

What is the Pupil Premium?

The Pupil Premium is additional funding for Reception children through to aged 16 that is allocated to schools and academies to help support socially disadvantaged pupils/students. Its purpose is to close the attainment gap between them and their peers.

All members of staff and governors accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a supportive environment. As with every child in our care, a child who is considered to be socially disadvantaged is valued, respected and entitled to develop his/her full potential, irrespective of need.

The school has high numbers of pupils (37.6%), whilst monies are directed towards distinct interventions and work a significant amount of pupil premium is targeted at normal quality classroom work and learning support staffing.

Background

The Pupil Premium targets extra funding for those from deprived backgrounds. Research shows these pupils underachieve compared to their peers. The premium is provided in order to support these more vulnerable groups of pupils to reach their potential.

The Government have used pupils entitled to Free School Meals (FSM), children of service personnel and Children Looked After (CLA) as an indicator for deprivation and have provided an additional fixed amount of money to schools per pupil to further support their education.

The Government have not dictated to schools how to spend this money, but are clear that schools need to employ strategies that they know will support these pupils to increase their attainment and narrow the gap.

Responsibilities

We maintain an on-going programme of support and monitoring for pupil with Pupil Premium support. This programme will be subject to oversight from the Local Governing Body via the Pupil Premium Champion Cate Brown.

All staff have a responsibility in providing the best possible provision for pupils; in doing so they have a responsibility to monitor progress and adapt planning and teaching to ensure these pupils/students maximise their progress. It should be noted that there is no substitute for wave 1 quality classroom teaching. The Sutton Trust research, and other research, clearly indicated the importance of in class provision and support. This research would indicate that disadvantaged pupils benefit greatly from the highest standards of teaching: equally they are disproportionately affected by poor quality teaching.

Reporting

It will be the responsibility of the designated member of the Wider Leadership Team (Komilla Datta) to produce a report to senior staff and to Governors which includes:

- An outline of the provision in place to support pupil premium pupils/students
- The progress of pupils/students supported by pupil premium funding
- An evaluation of the programme including the impact of initiatives and personnel
- A plan for the academic year that links funding to interventions

The Local Governing Body will ensure that the web site includes reference to pupil premium spending and outcomes.

Barriers to Learning

We have identified a number of barriers to learning which need to be overcome in order for all children and pupils to make progress and succeed.

Since pupil premium funds became available the school has strategically targeted our pupils for enhanced intervention and resources in order to overcome key weakness in:

- Speech and language development
- Emotional and behavioural development
- maths
- Attendance and punctuality
- Parental engagement
- Special Educational Needs (SEN) – a high proportion of pupil premium children are also identified as SEN
- Poor or inconsistent progress

In addition to intervening academically we continue to provide therapeutic support where necessary as many of our children who receive pupil premium funding can be subject to experiences that are traumatic and destabilising.

Educational Research

Research conducted by the Educational Endowment Foundation and Sutton Trust indicates the average impact (in months) on academic progress of effective practice. The school is conscious of this practice based research and takes notice of it when identifying appropriate and cost effective actions.

Key areas for the school and which resource is allocated include:

Strategy	Cost	Impact
Behaviour interventions	Midrange cost	4 months
Collaborative learning	Low cost	5 months
Early Years Intervention	High cost	6 months
Quality feedback by teachers	Low cost	8 months
Understanding how to learn	Low to mid cost	9 months
1 to 1 tuition	High cost	5 months
Strategy	Cost	Impact
Speech & Language intervention	Low to mid cost	5 months
Outdoor learning	Mid cost	3 months
Phonics	Low cost	5 months
Small group tuition	Mid cost	4 months
Reading comprehension strategies	Low cost	5 months

An outline of the provision in place for disadvantaged pupils 2016/7

Leadership

1. The Leadership team has a responsibility for tracking PP interventions and in ensuring all senior staff are fully aware of school wide actions and strategies for supporting PP pupils.
2. The Local Governing Body has identified a PP Champion to link directly with senior staff in relation to PP funding, interventions and impact.
3. All middle leaders are made aware of their responsibilities to track, monitor and support PP pupils.
4. All Teachers are required to use our information management systems to track the progress of PP children and to ensure that they plan lessons to support these pupils.

Behaviour and inclusion

1. Pupils with poor attendance will be supported by the attendance team.
2. The pastoral staff will support vulnerable learners and their parents.

