

### Context of the School

East Dene Primary School is a large, friendly, multi-ethnic, inclusive primary school situated near Rotherham town centre, South Yorkshire. We serve a diverse and vibrant community. We are a two form entry school with a Foundation Unit offering provision for both F1 and F2 pupils. Our F1 pupils access additionally funded hours (3 hour sessions am or pm). Although our current admission number stands at 50 per year group we are in the process of reducing this to 45 pupils per year group.

We are committed to enabling all pupils to achieve to the best of their abilities. We have high aspirations and ambitions for our children and we continually strive to ensure that no child is left behind. We nurture children's passions and encourage a thirst for knowledge. Our core values of respect, resilience, empathy, kindness, responsibility and friendship underpin everything we do. Children are encouraged to be motivated, dedicated and independent learners who can confidently challenge themselves and each other in a safe and trusting environment.

Pupil Premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect to raise the attainment of all our pupils, and to narrow the nationally recognised attainment gap between children who are eligible for pupil premium funding, and those who are not. As a school, we aim to identify the potential barriers to learning for our children and use the funding to address these barriers.

### Data Analysis

Data from the 2016 Data Inspection Dashboard shows particular strengths in the progress of our pupil premium children (Disadvantaged) at KS2, stating that it is significantly above national other overall and for all prior attainment groups. It also states that pupil premium children in KS2 had an average scaled score equal to or above the national score for other pupils in reading. A strength at KS1 is also highlighted, this time in the attainment of our pupil premium children at KS1. It states that for KS1 disadvantaged pupils, attainment of greater depth at all subjects for all EYFS development groups was close to or above national figures for other pupils.

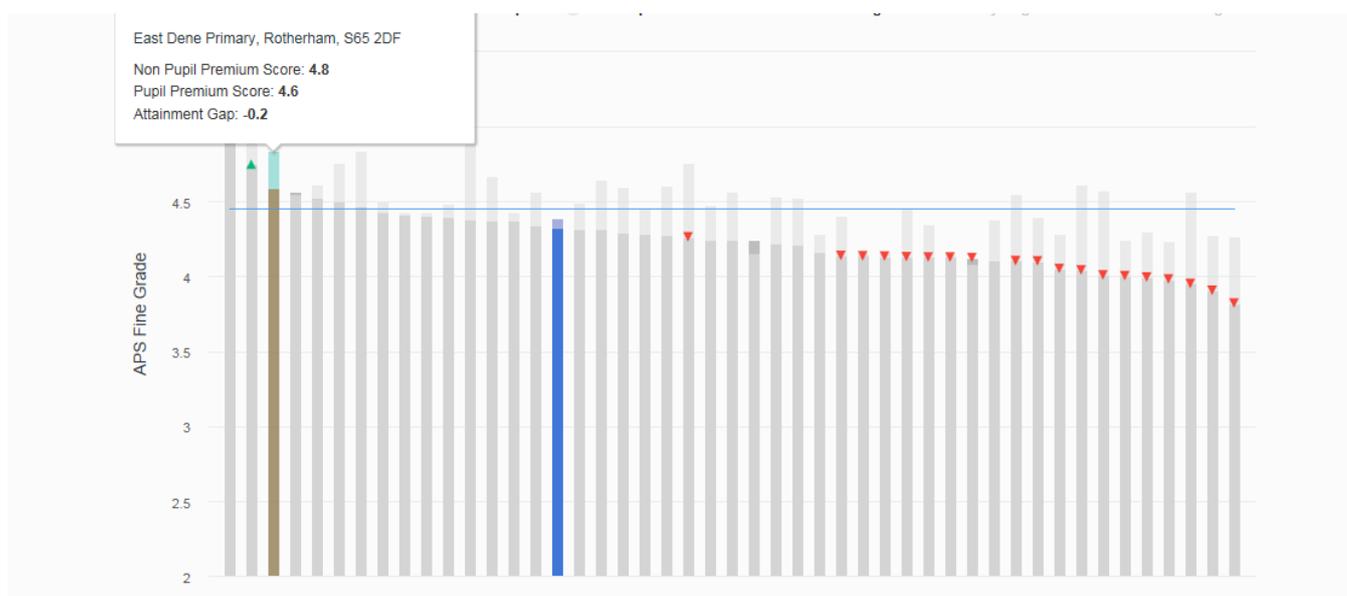
### 2016 Inspection Dashboard: Progress of KS2 Disadvantaged Pupils:

