



# Ernesettle Community School

## Pupil Premium Funding Document

### 2018 – 2019

**Pupil Premium Awards 2016**  
Schools with published key stage 2 results  
**Regional winner**

**The Telegraph**  
*Primary League Tables*  
**Top 1000 School**  
2015 - 2016

**The Telegraph**  
*Primary League Tables*  
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**Pupil Premium Awards 2016**  
**National Finalist**

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## Pupil Premium Where the Funding is spent...Whole School Strategy

### **Project: Inclusion Teacher**

Contribution from Pupil Premium: £6,000

Aim: to improve pupils' interaction with others and self-management of emotions.

Outcome: for disadvantaged children, at a school-level, a positive school ethos, which supports greater engagement in learning is developed with children acquiring the necessary skills and positive mindset to make accelerated progress.

### **Project: Science/STEM Club**

Contribution from Pupil Premium: £1,000

Aim: to provide extra-curricular activities designed to support children with an additional need or interest in STEM to develop their confidence and maximise progress in these subjects.

Outcome: increased confidence and increased attainment in STEM areas for both those low attaining and high attaining but low performing disadvantaged children. Consequently their attainment improves.

Evidence: Data, Pupil Progress Meetings, Extra-Curricular Activities lists



### **Project: Enhanced Continued Professional Development**

Contribution from Pupil Premium: £2,500

Aim: to equip staff to provide targeted support to children who are currently behind in their development and provide staff with the necessary strategies to support learners with challenging behaviour and for disadvantaged learners to maximise their progress and attainment.

Outcome: all staff are provided with clear strategies to better support individuals to ensure progress. Disadvantaged children receive tailored support and interventions to meet their needs in an appropriate way following staff having had relevant training.

Evidence: Teachers' planning, Teachers Teaching Teachers in Staff Meeting minutes, CPD logs

### **Project: Whole Class Reading**

Contribution from Pupil Premium: £2,000

Aim: to raise the profile of reading, increase reading skills especially for boys and disadvantaged more able readers.

Outcome: increased attainment in reading, further development of a love of reading and decreased percentage of children making slow progress to close the gap for our disadvantaged learners.

Evidence: Data on Target Tracker, Pupil Progress Meetings

### **Project: Free Uniform**

Contribution from Pupil Premium: £1,805

Aim: to provide all children in need with a school uniform.

Outcome: all disadvantaged children have this opportunity that increases inclusion and removes barriers to learning.

Evidence: SEE, SDP, Governor Action Plan

### **Project: Holiday Club**

Contribution from Pupil Premium: £1,500

Aim: to deliver a Holiday Club service, which is affordable, sustainable and provides high quality learning opportunities.

Outcome: disadvantaged pupils are provided with support throughout the full year and their families benefit from affordable childcare outside of term time. Disadvantaged children receive a daily cooked meal during the Holiday Club.

Evidence: SEE, SDP, Governor Action Plan

### **Project: Speech and Language Therapy Services**

Contribution from Pupil Premium: £6,000

Aim: to ensure additional language assessments and targeted speech and language support for all children who require it.

Outcome: disadvantaged children will have improved communication skills and confidence for these pupils by targeting specific need.

Evidence: SEND summary 2019, year group provision map 2019

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## Pupil Premium Where the Funding is spent...Whole School Strategy

### **Project: Off Site Educational Visit and Visitors**

Contribution from Pupil Premium: £8,555

Aim: provide other experiential learning for disadvantaged children outside of the daily curriculum.

Outcome: disadvantaged pupils will benefit from the range of activities that they would not normally experience outside of the school day. Consequently, learning is more embedded and children will gain self-confidence.

Evidence: Educational Visits displays, pupil questionnaire

### **Project: Effective Assessment and Tracking of Disadvantaged Pupils**

Contribution from Pupil Premium: £3,040

Aim: 90% of all disadvantaged pupils are making at least expected progress in each class.

Outcome: accurate tracking of data ensures that the gaps in learning for disadvantaged children are analysed teachers appropriately provide personalised learning opportunities to ensure that these gaps are closed. Consequently disadvantaged achieve in line with all other pupils.