Speech and Language support

1. S & L therapy support 2 days per week
2. Use of the speechlink program in KS 1 and 2
3. Small group speech and language programmes
4. Additional phonics support in place for Years R /1/2/3

Therapeutic support

1. Forest skills programme
2. Thrive
3. Play therapy and art therapy
4. Mindfulness and PHSE scheme Jigsaw
5. Parental support and engagement activity – targeted at PP parents (attendance support; behaviour management and relationship building)

Academic Interventions

1. Employment of teachers to provide 1-1 additional support and small group work to support core subjects particularly reading, writing and maths
2. Additional support provided as a rapid catch up programme for early years
3. Switched on Literacy year 3
4. Reading Wise for Phase 2
5. Sound training and Reading Eggs for Phase 3
6. Reading Gladiators for more able Year 4 children
7. Mathletics and timestables Rockstars for whole school
8. Teaching assistants supporting key interventions across the school
9. Third Space learning Maths intervention year 6

Pupil Premium Funding and Expenditure 2016-17

In the academic year 2016-17 the value of the Pupil Premium for primary pupils is £1320.
The total Pupil Premium funds for academic year 2016-17: £355,080

How the additional funding is allocated:

Focus	Barriers to Learning	Desired Outcomes	Interventions	£ Costs (% of PP pending)
Improving reading	Poor literacy skills	<ol style="list-style-type: none"> 1. Pupils quickly catch up to levels expected of their age 2. Workshops for parents 	A-Z literacy intervention BRP Boys reading project Switch on Bug club Reading Recovery programme specialist teacherx2 Dedicated and targeted parent classes Reading eggs Reading gladiators y4-6 Improving reading resources for KS 2 reading and also for struggling readers and those new to English comprehension	40,000 (11%)
targeted catch up programme for Maths across years1-6	Poor mathematical development	<ol style="list-style-type: none"> 1. Pupils quickly catch up to levels expected of their age 2. Workshops for parents 	Mathletics Timestables rockstars Additional maths support Third space learning	35,000 (10%)
Improving emotional and behavioural choices	Negative attitudes at home & school	<ol style="list-style-type: none"> 1. We develop more positive attitudes to self and to learning in core groups or individuals 2. Reducing challenging behaviour 3. Early intervention 4. Increase engagement in learning 	Learning mentor for targeted long term support Thrive (including training 1 more practitioner) Play therapy Art therapy Holiday club Breakfast club provision Mindfulness Forest schools uniform	33,000 (9%)
intervention to support oracy	Poor early language skills and phonic development	<ol style="list-style-type: none"> 1. Early diagnosis and action on language development 2. Catch up programmes and to support speaking, listening and phonics 3. Childrens vocabulary improves 	Specialist S & L therapist in school SALT interventions and training for other staff Speechlink programme ongoing costs for licences	20,000 (6%)

Improving attendance of PP	Home/student attitude to education	<ol style="list-style-type: none"> 1. Improved relations with home 2. Improved attendance (to target) 	<ol style="list-style-type: none"> 1. Dedicated focus on improving attendance 2. Inclusion & safeguarding manager support 	3,500 (1%)
Raising staff awareness of wave 1 quality teaching	Ineffective feedback and challenge to pupils	<ol style="list-style-type: none"> 1. Improved observed teaching 2. High level of effective question and answering in class 3. High level of marking and feedback 4. High level of challenge and engagement 	<ol style="list-style-type: none"> 1. Whole school inset/CPD activities: <ul style="list-style-type: none"> • Teachers • LSA 	10,000 (3%)
In class support to teachers	Class size	<ol style="list-style-type: none"> 1. TA/LSA dedicated to support learning and run interventions 2. Well managed adult resource by class teacher 	<ol style="list-style-type: none"> 1. Use of LSA across phases 2. LSA training and support to be effective – 	Contribution to LSA salaries across phases: £200,000 (56%)
Parental Engagement	Home – school past experience & education	<ol style="list-style-type: none"> 1. Increased engagement with hard to reach parents 2. Increased attendance rates at parent eve. 	<ol style="list-style-type: none"> 1. Dedicated classes to support inc.: <ul style="list-style-type: none"> • Managing behaviour • Understanding core skills 2. LM phoning parents to engage them in parents eve etc 	1,000 (0.3%)
Aspiration Raising	Lack of aspiration	1. Pupils do not see their background as a barrier to achieving highly	1. Brilliant Club Scholars prog for Y5/6	2,000 (0.6%)
TILA top slice			Trust costs for directors of maths and English, CEO	10,800 (3%)
Total spend:				£355,300