Reading	Writing	Maths
<p><b>Disadvantaged</b></p> <p>Net: 0.33</p> <p>15.31</p> <p>0.00</p> <p>-15.31</p> <p>Overall</p> <p>Score: 6.85</p> <p>Diff: 6.53</p> <p>Included: 27</p>	<p><b>Disadvantaged</b></p> <p>Net: 0.12</p> <p>14.98</p> <p>0.00</p> <p>-14.98</p> <p>Overall</p> <p>Score: 6.49</p> <p>Diff: 6.37</p> <p>Included: 28</p>	<p><b>Disadvantaged</b></p> <p>Net: 0.24</p> <p>11.05</p> <p>0.00</p> <p>-11.05</p> <p>Overall</p> <p>Score: 5.72</p> <p>Diff: 5.48</p> <p>Included: 28</p>

## Historical Data

The Education Endowment Fund's 'Families of Schools Database' uses data collated between 2011-15 and demonstrates that there is only a -0.2 attainment gap between how well our pupil premium and non-pupil premium children achieve. This data is compared with the school's nearest statistical neighbour ([Intack Primary School](#)) and demonstrates that as a school our KS2 children achieve higher attainment and that all our pupils (pupil premium and non-pupil premium) have a strong performance.

### 2011- 2015: EEF Families of Schools Database



## Recent Initiatives and Improvements

- Increased trajectory of performance at EYFS, Y1 Phonics, KS1 and KS2
- Outstanding progress from KS1-KS2 in 2016
- Outstanding progress in EYFS in 2016 and attainment above national
- Raised expectations of the attainment of all our pupils in all year groups
- Curriculum development with a greater focus on Science and the foundation subjects. Additional support given to staff for medium term planning and planning formats developed to include hooks in to learning and purposeful learning experiences to broaden horizons
- Greater focus placed on language structures and planning for this
- Development of learning environments and immersive learning to motivate and engage all children
- Increased opportunities for extended writing skills to be developed in a cross-curricular format.
- Introduction of reading skills (DERIC) and staff CPD on guided reading resulting in accelerated progress in reading in most year groups
- Introduction of the mastery curriculum in Maths, resulting in accelerated progress in the majority of year groups
- Pupil Progress meeting formats now focus on each child's prior attainment, their end of year targets and end of key stage predictions resulting in raised staff awareness of the flight path needed for each child

- Personalised provision mapping to identify barriers to learning as well as tracking provision offered
- Continued investment in staff CPD which directly links to the outcomes from all QA activities
- Development of middle leaders through bespoke CPD, delivered in-house as well as by external providers (NPQML & NPQSL programmes accessed)
- Improved sports/PE provision has impacted positively on the outcomes of school teams in local community competitions, this in turn has improved children's self-esteem
- Increased opportunities for family learning realised through our extra-curricular offer
- Number, frequency and variety of after school clubs increased in order to allow more children to participate in a wider selection of activities
- We are keen system leaders and aim to impact on children's outcomes beyond our own school; we are a partner school to 'Learners First' and offer teacher training through School Direct as a way to develop high quality teachers for the local area. Our staff also deliver Local Authority training and lead reviews of other local schools.
- Action research projects - we are considering the possibility of these being fed through appraisal in 2017-18, and making links with EEF trials.