Evidence: Disadvantaged Pupils folder, Target Tracker data

### **Project: Increased and Targeted Support in EYFS, KS1 and KS2.**

Contribution from Pupil Premium: £96,133

Aim: small group support and in class support to extend skills in Phonics, Reading, Writing and Maths.

Outcome: increased confidence and increased attainment in Phonics, Reading, Writing and Maths for those low attaining and high attaining but low performing disadvantaged children.

Evidence: ARE data document, provision map, class trackers



### **Project: Specialist provision within the curriculum**

Contribution from Pupil Premium: £11,662

Aim: to provide specialist and high quality Art provision

Outcome: disadvantaged pupils will benefit from being able to develop Art skills to a high standard. Disadvantaged children have increased opportunities to be involved in artistic and creative activities, such as painting or sculpture both during curriculum learning and extra-curricular activities.

Evidence: Art planning, Art displays

### **Project: Free PE kit**

Cost: £190

Aim: pupils are provided with appropriate PE kit for their first year at ECS, which meets hygienic and safety standards and encourage positive attitudes.

Outcome: all disadvantaged pupils will benefit from this opportunity that increased inclusion and removes barriers to learning. There will also be increased confidence, a sense of unity and appropriate kit which allows children to try out a range of sports.

Evidence: PE observations

### **Project: Close the gap through 'Quality First Teaching'**

Contribution from Pupil Premium: £15,055

Aim: 90% of all disadvantaged pupils are making at least expected progress in each class.

Outcome: to ensure most disadvantaged pupils will make expected progress, with some children making better than expected progress. Pupils will have bespoke and targeted termly interventions. Planning will be evaluated effectively to ensure misconceptions are addressed and personalised learning is available through High Impact Lessons. Where appropriate and need is identified, year groups may be split so their individual needs are met to ensure progress for those low attaining and high attaining but low performing disadvantages children.

Evidence: teaching over time document, data scrutiny documents

### **Project: 1:1 tutor**

Contribution from Pupil Premium: £17,237

Aim: to give disadvantaged pupils the opportunity to address individual needs and gaps in their learning so they can reach ARE at the end of KS1 and KS2.

Outcome: to increase attainment in Reading, Writing and Maths and decrease the percentage of children underperforming.

Evidence: End of Key Stage 1 & 2 data



## Pupil Premium Where the Funding is spent... Whole School Strategy

### **Project: Extended School Provision**

Contribution from Pupil Premium: £3,844

Aim: to deliver a before/after school club facility which is affordable, sustainable and of quality led by experienced members of the staff team.

Outcome: disadvantaged pupils get the best start to the day with a healthy breakfast and fun activities. In After School Club they will have access to a well-resourced, quiet area to complete homework or reading expectations alongside a range of fun games and creative opportunities. It will also provide children with a healthy tea. Families of disadvantaged pupils benefit from affordable childcare outside of school hours (7:30am until 6:00pm).

Evidence: SEE, SDP, Governor Action Plan

### **Project: Family Support Advisor**

Contribution from Pupil Premium: £6,810

Aim: to develop good relationships with parents/carers of children at ECS and encourage parental involvement in the school and its activities; To be proactive and inclusive in identifying needs and support children and families with information, advice, guidance and signposting.

Outcome: the risk of continued social/emotional behavioural problems leading to exclusion or low attendance is prevented. All parents have a point of contact in school who they feel safe to talk to.

Evidence: Feedback from Parents/Carers



### **Project: Off Site Residential Visits for Y5&6 (subsidised)**

Contribution from Pupil Premium: £700

Aim: to provide other experiential learning for disadvantaged children outside of the daily curriculum.

Outcome: disadvantaged children will benefit from the range of activities that they would not normally experience outside of the school day. As a consequence, learning will be more embedded and children will gain self-confidence.

Evidence: Pupil Premium costing breakdown sheet

### **Project: Educational Psychology and MAST support**

Contribution from Pupil Premium: £14,500

Aim: to provide disadvantaged children with external support to overcome any barriers to learning and provide targeted support to teachers and Parents/Carers.

