and encourage a love of music. 41

As part of charging policy, reduced cost of trips and visits so to ensure all children have access.

RATIONALE

Endike Charter – for all children to have access to a wealth of extra-curricular activities and have a wide range of experiences by the time they leave primary school.

Dates	Person responsible	Monitoring and Evaluating	Cost	Success Criteria
Sept 2016	LB EB CD AL	<p>Class teachers to monitor the attendance of trips and visits.</p> <p>Parent/Carer feedback forms show positive views of the school's enrichment and children's enjoyment.</p> <p>All children attend four theatre performances by M&M productions which inspires writing and other areas of the curriculum.</p>	<p>5.1</p> <p>5.2</p> <p>5.3</p>	<p>Uptake of music tuition is full with range of instruments.</p> <p>Children perform in concerts with confidence and a love of music.</p> <p>Children's engagement in lessons and learning ensures that all children including disadvantage pupils make at least good progress in R W and M.</p> <p>Feedback from parents is overwhelmingly positive.</p>

Interim Evaluation

February 2017

All children have attended 2 M&M performances which has been enjoyed immensely and inspired characters and story development.

All children were part of a visit by author David Lawrence Jones in the Spring Term which had a hugely positive impact on them with many children buying copies of the book or reading copies bought by the school.

Instruments currently being played by children in KS2 are glockenspiels, double bass, violin, flute and recorders. All children playing these instruments, with the exception of those playing recorders, are working towards exams.

April 2017 -

Key Priority 6 EYFS

To develop child led learning.

ACTION:

6.1 Attendance at Anna Ephgrave course.

6.2 To develop Early Literacy Skills through use of puppets and attendance at 'Puppet Interactive Story Telling' workshop.

6.3 To develop Early Numeracy Skills through attendance at Numicon course.

6.4 Let's Talk implemented in Nursery for children who are disadvantaged.

Staff to develop a child focussed and child led approach to the curriculum. Each child within Nursery and Reception have one week throughout the term where the focus is to develop a love of learning by following and encouraging the child's interests. Each child who is in receipt of Pupil Premium will have 2 focussed weeks. The termly consultation meeting with parents has been replaced by an depth meeting each term which allows for more focussed discussion between the child, family and school around learning.

Staff to receive training on the use of puppets to develop characters, stories and model interactions. This will then support their independent writing in Reception and their whole class 'Story Innovation' in Nursery.

Staff to receive training on the use of Numicon to develop early numeracy skills in Nursery and Reception. This approach will then be implemented in the setting in both free play and adult led activities.

RATIONALE

Teaching and Play in the Early Years – A Balancing Act, June 2015: ‘The most skilled adults we saw during our visits made these decisions almost automatically. They combined a deep understanding of each child in their care with a thorough understanding of child development and an expert level of subject knowledge. They could identify quickly the exact, small steps to continue a child’s learning journey.’

Sutton Trust/EYEEF toolkit – Early Literacy Approaches +4months

Sutton Trust/EYEEF toolkit – Early Numeracy Approaches +5months

Sutton Trust/EYEEF toolkit – Communication and Language Approaches +4months

Dates	Person responsible	Monitoring and Evaluating	Cost	Success Criteria
Sept 2016	HD LB CD EB	Otrack Child focussed planning Child/parent meetings Tapestry Learning Walks	6.1 6.2 6.3	School gap to remain sig lower than national gap for GLD Staff have an excellent knowledge of children’s interests and preferred methods of learning. Children make at least good progress from their starting points in Reading, Writing and Maths. Numicon approaches are evident in planning and the setting and children are implementing these approaches in their free play. Early literacy skills are increased and Story Innovation is happening each half term in the EYFS setting – one story as an over-arching theme in Nursery and a 3 week block of an adult chosen story in Reception followed by 3 weeks of child led stories.

Interim Evaluation**February 2017 –**

Feedback from Child Focussed Consultation Meetings has been overwhelming positive and uptake from parents was excellent in the Autumn term and good in the Summer term.

Children who are disadvantaged are outperforming children who are non-disadvantaged:

Reception - Percentage on Track to Achieve ARE		
	Disadvantaged	Non-disadvantaged
Reading	57.1%	42.1%
Writing	61.9%	44.7%
Maths	61.9%	50%

April 2017 -