## Key Principles

At East Dene Primary we have 4 key principles which we believe will maximise the impact of our pupil premium spending

1. **ALL** staff to deliver high quality lessons for **ALL** pupils
2. **ALL** children to have strong self-belief, to be ambitious and secure in setting aspirational personal goals
3. Cultural creativity to be embedded in the curriculum, offering **ALL** children varied and rich experiences which broaden horizons
4. **ALL** staff to be accountable for the outcomes of **ALL** children

Our key principles underpin and drive our vision for our pupil premium children. Through the pupil premium grant we will aim to:

### 1. Improve Teaching and Learning

We believe that the best way to improve outcomes for all our pupils is through providing high quality staff CPD which impacts positively on classroom practice. We facilitate this by:

- setting high expectations, of pupils and staff
- having a focussed, rigorous QA system which informs CPD
- CPD focussed staff meetings which include support staff
- Weekly Teaching and Learning Briefings
- NQT support programmes and training plans
- Peer Review to develop the sharing of good practice
- Facilitating year group PPA time for teachers, so more experienced staff can support our less experienced staff
- Ensuring support is given to teachers who need to improve their practice
- Developing staff expertise in chosen areas

- Improve assessment through joint levelling and moderation within the school and the wider Rotherham Hub

## 2. **Build Belief amongst pupils and staff**

We will encourage a culture where:

- staff believe in ALL children
- staff have belief in themselves
- there are "no excuses" made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop 'growth' mindsets towards learning
- support children's aspirations through widening their experiences

## 3. **Use Rigorous Monitoring & Evaluation Strategies**

- our Deputy Headteacher leads on analysing assessment data
- all staff, teachers and support staff, are involved in the analysis of data and attend half termly pupil progress meetings so that they are fully aware of strengths and weaknesses in their year group and across the school
- assessments are closely moderated to ensure they are accurate
- half-termly data is used to plan interventions to address barriers to learning
- regular feedback about performance is given to parents and children
- flight paths for individual children, detailing end of year and end of key stage expectations are created and shared with all staff and relevant information is shared with parents

## 4. **Increase Learning Time**

We maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing early intervention (from EYFS onwards)
- Extended learning out of school hours
- Early mornings and after school booster sessions
- Offering support to parents/carers so that they too are able to better support their child's learning at home

## 5. **Individualising support**

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each child and identifying their barriers to learning
- ensuring effective communication between teachers and support staff
- matching the skills of the teachers and support staff to the interventions they provide
- working with other agencies to bring in additional expertise
- providing a growing body of support for parents
- tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- recognising and building on children's strengths to further boost confidence

## Funding Priorities 2016-17

Our priorities for this year can be categorised in to four main areas:

- Learning in the curriculum
- Enrichment beyond the curriculum
- Support for social, emotional and behavioural difficulties
- Support for families

This year our aim is to further increase the percentage of good and outstanding teaching across the school whilst further developing highly skilled leadership at all levels. Senior leaders are highly ambitious and creative in their approach and leaders at all levels continue to be up skilled in all areas of monitoring and evaluation to secure excellence in all areas of provision.

We will also continue to focus on raising standards across the curriculum, by providing our children with stimulating and motivating learning experiences, which support and encourage curiosity and a thirst for knowledge. Foundation subjects will be further enhanced through the development of 'Theme sessions' where our children will be encouraged to make links across the curriculum and with real life situations.

As a staff we are fully committed to the continuous improvement and fulfilment in potential of every child in our school. We are determined to increase the percentage of children working at and above age related expectations in all year groups and to ensure that additional provision is effective in realising the ambitious targets set.

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number pupils on roll (excluding F1)	328 (January 2016 Census)
Total number of pupils eligible for PPG (FSM + Ever6)	150 46% (January 2016 Census)
Amount PPG received per pupil	£1,320
Amount PPG received per Looked After Child (LAC)	£1,900
<b>Total Amount of PPG</b>	<b>£198,000</b>

### Objectives for our Current Projects

1. Ensure the basic needs of our children are met so that they are able to access learning and experience personal success e.g. Maslow's physiological aspects within the hierarchy of needs.
2. Ensure children attend school regularly and punctually (in line with the school target) and that no child becomes PA
3. Enable children to have high self-esteem, self-confidence and ambition
4. Enable children to access school provision in its widest sense e.g. creative and sporting activities