Outcome: clear strategies are provided to better support individuals and their families in order to ensure effective learning can continue and progress made. Disadvantaged pupils receive tailored support from a range of professionals to meet their needs in an appropriate way.

Evidence: SENCo Leader File, School Offer

### **Project: Raising Aspirations**

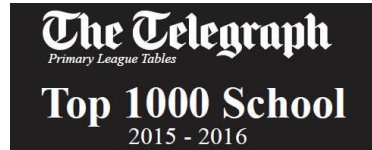
Contribution from Pupil Premium: £1,000

Aim: to increase what disadvantaged children hope to achieve for themselves in the future and incentivise improved attainment as a result.

Outcome: disadvantaged pupils benefit from a range of opportunities, which meet their aspirations about careers, university, sport and further education.

Evidence: Able and Talented Summary 2018

# Pupil Premium



## Disadvantaged Pupil Statement

The Pupil Premium is additional funding given to schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupils who are eligible for Free School Meals or have been eligible for Free School Meals during the previous six years, this is known as Ever 6, receive Pupil Premium funding, as are children whose Parents/Carers are in the services. Children who have been Looked After for one day or more, were adopted from care, have a special guardianship order or a residence order receive Pupil Premium Plus funding.

The Government believes that the Pupil Premium is the best way to address the current underlying inequalities between eligible for Free School Meals (FSM) and their peers. Each individual school is held accountable for how they use their Pupil Premium allocation, in order that the funding is targeted towards those pupils who need it the most.

It is for the school to decide how the Pupil Premium is spent. Each school is responsible for monitoring both the use of the funding and the impact it is having upon relevant pupils. New measures will be included in the performance tables that will capture the achievement of the pupils receiving Pupil Premium funding.

For the academic year 2018-2019, the initial Pupil Premium allocation to Ernesettle Community School is:

	<b>Number of Children</b>	<b>Total</b>
<b>Free School Meal and Ever6</b>	148	£195,360
<b>Service Families</b>	14	£4,200
<b>Looked After Child</b>	6	Subject to Pupil Premium Plus
<b>All Pupil Premium</b>	197	£199,560

## Objectives of Pupil Premium Funding

When making decisions about using Pupil Premium funding it is important to consider the context of the school and subsequent challenges faced.

Common barriers for disadvantaged children can be:

- Less support at home
- Weak language and communication skills
- Low attainment on entry to the Early Years Foundation Stage
- More frequent behaviour difficulties



- Low aspirations
- Attendance and punctuality issues.

There may also be complex family situations that prevent children from making sustained progress. At Ernesettle Community School (ECS), we recognise that these challenges are varied and there is no one size fits all, we therefore personalise learning for our pupils.

Our key objective in using Pupil Premium Funding is to narrow the gap between vulnerable groups. As a school we have an excellent record of ensuring that pupils make good progress. We were awarded Regional Winner in the category of Schools with Published Key Stage 2 Results and also became a National Finalist in the Pupil Premium Awards 2016. We are immensely proud of our children, their families and our staff; to have worked together so successfully to have achieved these levels of success. Through targeted interventions we are continually working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach their Age Related Expectations (ARE) as they move through ECS. In the last three years we have been listed in the Telegraph's Top 1000 Schools. In 2017, the school was written about as a model of good practice in The Parliamentary Review and in 2018, the school was listed as 136<sup>th</sup> in the Best Schools in the UK list by the Sunday Times.

Through targeted interventions, we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach their Age Related Expectations (ARE) as they move through the school.

### **Key Principles of Pupil Premium Funding**

#### **Respect**

We provide a culture where:

- Staff believe in all children
- There are no excuses made for underperformance
- Staff adopt an outcome focused approach to overcoming barriers to learning or to further challenge children
- Staff support children to develop their basic skills and aspirations towards being the best they can be.

#### **Increasing Learning Time**

We maximise the time children have to learn through:

- Inviting Parents/Carers to join the children each morning from 8:30am to 8:55am for their Early Morning Learning across the school
- Provide early intervention for children in Reception, with all children's language and communication being screened on entry to ECS and interventions put in place



- Extend learning out of school hours through extra-curricular activities from 3:15pm to 4:15pm daily
- Subsidising extended hours provision so children can access school resources from 7:30am – 6:00pm.

