

PUPIL PREMIUM 2018/2019 EVALUATION

Pupil Premium is additional money for socially disadvantaged children. The Government believes that the Pupil Premium funding, which is additional to the main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The funding is for schools to work with pupils who have been registered for free school meals at any time in the last six years (known as Ever6). This money is to improve pupil attainment and help overcome barriers to learning. Nationally, the statistics show that pupils who are in receipt of FSM do less well than their peers. The aim of this funding is to try to close the attainment gap.

In making provision for socially disadvantaged children, we recognise that not all children who receive FSM will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for FSM. The school therefore allocates the Pupil Premium funding to support any child or group of children we have identified as being socially disadvantaged.

Data tracking is rigorously used across the whole academy to monitor gaps and identify underachieving pupils. We also consider a range of barriers to children's learning including attendance, behaviour, family circumstances and resources and access to opportunities for all to support learning.

Impact of the funding for 2018-2019 was: -

At EYFS:

The number of pupils in receipt of Pupil Premium was 35% (19/55 pupils)

- Careful tracking enabled individual pupils to make good progress in their level of development.
- Physical development.
- Sound and secure personal, social and emotional development- Two PP children achieved GLD through additional intervention.

At Phonics Year 1

- A further narrowing of the gap between Edward Worlledge Ormiston Academy students and the national average percentage.
- Pupils were tracked and targeted to ensure that interventions and whole class teaching focussed on specific areas for development.

At Key Stages 1 and 2

- Continued closing of the gaps in expected standards for reading, writing and maths between Edward Worlledge Ormiston Academy and the national average percentage.

This was achieved by: -

- The Children's Coach supporting small groups of children in emotional development and social interaction on the playground.
- Professional development and training for teachers to widen their knowledge in key priority areas; in particular in maths.
- Data tracking of progress for all pupils to identify gaps in learning.
- SEND co-ordination of interventions and alternative teaching strategies.
- Pre- SATS an extra teacher for Year 6 to reduce class sizes for maths and English.
- Specialist support for targeted vulnerable children such as Educational Psychologists/ Speech and Language Therapists/ AST & ASD diagnosis.
- Revision books to support Year 2 and Year 6 in their SATs.
- Staffing and resources for all children to have access to a wide range of enrichment opportunities.
- Funding places on school enrichment activities to ensure varied and wider opportunities for pupils.
- A breakfast club for Year 6 during SATs week.
- Subscribing to computer-based programs for children to improve their maths and literacy.
- Use of minibuses leased by the school to enable children to take part in events, activities and visit places which assist learning as part of the curriculum.
- Provision of a full time Safeguarding and Attendance Officer who has worked tirelessly with staff to raise attendance- this year 95.4% was achieved. PP attendance was 94.6% over the year.
- Reward prizes for attendance.
- Provision of a subsidised breakfast club to address issues of children arriving at school hungry. This has proved to reduce signs of tiredness, lack of concentration and poor behaviour.
- Music lessons and access to Norfolk Schools Music hub.
- Improvements and an increase in capacity to the computing systems, including access to laptops in classes.
- Participation in the RSC Matilda- Change My Story Project which enabled pupils to broaden their performing arts skills and improve their language understanding.