5. Provide children with effective feedback so that this helps them gain a clear understanding of what they need to do in order to improve
6. Involve parents in supporting their children's learning
7. Provide children with collaborative learning opportunities eg group intervention support
8. Provide children with a confident and skilled staff
9. Support children to make at least good progress so that they are high attaining
10. To accelerate the progress made in reading, writing and maths for identified groups of pupils
11. To diminish differences between all groups of learners
12. Provide children with first hand experiences to use as meaningful starting points for learning e.g. visits and visitors

### Nature of Provision

Project	Objective
Breakfast Club	1, 2
Extra-Curricular Activities	2,3,4,7,8,9
Additional Staffing to support targeted learning across the Key Stages	5,7,8,9,10,11
Attendance Officer to work across school each morning	1,2,6
Visits/Visitors to support and enhance learning	2,4,12
Intervention Packages & staff CPD	3,5,7,8,9,10,11
Enhanced Nurture Provision, including $\frac{1}{2}$ day Play Therapy provision	1,2,3,8,10
Parental Involvement, Welcome Meetings & Home Support Packs	6,9,10,11

### PPG Project Spending

Project	Cost	Objective	Outcome/Success Criteria
Breakfast Club	Approx. 50 children £2.50 per week x 39 wks = £100 per year,	To ensure children's basic needs are met so they are ready to learn  To improve punctuality	To increase number of pupils who attend Breakfast Club.

	<p>per pupil = £5,000</p> <p>£6,500 - 4 members of staff</p> <p>£4,000 - Resources and catering</p> <p><b>Total - £15,500</b></p>	<p>rates</p> <p>To raise children's self esteem</p> <p>To provide opportunities to socialise</p>	<p>% of 'lates' decrease</p> <p>Number of pupils eligible for PP who are identified as PA children decrease.</p> <p>Rise in individual pupil's attendance can be seen over a period of time.</p> <p>Pupils in receipt of PP are provided with a fully subsidised breakfast club provision every morning.</p>
Extra Curricula Activities	<p>Live &amp; Learn - to plan, deliver &amp; evaluate 3 sports based clubs per week. (1 x KS1, 1x KS2 &amp; Yr6 University of East Dene)</p> <p>£35.00 per session</p> <p>£105.00 per week x 39 weeks</p> <p>Total for L &amp; L- £4,095</p> <p>Outside Provider - £2500</p> <p>To organise a programme of after school clubs involving opportunities for parents and children to learn creatively together.</p> <p>Staff to run after school clubs (no charge for children to attend) - refer to Lists &amp; Rotas book for full list of activities provided.</p>	<p>To raise children's self-esteem and confidence</p> <p>To provide opportunities to socialise</p> <p>To increase involvement in wider outcomes</p> <p>To support parents in learning alongside their children</p>	<p>% of pupils eligible for PPG attending clubs increases</p> <p>Pupils eligible for PPG have access to a wide variety of extra-curricular clubs</p>

	<b>Total - £6,595</b>		
Attendance Officer	Attendance Officer to work across the school each morning. <b>Total - £10,550</b>	Learning Mentor to be released every morning to focus on attendance matters.  Liaising with EWO and Family Support Workers to ensure families receive appropriate support.	To increase attendance figures and reduce the number of PA children.  Improved outcomes for children eligible for PP based on their prior attainment.
Additional members of staff to support across school	<b>Total - £133,087</b>	To teach English, Maths & Guided Reading in smaller groups in EYFS/Y2/Y6 to ensure good progress/outcomes based on prior attainment.  Deputy Head to be non-classed based in order to offer focused support for Y6.  To identify children who need additional support in Maths, Reading or Writing and to target through small group intervention sessions (led by class teachers)  Head of Pastoral Care (Pupil Premium Champion) to be non-classed based. Support offered to identified groups of children and families.	Improved outcomes for children eligible for PP based on their prior attainment.  Key Year Groups - increased % of children achieving/exceeding national average  Interventions overcome barriers to learning and pupils eligible for PP make accelerated progress across Key Stages in Reading, Writing and Maths through focused intervention programmes.  Parents of pupils eligible for PP attend meetings and adult learning sessions to support their child.
Visits/Visitors - subsidised	Y5/6 -Outdoor Education Residential	To reduce pressure of affording school visits, ensure that children	Pupils, who are eligible for PP, access relevant experiences to support