### Pupil Identification

We ensure that:

- All teaching and support staff are involved in the analysis of data, receive important information about our disadvantaged pupils and their needs and contribute to the identification and intervention
- All staff are aware of who our disadvantaged pupils are; children’s names are highlighted in blue on weekly plans, pupil trackers, class lists and Targeted Intervention Provision Maps
- All disadvantaged pupils benefit from the funding, not just those children who are underperforming or of a lower ability
- Underachievement at all levels is targeted, again not just for those lower attaining pupils
- Children’s individual needs are considered carefully and regularly so that we provide support for those children who could be achieving more through “My next step in learning is....”

### Improving Day to Day Teaching and Learning

We continue to ensure that all children across ECS receive good teaching, with all teaching ‘Good or better’ by asking teachers to:

- Set high expectations
- Be good role models
- Address any within-ECS variance
- Ensure consistent implementation of the non-negotiables, e.g. Responding to Children’s Learning Policy and the Positive Behaviour Management Policy
- Share good practice across ECS through staff meetings and unit meetings but also draw on expertise from other professionals
- Provide high quality CPD
- Improve assessment through joint levelling and moderation.

### Data

We ensure that:

- All staff are involved in the analysis of data through Moderation, Pupil Trackers, Pupil Progress Meetings and Inclusion Reviews so that they are fully aware of the progress and attainment of their pupils but also the strengths and weaknesses across the ECS
- Interventions are monitored on a weekly basis with CSMART (Challenging, Specific, Measurable, Achievable, Realistic, Timely) targets set and reviewed regularly



- We use research such as the Sutton Trust Toolkit and DfE website to support us in determining the strategies that will be most effective for our pupils.

### **Personalised Learning**

We ensure that we provide personalised learning and additional support which is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning or how to challenge them further through our Inclusion Reviews and Targeted Intervention Provision Maps six times a year
- Ensuring additional support staff and class teachers communicate regularly
- Providing CPD for staff to lead high quality interventions across ECS
- Matching the skills of staff to the interventions they provide
- Working with other professionals to bring in additional expertise: Multi Agency Support Team (MAST), Educational Psychologists, Child, Adolescent, Mental Health Service (CAMHS), Paediatricians, Speech and Language Therapists, Learning Mentors, Art Therapists etc.
- Providing extensive support for Parents/Carers through the role of the FSA to develop their own skills through Adult Learning opportunities held on site, to support their children's learning within the curriculum, to help them manage in times of crisis and through developing their Literacy skills with their children through the SPOKES Programme
- Tailoring interventions to the needs of the children, for example 1:1 tuition in Year 6 is personalised to each child's next step in Writing or Mathematics.
- Recognising and building on children's strengths to further boost confidence.

### **Attendance**

Since we have invested in our curriculum and focused on every child reaching their full potential we have seen a significant increase in our attendance (+1.6% over a 3 year trend) and a drop in persistent attendance overtime. When children come to school regularly, their self-confidence grows as do their achievements. Through the employment of specialist teachers, inspiring class teacher and committed school leaders children's application of English and Maths skills are seen to develop rapidly and to be used across the curriculum in many 'real life' scenarios.

### **Priorities**

This year our aim is to continue to close the gap between disadvantaged pupils and their peers; in particular we are focusing on closing the gap of our higher attainers in Reading. To this end, we will continue to strategically track and target pupils while also investing in high quality CPD for staff. Through a well-structured approach to Guided Reading, staff and children will embrace a new system this year, designed to both promote the love of reading and the complete range of reading skills required. These approaches teamed with several high quality training sessions for staff will ensure all children reach their full potential, including higher and lower attaining pupils.





We are determined to maintain high levels of Good Level of Development at the end of EYFS and in the Year 1 Phonic Screening Check, so will ensure staff receive up-to-date training and are well resourced.

To increase parental engagement even further in learning, we are extending support on offer for Parents/Carers through skills sessions, inviting families to spend time in school with their children through a variety of events and providing targeted Parents'/Carers' Meetings to support them in helping their children at home. We are also continuing to subsidise the extended schools provision which supports working parents and provides a quiet place for children to complete any learning at home activities they have been set. This year, we wish a group of our parents, luck as they complete their Maths GCSE qualification and consider starting with an English GCSE.

### **The Impact of Pupil Premium Funding**

ECS' evaluation of its own performance is rigorous and tracking of progress over time for each pupil is thorough so we can quickly identify any gaps/trend and develop sensible strategies and interventions to promote improvement. The impact of Targeted Interventions is analysed half termly as assessment data is gathered and input. Moderation of data between teachers in school also takes place at this time. Follow up support is then put in place if an intervention is not having the desired impact and different interventions decided upon.

In 2018/19, we will use a range of data to analyse the impact of our Pupil Premium Funding spending, this will include:

- End of Key Stage 1 and 2 data
- Phonics Screening Check Outcomes
- Early Years Foundation Stage data
- Current data based on Teacher Assessments
- Intervention analysis
- Outcomes of observations, work scrutinies, learning walks and pupil conferencing
- Stakeholder feedback
- Governor visits



# Pupil Premium Awards 2016

Schools with published  
key stage 2 results

**Regional winner**  
**South West**

**Ernesettle**  
**Community School**

12 May 2016



Sam Gyimah MP

*Parliamentary Under Secretary of State for  
Childcare and Education*

**tes**

  
Department  
for Education

# Primary South

Read Online

2016 / 2017

PRIMARY EDUCATION

## *The Parliamentary Review* A YEAR IN PERSPECTIVE

### ■ FOREWORDS

The Rt Hon Theresa May MP

The Rt Hon Nick Gibb MP

Lucy Powell MP

### ■ SOUTH OF ENGLAND REPRESENTATIVES

St Dominic Savio Catholic Primary

Wentworth Primary

St Francis Catholic Primary

Ernesettle Community School

St Andrew's CE Primary

Milton Park Primary

Bure Park Primary

Riverside Primary

Barnsbury Primary and Nursery

### ■ FEATURES

Review of the Year

Review of Parliament

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[www.theparliamentaryreview.co.uk](http://www.theparliamentaryreview.co.uk)

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# Ernesettle Community School

Together We Learn...



Aaron Meredith, Headteacher

Ernesettle Community School in Plymouth is in the highest Department for Education quintile for deprivation with the Index of Multiple Deprivation placing the area in the most deprived 15% nationally. When the school was deemed as 'requiring Special Measures' for the second time in less than three years in May 2010, the legacy of low aspiration, academic standards being amongst the lowest in the country and high levels of local unemployment were only compounded.

I was appointed in May 2010 to address these issues and, seven years later, the school is now very proud to be the highest-performing school on average in the authority over the past five years and the regional winner of the Pupil Premium Award in 2016. This journey has been enabled by a staff team and a community of children and families who now have the potential to live happy, prosperous and rewarding lives.

As a result of our outstanding reputation and our 'school of choice for local families' vision, the school now has 449 children on roll compared with 240 in 2010. The increase in our Nursery provision and introduction of a nursery for two-year-olds have also added to what we are able to offer our community. This is all in line with our school's vision statement, 'always striving to be outstanding, transforming the aspirations of a community'.

## High-quality teaching, interventions and specialist teaching

As well as being completely committed to developing the whole child, we understand the opportunities that our children enjoy when they achieve the national standards for reading, writing and mathematics.

### REPORT CARD

- » Headteacher: Aaron Meredith
- » Location: Plymouth, Devon
- » Academy: converted on January 1st 2016 as the lead school in a new multi-academy trust
- » 508 place, two-form entry primary school for pupils aged 2–11 years
- » 72 place Nursery
- » Free School Meals: 50.9%
- » 16 place two-year-old Nursery (for the most deprived ME2 funded pupils)
- » English as an Additional Language (EAL) pupils: 5.4%
- » 22 teaching staff, 20 teaching assistants
- » Ofsted rating: Good

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