	<p>28 children x £90</p> <p><b>Total - £2,520 subsidised + additional member of staff</b></p> <p>School Visits/Visitors in -A <b>minimum</b> of 3 visits per year for each year group to be subsidised</p> <p><b>Total for school visits- £7000</b></p> <p><b>Total for year - £9520</b></p>	<p>attend on visit days and access experiences which will enhance their cultural knowledge.</p>	<p>their learning and enrich their education.</p> <p>All children have the opportunity to attend all school visits</p> <p>The curriculum is enhanced (see yearly plans) and aspirations are raised.</p>
<p>Intervention Packages + Resources &amp; continuing staff CPD</p>	<p>KS2 RWInc - £2000 (continued adult training to access RWI updates &amp; additional resources - including 3 x Development days across the year &amp; Release time for RWI leader to deliver Master Classes)</p> <p>Test Base &amp; additional assessment supports - £500</p> <p>School Improvement CPD - £5748</p> <p><b>Total - £8,248</b></p>	<p>To provide staff with the skills and expertise to improve provision and outcomes for all children</p> <p>All members of staff have the necessary skills and expertise to provide effective interventions for identified groups/individual children.</p> <p>CPD (internal and external) ensures that all members of staff are able to provide quality first teaching with increasing percentages of outstanding teaching.</p>	<p>Pupils eligible for PP to make accelerated progress</p> <p>Pupils eligible for PP show increased levels of engagement and enthusiasm in their work</p>
<p>Home support packs &amp; parent workshops</p>	<p>Welcome Packs handed out at all year group meetings in September 2016 to include a range of resources to support learning at home.</p>	<p>To provide parents with resources in order to support learning at home.</p> <p>Provide extensive supports for parents.</p>	<p>Pupils eligible for PP to make accelerated progress.</p> <p>Parents of pupils eligible for PP attend meetings and adult learning</p>

	<p>CGP Revision Books &amp; Test question booklets to be purchased for relevant year groups.</p> <p>RWI flash cards to be purchased and given to all Y1 families to support learning at home.</p> <p>Release time for SLT members of staff to deliver parent workshops across the year based on English, Maths &amp; phonic skills.</p> <p><b>£1500</b></p>		<p>sessions to support their child.</p>
<p>Enhanced Nurture Provision, including <math>\frac{1}{2}</math> day specialist play therapy provision.</p>	<p>Play Therapist employed to work <math>\frac{1}{2}</math> day per week to support identified pupils.</p> <p>Learning Mentor to be released to further develop Nurture Provision for identified pupils during the morning sessions.</p> <p>Additional resources to be purchased to support the running of groups.</p> <p><b>£13,000</b></p>	<p>To ensure children's emotional and social needs are met so that learning can take place.</p>	<p>Pupils eligible for PP make accelerated progress/progress in line with their peers.</p> <p>Pupils eligible for PP are able to regulate their emotions independently and fewer incidents logged on CPOMS.</p> <p>Increase in attendance of identified pupils eligible for PP.</p>
<p><b>Total Projected Spend</b></p>	<p><b>£198,000</b></p>		

## Evaluation

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any underperformance and address this through supports and intervention programmes. A wide range of data is used - achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice

- Assessment Data is collected half-termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and, where possible, support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed during PPMs
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as of attendance and behaviour
- A pupil premium champion, who is also a member of SLT, works closely with the Head of School to maintain an overview of pupil premium spending
- Chair of Governors, Ray Griffiths, is given responsibility for pupil premium
- We will use RAISEOnline, KS2 KS1, Phonics, Inspection Dashboard, FFT Aspire, as well as whole school data (using EAZMAG) to evaluate impact in terms of attainment and progress.